


1961

Ouachita Baptist College Bulletin General Catalogue Issue 1961-1962

Ouachita Baptist College

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BULLETIN OF
OUACHITA BAPTIST
COLLEGE

3/21/61
3/21/61
3/21/61

General Catalogue Issue 1961

OUACHITA BAPTIST COLLEGE

ACCREDITED BY

North Central Association of Colleges and Secondary Schools

MEMBER OF

Association of American Colleges

National Commission on Accrediting

Southern Association of Baptist Schools and Colleges

American Association of Colleges for Teacher Education

National Association of Schools of Music

National Association of Business Teacher Training Institutions

VOLUME LXXVI

APRIL, 1961

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Bulletin
of
Ouachita Baptist College

General Catalogue Issue 1961

Announcements for 1961-62

Seventy-sixth Session

Arkadelphia, Arkansas

1961

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College Calendar

Fall Semester, 1961-62

September 1, 2	Faculty seminar
September 4, 8:30 a.m.	Convocation of all new students
September 4, 5	Testing of all new students
September 6	Counseling of all students
September 7	Registration of freshmen and seniors
September 8	Registration of juniors and sophomores
September 9	Registration of graduate and special students
September 11	Classes to begin
September 22	Last day to register and last day for changes in registration
October 2-6	Spiritual Emphasis Week
October 30-November 2	Mid-semester examinations
November 22, 5 p.m., to 27, 8 a.m.	Thanksgiving vacation
December 15, 5 p.m., to January 3, 8 a.m.	Christmas vacation
January 15-19	Final examinations

Spring Semester, 1961-62

January 22, 8:30 a.m.	Convocation of all new students
January 22, 23	Testing of all new students
January 24	Counseling of all students
January 25	Registration of freshmen and seniors
January 26	Registration of juniors and sophomores
January 27	Registration of graduate and special students
January 29	Classes to begin
February 9	Last day to register and last day for changes in registration
February 26-March 2	Religious Emphasis Week
March 12	Last day for filing application for May graduation
March 19-22	Mid-semester examinations
March 23	Tiger Day
April 19, 5 p.m., to 24, 8 a.m.	Spring vacation
May 12	Last day for filing thesis in Graduate Office for May graduation
May 21-25	Final examinations
May 27, 4 p.m.	Commencement

Summer, 1962

June 4-July 6	First term
June 15	Last day for filing application for August graduation
July 9-August 10	Second term
July 27	Last day for filing thesis in Graduate Office for August graduation
August 10, 5 p.m.	Commencement

1961

SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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31						

1962

JANUARY

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FEBRUARY

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APRIL

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MAY

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JUNE

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JULY

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Board of Trustees

Terms Expiring in 1961

Mrs. Clarence Anthony, Mur-
freesboro

John T. Daniel, Jr., El Dorado

Tom Digby, North Little Rock

Roy Hilton, Harrison

Earl M. Jones, Texarkana

W. P. Jones, Jr., Arkadelphia

Robert A. Parker, Fort Smith

Rheubin L. South, North Little
Rock

Terms Expiring in 1962

Ernest L. Bailey, Cabot

J. E. Berry, El Dorado

Luke E. Burch, Jr., Hughes

James S. Colvert, DeWitt

William C. Hargis, Jr., Warren

John McClanahan, Hope

John Plumlee, Hot Springs

W. I. Walton, Arkadelphia

Terms Expiring in 1963

Mrs. J. L. Bodie, Little Rock

Wilson C. Deese, West Helena

Ben Elrod, Pine Bluff

W. S. Fox, Pine Bluff

Charles A. Gordon, Jr., Pine
Bluff

Edward Maddox, Harrisburg

Paul Meers, Dardanelle

William J. Sewell, Searcy

Administrative Officers

Ralph A. Phelps, Jr., M.A., Th.D.	President
Ralph E. Kirkman, M.A., Ed.D.	Dean of the Faculty
James W. Cady, Ed.D.	Dean of Students
Frances M. Crawford, B.A., B.Mus.	Registrar
James Orr, B.A.	Business Manager

Administrative Staff

Juanita McMillan Barnett, B.S. in L.S.	Librarian
Anna Lillian Yeoman, B.S.E.	Assistant Librarian
Wayne S. Smith, B.A., B.D.	Alumni Secretary
Claude Sumerlin, B.A., M.A.	Director of the News Bureau
James W. Burleson, B.M.E.	Director of Public Relations
Linda Day, B.A.	Director of Religious Activities
Irene Conner, B.S.	Dietitian
J. W. Kennedy, M.D.	College Physician
Ruby Venable, R.N.	College Nurse
Homer Lee Moore, B.A.	Bookstore Manager
Neno Flaig, B.A.	Counselor for Women
Ruby Beard	Resident Counselor, West Hall for Women
Nannie Mae Moore	Resident Counselor, Terral-Moore Hall
Ina S. Morgan	Resident Counselor, Cone-Bottoms Hall
Elizabeth Parsons	Resident Counselor, Johnson Hall
Georgia Fay Bowers	Resident Counselor, Conger Hall
Anna Mason	Resident Counselor, O. C. Bailey Hall
Mary Troxell	Resident Counselor, Blake Hall
Hilda McDade	Resident Counselor, North Dormitory
Billy Joe Scrimshire	Resident Counselor, Lakeside Dormitory

Faculty

Juanita McMillan Barnett, B.A., B.S. in L.S.

Librarian

B.A., Ouachita Baptist College, 1936; B.S. in L.S., George Peabody College for Teachers, 1937. (1956)¹

Martha Virginia Black, M.S.E.

Assistant Professor of English

B.A., Ouachita Baptist College, 1930; Columbia University, summer 1937; M.S.E., Henderson State Teachers College, 1956; University of North Carolina, summer 1959. (1946)

George Truett Blackmon, Th.D.

Associate Professor of Religion

B.A., Ouachita Baptist College, 1930; Th.M., Southwestern Baptist Theological Seminary, 1934; M.R.E., *ibid.*, 1946; Th.D., *ibid.*, 1959. (1946)

Edith Caroline Boushy, M.A.

Assistant Professor of English

B.S., Wayland Baptist College, 1951; M.A., Mississippi Southern College, 1956. (1960)

Theodore F. Boushy, Ph.D.

Professor of History

B.A., Oklahoma Baptist University, 1941; M.A., University of Oklahoma, 1942; B.D., Southern Baptist Theological Seminary, 1944; Ph.D., University of Oklahoma, 1950. (1960)

Evelyn Bulloch Bowden, M.Mus.

Associate Professor of Music

B.Mus., Ouachita Baptist College, 1931; B.A., *ibid.*, 1932; Juilliard School of Music, New York, piano with James Friskin; methods with Guy Maier and Maybelle Glenn, summer 1934; M.Mus., American Conservatory, Chicago, 1940; piano with Rudolph Reuter, 1940; organ with Hugh Porter, piano with Ernest Hutcheson and Rosalyn Tureck, summer 1945; organ with Frank Van Dusen, piano with Mollie Margolies, summer 1950; Potsdam State Teachers College, European Music-Art Tour, summer 1953; Union Theological Seminary, organ with Vernon DeTar and Enid Woodward, summer 1957. (1936)

¹The date in parentheses indicates first year of service at Ouachita Baptist College.

Faculty

Robert Nelson Burrows, Ph.D.
Professor of English

B.A., Colorado College, 1947; Post-graduate Diploma in English Studies, University of Edinburgh, 1949; Diploma in French, University of Poitiers, France, summer 1949; Diploma in German, University of Innsbruck, Austria, summer 1950; M.A., University of Pennsylvania, 1956; Ph.D., *ibid.*, 1959. (1959)

James W. Cady, Ed.D.
Dean of Students

B.A., University of Arkansas, 1940; M.S.E., *ibid.*, 1949; Ed.D., *ibid.*, 1953; University of Minnesota, summer 1959. (1958)

James Conrad Carroll, M.B.A.
Assistant Professor of Business

B.A., Ouachita Baptist College, 1960; M.B.A., University of Arkansas, 1961. (1961)

Raymond Arthur Coppenger, Ph.D.
Professor of Philosophy and Religion

B.A., Mercer University, 1933; Th.M., Southern Baptist Theological Seminary, 1936; Oxford University, summer 1947; George Peabody College, summer 1951; Ph.D., University of Edinburgh, 1953; University of California, summer 1958; George Washington University, summer 1960. (1954)

John Ward Crosby, Jr., B.S.
Assistant Professor of Military Science

B.S., Montana State College, 1952; Captain, Regular Army. (1960)

Ralph Custer Daily, Ph.D.
Professor of History

B.A., Ewing College, 1923; M.A., University of Nebraska, 1924; Ph.D., Indiana University, 1929. (1935)

Elliott Hugh Donnels, M.Ed.
Associate Professor of Education and Psychology

B.A., Louisiana College, 1949; M.Ed., Southern Methodist University, 1953; University of Minnesota, summer 1956; *ibid.*, 1956-57; *ibid.*, summers 1957, 1958. (1950)

John Lee Eighthy, Ph.D.

Associate Professor of History

B.A., Oklahoma Baptist University, 1949; B.D., Central Baptist Theological Seminary, 1952; M.A., University of Missouri, 1955; Ph.D., *ibid.*, 1959. (1959)

Frances Elledge, M.S.

Assistant Professor of Home Economics

B.A., Ouachita Baptist College, 1935; B.S., Texas State College for Women, 1938; M.S., Oklahoma State University, 1959. (1956)

Joe M. Ensminger, M.Ed.

Associate Professor of Mathematics and Physical Education

B.A., Centre College, 1936; M.Ed., East Texas State College, 1953; Memphis State University, Summer Mathematics Institute, 1959, 1960. (1960)

Wilbur W. Everett, Ph.D.

Professor of Chemistry

B.S., Ouachita Baptist College, 1954; Ph.D., Purdue University, 1959. (1961)

Neno Flaig, B.A.

Instructor in English

B.A., Ouachita Baptist College, 1943; Henderson State Teachers College, 1958-59, 1959-60; Ouachita Baptist College, 1959-60. (1960)

Helen Baker Frazier, M.Ed.

Instructor in Secretarial Science

B.S.E., Arkansas State Teachers College, 1948; M.Ed., University of Arkansas, 1955. (1960)

Ruby Lois Gardner, M.A.

Associate Professor of French and Spanish

B.A., College of the Ozarks, 1932; University of Texas, 1935; M.A., University of Oklahoma, 1950; Certificate d'Etude, Universite de Paris, summer 1954; University of Colorado, summer 1956; Columbia University, summer 1960. (1947)

Faculty

Barbara Jean Cox Gill, M.S.

Assistant Professor of Physical Education

B.S., Baylor University, 1957; M.S., *ibid.*, 1958. (1958)

Bobby Joe Gill, B.S.

Instructor in Physical Education

B.S., Baylor University, 1958; Henderson State Teachers College, summers 1959, 1960. (1958)

Hazel Ann Goff, M.S.

Assistant Professor of Physical Education

B.S., Baylor University, 1953; M.S., *ibid.*, 1955. (1955)

Ronald Lee Hayworth, B.A.

Instructor in History

B.A., Ouachita Baptist College, 1959; Baylor University, 1959-60. (1960)

Fay Holiman, M.A.

Associate Professor of Humanities

B.A., Ouachita Baptist College, 1925; B.Mus., Chicago Musical College, 1928; M.A., University of Texas, 1933; Columbia University, summers 1939, 1948, 1952; European Tour, 1955; Columbia University, summer 1957. (1943)

Dennis Holt, M.A.

Associate Professor of Speech

B.A., Henderson State Teachers College, 1947; M.A. in English, University of Arkansas, 1955; M.A. in Speech and Drama, *ibid.*, 1960. (1955)

William Maurice Hurley, M.A.

Professor of Psychology and Education

B.A., University of Tulsa, 1940; M.A., *ibid.*, 1947; B.D., Southwestern Baptist Theological Seminary, 1949; Oklahoma University, 1949-50; Baylor University, 1955; Oklahoma University, 1957-58. (1960)

Kathryn Jones, M.A.**Associate Professor of Mathematics**

B.A., Ouachita Baptist College, 1939; M.A., George Peabody College, 1951; University of Colorado, summer 1954; Oklahoma A. and M., summer 1955; George Peabody College, summer 1957. (1952)

Mary W. Jones, M.S.**Associate Professor of Home Economics**

B.S., Louisiana Polytechnic Institute, 1933; M.S., Texas State College for Women, 1951; Louisiana State University, summers 1952, 1953, 1954, 1958. (1943)

Edwin Shigeru Kajihiro, M.S.**Associate Professor of Biology**

B.A., Iowa Wesleyan University, 1950; M.S., Southern Methodist University, 1952; North Texas State College, 1957-58; University of Texas, summers 1958, 1959. (1959)¹

William Jack King, B.A.**Professor of Military Science**

B.A., Bob Jones University, 1949; Southwestern Baptist Theological Seminary, 1950; U. S. Army Command and General Staff College, 1959; Ouachita Baptist College, 1960; Lieutenant Colonel, United States Army Reserve. (1959)

Ralph E. Kirkman, M.A., Ed.D.**Dean of the Faculty**

B.A., Baylor University, 1950; M.A., *ibid.*, 1951; *ibid.*, 1951-52; Southern Illinois University, summer 1952; Southwestern Baptist Theological Seminary, 1955; Ed.D., North Texas State College, 1957; University of Minnesota, summer 1958; Harvard University, Institute for Academic Deans, 1959. (1956)

James Thomas Luck, Ed.D.**Professor of Music**

B.Mus., Hendrix College, 1947; M.Mus.Ed., Louisiana State University, 1949; M.S.Mus., Southwestern Baptist Theological Seminary, 1950; Chicago Musical College, summer 1951; Ed.D., Florida State University, 1957; University of Arkansas, summer 1958. (1956)

¹On leave of absence during 1960-61 academic year; study at the University of Oklahoma.

Faculty

Helen Lyon, M.A.

Associate Professor of Music

B.A., Mary Hardin-Baylor, 1934; Institute of Musical Art, New York, 1937-38; Louisiana State University, summer 1940; M.A., George Peabody College, 1943; Chicago Musical College, summer 1948; University of Texas, summer 1953; University of Colorado, summers 1954, 1956; Northwestern University, summer 1958. (1943)

Joseph Ryland Mundie, Ph.D.

Professor of Biology

B.S., University of Virginia, 1925; M.S., *ibid.*, 1925; Ph.D., *ibid.*, 1927. (1943)

William Francis McBeth, M.Mus.

Associate Professor of Music

B.Mus., Hardin-Simmons University, 1954; M.Mus., University of Texas, 1957; Eastman School of Music, summers 1959, 1960. (1957)

Clark William McCarty, Ph.D.

Professor of Chemistry and Physics

B.A., University of Kansas City, 1937; M.S., University of Nebraska, 1939; B.S.E., Central Missouri State College, 1940; United States Naval Academy Post-graduate School, 1944; M.A., University of Missouri, 1947; Ph.D., *ibid.*, 1953; Oak Ridge Institute of Nuclear Studies, summer 1950. (1950)

A. Wayne McGuire, M.A.

Assistant Professor of English

B.A., University of Denver, 1958; M.A., University of Oregon, 1960. (1960)

Lillian Nowlin, M.A.

Instructor in Home Economics

B.A., Texas State College for Women, 1937; M.A., *ibid.*, 1938. (1960)

Jesse L. Nutt, Jr., M.A.

Assistant Professor of History

B.A., Ouachita Baptist College, 1953; B.D., Southern Baptist Seminary, 1957; M.A., Louisiana State University, 1957; George Peabody College for Teachers, 1957-59; University of Tennessee, summer 1960. (1959)

Victor Oliver, Ph.D.

Associate Professor of Biology

B.A., Ouachita Baptist College, 1949; M.A., George Peabody College, 1950; *ibid.*, summer 1950; Ph.D., University of Alabama, 1961. (1962)

Betty L. Orr, M.S.

Associate Professor of Secretarial Science

B.A., Ouachita Baptist College, 1950; M.S., Oklahoma A. & M., 1951; Indiana University, summer 1956; Florida State University, summer 1958; Indiana University, summer 1960. (1951)¹

Donald J. Pennington, M.S.E.

Assistant Professor of Speech

B.A., Henderson State Teachers College, 1955; M.S.E., *ibid.*, 1958; University of Arkansas, summer 1959. (1958)

Wayne Hensley Peterson, B.A., B.D.

Assistant Professor of German

B.A., University of Corpus Christi, 1951; B.D., Southwestern Baptist Theological Seminary, 1953; Texas Christian University, 1953-55; University of Basel, 1955-56. (1960)

Ralph Arloe Phelps, Jr., M.A., Th.D.

President of the College

B.A., Baylor University, 1943; M.A., *ibid.*, 1945; Th.M., Southwestern Baptist Theological Seminary, 1947; Th.D., *ibid.*, 1949; summer institute study, University of Wisconsin, 1947; Yale University, 1949; Harvard University, 1955. (1953)

¹On leave of absence during 1960-61 academic year; study at Indiana University.

Faculty

Eugene Almarine Provine, Ph.D.
Professor of Chemistry

B.A., Mississippi College, 1923; M.S., Louisiana State University, 1925; Ph.D., Ohio State University, 1936. (1929)

Virginia Queen, M.Mus.
Associate Professor of Music

B.A., B.Mus., Ouachita Baptist College, 1944; George Peabody College, private instruction with Walter Ihrke, 1945; private instruction with Rudolph Reuter, 1946, 1947, 1948, 1949; M.Mus., American Conservatory, 1949; University of Colorado, summers 1954, 1956; American Conservatory, private instruction with Aleta Tenold, summer 1958. (1946)

Randolph Quick, M.A.
Associate Professor of Sociology

B.A., Baylor University, 1946; M.A., *ibid.*, 1948; University of Texas, 1952-53; *ibid.*, 1957-58; *ibid.*, summer 1959. (1953)

Betty Jo Rasberry, M.A.
Associate Professor of Philosophy and English

B.A., Baylor University, 1953; M.A., *ibid.*, 1954; University of Arkansas, summer 1956; *ibid.*, 1956-57; *ibid.*, summer 1957. (1954)

Phares H. Raybon, M.A.
Associate Professor of Art

B.F.A., University of Alabama, 1949; M.A., *ibid.*, 1950; University of Texas, summer 1960. (1951)

Bob Cowley Riley, M.A., Ed.D.
Professor of Political Science

B.A., University of Arkansas, 1950; M.A., *ibid.*, 1951; Diploma of Advanced Study, *ibid.*, 1956; University of California, summer 1956; Ed.D., University of Arkansas, 1957; University of Paris, summer 1958. (1957)

Paul Cortland Rodgers, B.S.
Assistant Professor of Military Science

B.S., University of Oregon, 1949; Captain, United States Army Reserve. (1957)

R. D. Rodgers, M.A.

Associate Professor of Physical Education

B.A., University of Mississippi, 1936; M.A., East Texas State Teachers College, 1955. (1950)

Herman Sandford, M.A.

Associate Professor of English

B.A., Baylor University, 1947; M.A., *ibid.*, 1949; *ibid.*, 1950-51; University of Arkansas, spring 1958; *ibid.*, 1958-59; *ibid.*, summer 1960; University of Colorado, summer 1960. (1959)

Juanita Sandford, M.A.

Instructor in Sociology

B.A., Baylor University, 1947; M.A., *ibid.*, 1948; University of Colorado, summer 1960. (1961)

David Edward Scott, M.S.Mus.

Associate Professor of Music

B.Mus., Hardin-Simmons University, 1949; M.S.Mus., Southwestern Baptist Theological Seminary, 1954. (1954)

Donald Monfort Seward, Ph.D.

Professor of Mathematics

B.A., J. B. Stetson University, 1930; M.A., University of North Carolina, 1932; Ph.D., Duke University, 1941. (1942)

Robert Warren Smith, M.B.A.

Assistant Professor of Business

B.A., Ouachita Baptist College, 1939; M.B.A., University of Texas, 1960. (1960)

Wayne Slayden Smith, B.A., B.D.

Assistant to the President

B.A., Baylor University, 1951; B.D., Southwestern Baptist Theological Seminary, 1953; Ouachita Baptist College, 1959-60, 1960-61. (1954)

Faculty

Claude Windell Sumerlin, M.A.

Associate Professor of Journalism

B.A., Texas College of Arts and Industries, 1947; M.A., Baylor University, 1949; University of Texas, summer 1956; University of Missouri, summer 1960. (1959)

Cecil C. Sutley, D.R.E.

Professor of Religion

B.A., Mississippi College, 1948; M.R.E., Southwestern Baptist Theological Seminary, 1951; D.R.E., *ibid.*, 1953; University of Minnesota, summer 1954. (1954)

Hazel Williams Thomas, M.S.

Associate Professor of Home Economics

B.S., Arkansas State Teachers College, 1930; University of Arkansas, summer 1946; M.S., Oklahoma A. & M., 1951; University of Tennessee, summer 1955; Oklahoma State University, summer 1957. (1948)

Bill Trantham, M.Mus.

Associate Professor of Music

B.S., Southwest Missouri State College, 1951; B.S. in Ed., *ibid.*, 1951; private study with Egon Petri, 1952; M.Mus., Northwestern University, 1955; Indiana University, summer 1958; Northwestern University, summer 1959. (1960)

Billy C. Vining, M.A.

Associate Professor of Physical Education

B.A., Ouachita Baptist College, 1951; M.A., George Peabody College for Teachers, 1954; *ibid.*, summer 1956, 1958, 1959. (1954)¹

Edgar Lamar Watkins, M.A.

Assistant Professor of Physical Education

B.A. Ouachita Baptist College, 1955; M.A., George Peabody College, 1959. (1957)

¹On leave of absence during 1960-61 academic year; study at George Peabody College for Teachers.

Thurman O. Watson, M.A.**Associate Professor of Education**

B.S.E., Southern Illinois University, 1949; M.A., University of Kentucky, 1950. (1960)

Ralph Williams, Ph.D.**Associate Professor of Biology**

B.S., Oklahoma State University, 1950; M.S., University of Missouri, 1954; Ph.D., *ibid.*, 1960. (1960)

Sherwin O. Williams, M.B.A., C.P.A.**Associate Professor of Business**

B.S., Southern State College, 1957; M.B.A., University of Mississippi, 1958. (1958)

Vester Eugene Wolber, Th.D.**Professor of Religion**

B.A., Ouachita Baptist College, 1938; Th.M., Southwestern Baptist Theological Seminary, 1945; Th.D., *ibid.*, 1950. (1958)

Don Kenneth Wright, M.A.**Assistant Professor of Speech**

B.A., Baylor University, 1953; B.D., Southern Baptist Theological Seminary, 1957; M.A., Baylor University, 1961. (1960)

Anna Lillian Yeoman, B.S.E.**Assistant Librarian**

B.S.E., Arizona State University, 1945; University of Arizona, summer 1945; University of Texas, 1946; Southern State College, 1952; Ouachita Baptist College, summer 1955. (1956)

Claude Allan Yeoman, M.A., Ed.D.**Professor of Education**

B.S., Franklin College, 1916; M.A., Teachers College, Columbia University, 1933; Ed.D., University of Texas, 1951. (1954)

Teaching Fellows

Matthew Daniel Coad, B.A.

Teaching Fellow in Religion

B.A., Ouachita Baptist College, 1959. (1959)

Margaret Elizabeth Gillaspie, B.A.

Teaching Fellow in American Civilization

B.A., Ouachita Baptist College, 1960. (1960)

Betty Jane Hill, B.A.

Teaching Fellow in American Civilization

B.A., Ouachita Baptist College, 1960. (1960)

Homer Lee Moore, B.A.

Teaching Fellow in American Civilization

B.A., Ouachita Baptist College, 1958. (1960)

Artie Mae Rodgers, B.A.

Teaching Fellow in American Civilization

B.A., Willamette University, 1948. (1960)

James Louis Ryan, B.A.

Teaching Fellow in Religion

B.A., Ouachita Baptist College, 1959. (1959)

Homer Warren Shirley, Jr., B.A.

Teaching Fellow in Religion

B.A., Ouachita Baptist College, 1960. (1960)

Harry E. Woodall, B.A.

Teaching Fellow in Religion

B.A., Ouachita Baptist College, 1960. (1961)



Cone-Bottoms Hall

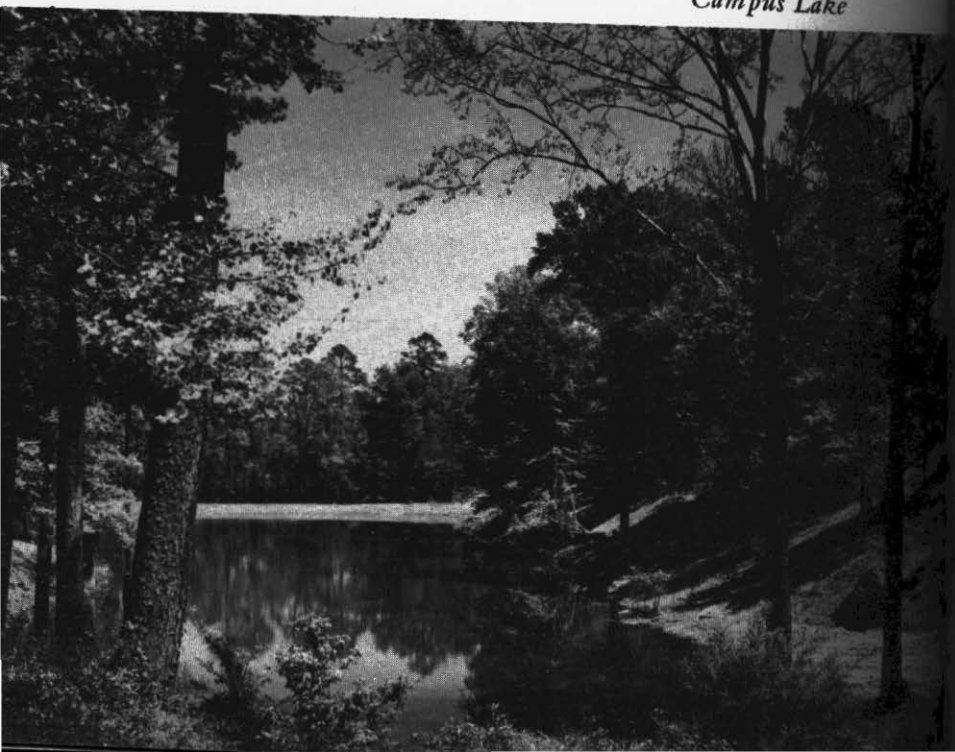
Grant Hall





R.C. Daily Hall

Campus Lake



Organization and Support

Origin

Ouachita Baptist College was founded in November, 1885, by the Arkansas Baptist State Convention. In December of that year the trustees of the college voted to locate the institution in Arkadelphia, Arkansas. Classes began in September, 1886; and the college has operated without interruption in the same location since that date.

Eleven presidents have guided its development: Dr. J. W. Conger, 1886-1907; Dr. H. S. Hartzog, 1907-11; Dr. R. C. Bower, 1911-13; Dr. S. Y. Jameison, 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 to date.

Location

Ouachita Baptist College is located in Arkadelphia, Arkansas, about seventy miles southwest of Little Rock and thirty-five miles south of Hot Springs. The Missouri Pacific Railroad serves the area. There is frequent bus service to and from the city. Facilities for air transportation are available both in Hot Springs and Little Rock. An airport is being constructed in the city of Arkadelphia.

Arkadelphia has a population of 8,069 including the student bodies of Henderson State Teachers College and Ouachita Baptist College.

Aims

Ouachita Baptist College is a church-related, liberal-arts-centered general college which seeks to prepare a student to live a good 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 institution's belief 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 practically all of the graduates of the college will have to earn a living; and courses are offered leading to careers in such fields as medicine, dentistry, teaching, business, the ministry, journalism, music, drama, chemistry, and social work.

Ouachita exists to meet the needs of people who want an education which will prepare them for places of leadership 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 phys-

Organization and Support

ical abilities, to think critically and creatively, and to mature in his appreciation for his world and his obligation to be of service to mankind.

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

Ouachita is proud to be a Christian college and sees as a vital part of her mission the fulfillment of intent of Jesus Christ, who said, "I am come that they might have life, and that they might have it more abundantly."

Status and Facilities of the College

The college is accredited by the North Central Association of Colleges and Secondary Schools. It is also a member of the Association of American Colleges, the National Commission on Accrediting, the Southern Association of Baptist Schools and Colleges, the American Association of Colleges for Teacher Education, the National Association of Schools of Music, and the National Association of Business Teacher Training Institutions.

There are twenty-six permanent buildings on the campus, most of which are of red brick, using modern or other styles of architecture. Six of the major buildings have been completed within the past ten years. Apartments and cottages to house sixty-seven student families are located immediately adjoining the main campus.

The capital endowment stands currently at \$844,785.96. The buildings and grounds are valued currently at \$4,375,564.60.

Riley Library, serving both the college and the community, has at present more than 50,000 volumes, plus a pamphlet collection, film strips, recordings, and other audio-visual materials. About three hundred periodicals are received, of which the more important are preserved in bound volumes.

Government, Programs, and Support

The College. The college is governed by a Board of Trustees elected by the Arkansas Baptist State Convention. The general program of the college is administered by the president.

Instructional Program. The instructional program of the college is administered by the dean of the faculty with a faculty of sixty-four persons who are well trained in their teaching fields. More than three hundred courses, organized into seven broad divisions, are currently offered by the college.

Student Life and Activities. Student life and activities services are administered by the dean of students, using the services of faculty and resident counselors. The program involves housing, board, student government, clubs and organizations, student publications, health service, guidance and counseling, the testing program, athletics, and student social life.

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

The Summer Session. The summer session is administered by the officers of the college and consists of two terms of five weeks each. A student may earn up to six hours each term. Regular faculty members teach in the summer session, and regular college courses are offered in all divisions. Teacher training receives special emphasis, with specialists in this field supplementing the regular faculty. The summer commencement concludes this session.

The Graduate Program. The Board of Trustees of Ouachita Baptist College on July 24, 1958, authorized a program of graduate studies leading to the Master of Arts degree to begin at such time as the faculty of the college deemed wise. 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 American civilization and religion, with the first classes to begin in September, 1959. The Master of Music Education degree will be offered beginning with September, 1961.

The Division of Graduate Studies of Ouachita Baptist College 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.

Organization and Support

The college 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 reference to a higher degree.

Announcements of the graduate program are contained in the **Graduate Catalogue Issue** of the **Ouachita Baptist College Bulletin**. Correspondence should be sent to the director of graduate studies.

Summer School in Europe and the Holy Land. During the summer of 1961 Ouachita Baptist College will conduct an overseas tour of twelve countries. This guided tour will include Jerusalem, Rome, Paris, London, and other points in Europe and the Near East. It will be sponsored by the Division of Religion and Philosophy, and emphasis will be given to the religious significance of the places visited. Students may earn from two to six semester hours of academic credit for assignments based on the tour.

Ex-Students Association. The college maintains an Ex-Students Office which gathers and publishes information concerning its graduates and former students.

The ex-students of the college are organized into a functioning body known as Ouachita Ex-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.

There are no set dues to the Ex-Students Association, but May 1 of each year is called Loyalty Day, at which time former students send gifts to the Ex-Students Association.

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

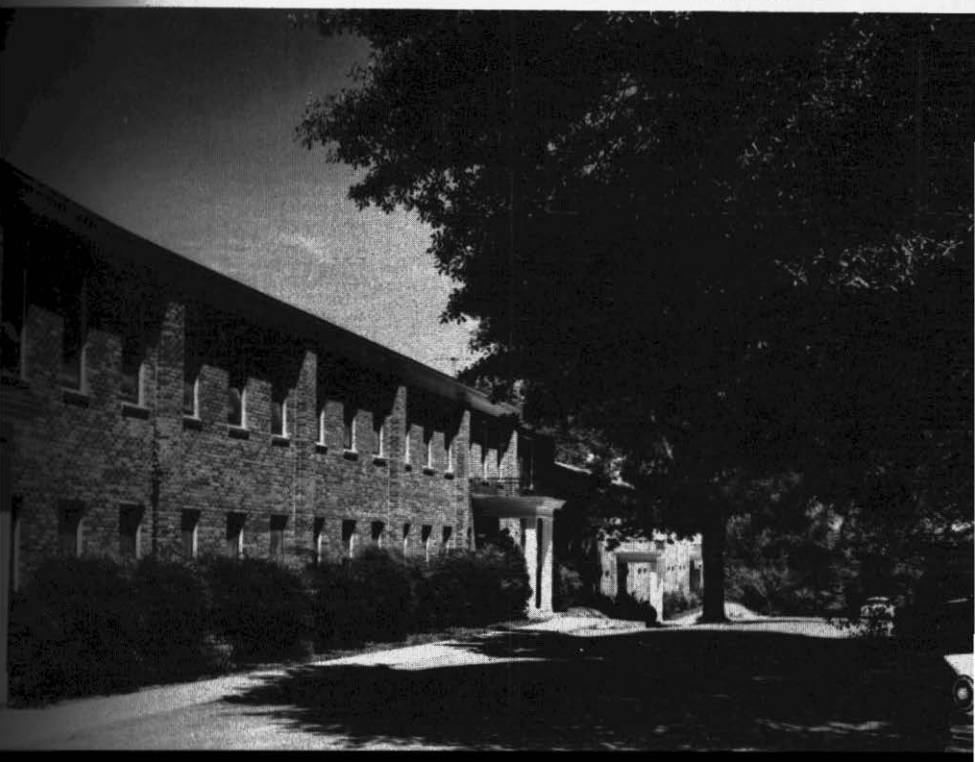
Friends desiring to make donations, conveyances, or bequests to the college are advised that its legal name is Ouachita Baptist College and that the institution is chartered under the laws of the State of Arkansas.

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



West Hall

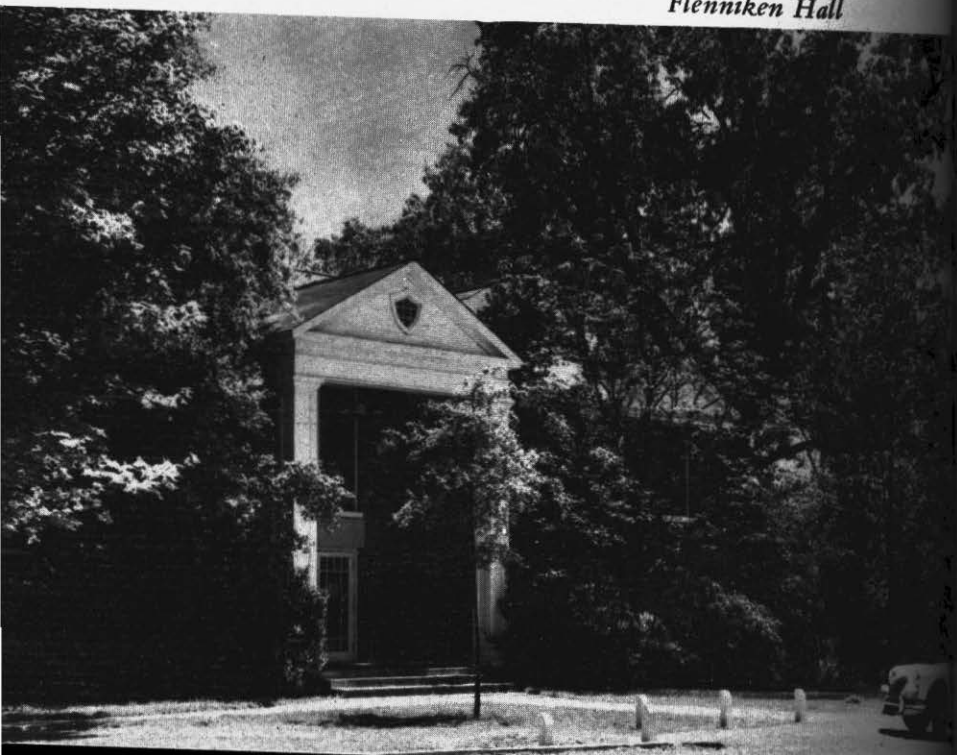
Terral-Moore Hall





O. C. Bailey Hall

Flenniken Hall



Student Life and Activities

Food and Housing

Costs to the student for these essential services are explained in the section on student expenses. Students living in dormitories will eat at the college dining hall.

Unmarried students, except those living at home, will reside on the campus or in college-owned housing unless excused by the dean of students. Unmarried students living off the campus will occupy quarters approved by the college through the office of the dean of students.

Housing for single men is provided in the Field House, North Dormitory, Conger Hall, O. C. Bailey Hall, New Dormitory for Men, and Lakeside Dormitory. Housing for single women is provided in Terral-Moore Hall, Johnson Hall, Cone-Bottoms Hall, West Dormitory for Women, and Blake Hall. Each dormitory is under the supervision of a resident counselor who is a member of the staff and works closely with the dean of students.

Single beds are provided. Pillows and covers will be brought by the student. Linens may be brought by the student or rented from a linen service available on the campus.

Housing for married students is provided in the nine cottages for ministerial students, the forty-three apartment units located on the North Campus, and sixteen apartments in the Ouachita Apartments. These apartments and cottages are unfurnished.

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, \$10.00 for dormitory room or \$20.00 for cottage or apartment, will be refunded if the student notifies the dean of students two weeks in advance of registration day that he has been prevented from coming.

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. No housing is considered reserved until the reservation fee is paid. The college notifies the applicant of the confirmed reservation.

Medical Services

A physician, nurses, and a sixteen-bed infirmary are provided on the campus. First aid, simple diagnosis, and treatment for minor illnesses are available at little or no cost. Medical services in more serious cases may be had at the local hospital. Costs for the student are explained in the section on financial information.

The Counseling and Guidance Program

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

This program, under the supervision of the dean of students, 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 staff members who guide individual students toward their vocational and educational objectives. When a student first registers, he is assigned to a faculty counselor who assists in the selection of courses until an area of concentration is chosen. Then the student is assigned to a faculty member in the department in which the studies are to be concentrated. Aptitude, intelligence, and proficiency tests administered early in the freshman year help both student and counselor to select the courses best adapted to the student's interests and abilities.

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

Remedial programs are provided for students with demonstrated deficiencies in essential skills. The reading laboratory, for instance, helps students to develop vocabulary, speed, and comprehension in reading, as well as to remove certain reading handicaps. Courses of study are especially adapted in mathematics, speech, and written communication to assist students who encounter difficulties in such skills.

Social Life

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

Social life in the dormitories ranges from the very informal "bull-session" to the more formal open house or reception. In the college dining hall good manners and table courtesies are expected always. Friendly greetings on the campus are traditional.

There are no national fraternities or sororities at Ouachita, 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., W.C.F., and Gamma Phi. Within the framework of the college's objectives and ideals, these clubs pledge new students during stipulated periods in the school year. Hazing and corporal punishment are forbidden, and no club can function without a faculty sponsor.

The Young Democrats and the Young Republicans have organizations on the campus. In addition to regular meetings they sponsor forums on national and international topics.

Standards of Conduct

The *Student Handbook*, published each year, contains detailed regulations. 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.

Certain undesirable activities which are specifically forbidden include: disorderly conduct in dormitory, dining hall, classroom, library, or auditorium; drinking, carousing, or gambling, both on and off the campus; and smoking by women students.

Dormitory rooms are to be kept neat and clean. Defacement of walls or damage to furnishings must be paid for by the student. Furnishings may be removed from the room only with permission of resident counselor. Hot plates or double sockets for extra lights may not be used. Electric wiring is not to be changed by the student. The college will not assume responsibility for valuables left in dormitory rooms.

Women must have permission of a resident counselor in order to make trips away from the college or outside Arkadelphia.

A student who marries during the school year without advising the dean of students in writing two weeks in advance is subject to immediate expulsion from the college.

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 college, interpreting official policy to the students and student wishes to the administration.

A dormitory council in each dormitory, cooperating with the resident counselor, enforces specific dormitory regulations and promotes activities relevant to that dormitory.

Where and when needed, a special discipline panel, made up of both students and staff members, may be convened to deal with uncooperative students. This extreme measure is seldom needed.

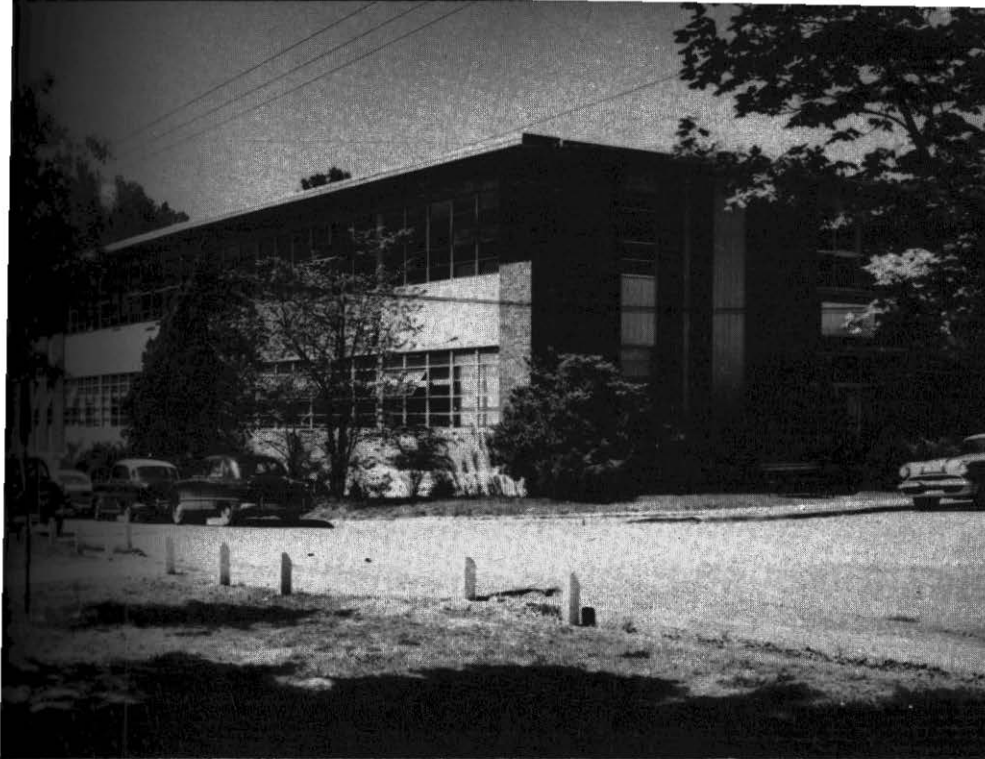
Religious Life at Ouachita

Attendance at chapel is required of all students and staff members. Planned and presided over by faculty representatives, chapel is designed to deepen the student's spiritual life, broaden his cultural appreciation, and quicken his desire for learning.

Appreciation for religious values is cultivated further by staff members who are dedicated to the promotion of Christianity in higher education, by vespers services and other activities of the Baptist Student Union, and by membership and activity in the churches of Arkadelphia and nearby communities.

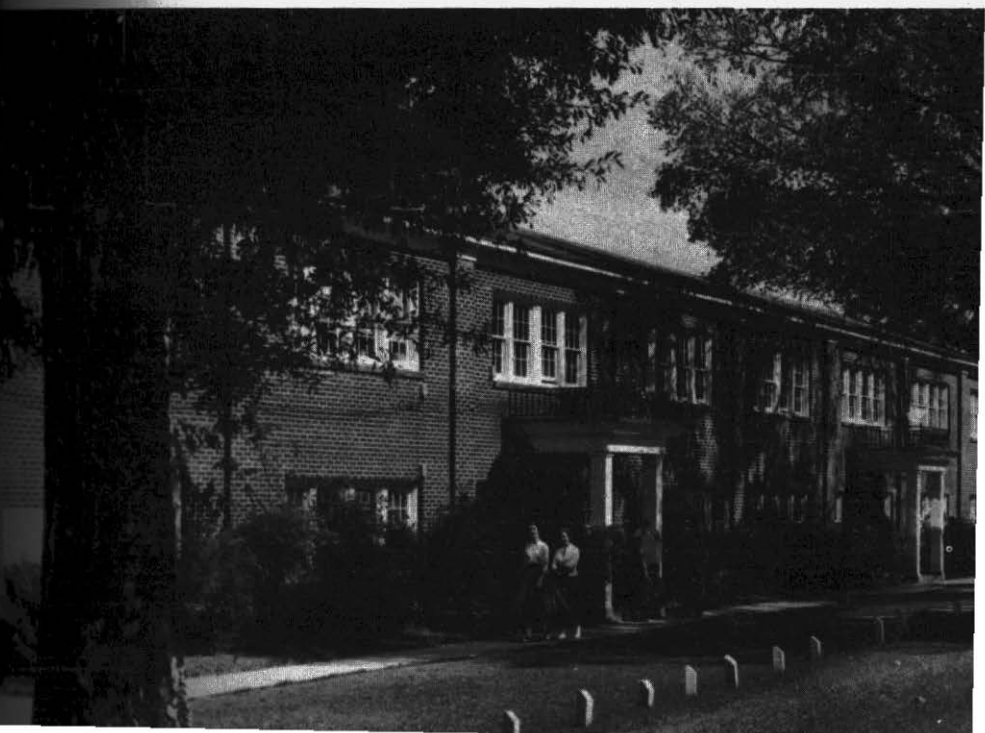
Religious organizations on the campus include the following:

The Baptist Student Union. Largest and most inclusive of campus organizations, its purpose is to relate college activities to local Baptist churches and to deepen the spiritual lives of the students. The B.S.U. Council, elected annually and assisted by the student secretary, directs and coordinates various religious activities, promotes Religious Emphasis Week, and sends rep-



Hamilton Moses Science Building

Ernest Bailey Hall





representatives to the State B.S.U. Convention and the south-wide student retreats each summer. The local B.S.U. is affiliated with the Department of Student Work of the Southern Baptist Convention.

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

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

The O.B.C. Circle of the W.M.S. Sponsored by the W.M.U. of First Baptist Church in Arkadelphia, this organization of married women and older single women follows the programs of W.M.S. circles elsewhere.

The Life Service Band. This is the oldest organization on the campus for laymen who are dedicated to some form of Christian service as an avocation. Missionary activities and personal Christian living are the prime objectives of the weekly devotional programs and the extension work in neighboring communities.

The Volunteer Band. In promoting worship, training, experience, and fellowship for students who have dedicated their lives to home and foreign mission work, this group provides weekly devotional programs and missionary activities in surrounding communities.

Academic Clubs

The purpose of academic clubs is to foster closer relationships between teachers and students and to promote a livelier professional or academic interest in a given study. Academic clubs now active on the Ouachita campus include: Scio Vita (Biology), Chemistry Club, Commercial Club, Sigma Tau Delta (English Honor Society), Alpha Psi Omega (honorary Dramatic Club), History Honor Society, Colhecon Club, International Relations Club, Math Honor Society, Musicians' Guild, Ouachita Players, Pi Kappa Delta (Debate), ROTC Rifle Club, Pershing Rifles, Women's Recreational Association, Economics Club, Alpha Kappa (Sociology), W. S. Johnson Chapter of Student National Education Association, Kappa Delta Pi (Professional Education), and the Diapason Club.

Music

Music organizations include the following: the Ouachita Baptist College Choir, the Opera Workshop, the Women's Chorus, the Ouachita Baptist College Symphony Orchestra, and the Ouachita Baptist College Band. For further information see music departments.

The Artists Series

Lectures and concerts by professional lecturers and artists bring to the student body periodically the best talent of the nation. No charge is made for these programs.

Publications

The Ouachita Signal, semi-monthly newspaper published by a student staff and sponsored by the Department of Journalism, is devoted to news about the college. 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 college year. Subscription price is included in regular fees.

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

Placements 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, and golf.

Student Expenses

An inclusive fee of \$930¹ covers the cost to the resident student for instruction, room and board, and general fees for the regular academic year. Fees charged students not in residence in college dormitories include all privileges of the college except those pertaining to resident life.

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

All students are entitled to admission without charge to all athletic and forensic events, concerts, and lectures. The fee also includes use of the infirmary, the college publications, laboratory fees, social activities, and use of the college testing services.

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

The college encourages students to keep their personal finances within moderate limits. Students should allow approximately \$50 for books and reasonable amounts for clothing, travel, amusements, and incidental expenses.

The college 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.

Expense Statement

General expenses, for one semester

Tuition, 8 to 17 hours	\$175.00
Fees	50.00
Including medical fees, three publications, all athletic events, laboratory fees, artist series, and social activities.	125
Meals in dining hall	170.00
Conger Hall	\$ 80.00
West Dormitory for Women	80.00
All other dormitories	70.00
Total minimum cost	\$465.00

¹The inclusive fee will vary according to dormitory.

Student Expenses

Extra expenses, where applicable

Per semester hour, over 17 and under 8 hours	10.00
Special examination	2.00
Credit by examination fee	5.00
Course change after registration week	1.00
Graduation	10.00
Transcript, after the first	1.00
Late registration, per day, maximum \$6.00	2.00
Handling charges on returned checks	1.00
General testing fee for all new students	2.00

Fees for admission

Application for admission	5.00
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Fees for music students

Private lessons, music, per half-hour lesson	1.50
One lesson per week, per semester	27.00
Two lessons per week, per semester	54.00
Class piano	15.00

Practice periods, per semester

Piano practice room, 1 hour daily	5.00
Piano practice room, 2 hours daily	10.00
Organ practice, Kilgen, 1 hour daily	15.00
Organ practice, Kilgen, 2 hours daily	30.00
Organ practice, Hammond, 1 hour daily	10.00
Organ practice, Hammond, 2 hours daily	20.00
Room without piano, 1 hour daily	4.00
Room without piano, 2 hours daily	6.50
Band or orchestral instrument rental	2.50

Fees for practice teaching

Per semester hour credit	3.00
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Family housing, per month

North Campus

One-bedroom apartments, utilities included	33.00
Two-bedroom apartments, utilities included	37.50
Three-bedroom apartments, utilities included	40.00

Student Expenses

Ouachita Apartments

One-bedroom apartments, utilities not included	25.00
Two-bedroom apartment, utilities not included	30.00

Cannon Apartments

One-bedroom apartments, utilities included	35.00
Two-bedroom apartments, utilities included	40.00

Cottages

Two-bedroom cottages, utilities not included	27.00
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Deposits

Dormitory room reservation	10.00
Apartment or cottage reservation	20.00
Military Science I and II	10.00
Military Science III and IV	20.00

Summer school expenses

Tuition, per semester hour	8.00
Board, per week	10.00
Room, per week in all dormitories	3.00

Manner of Payment

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

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

If a student is unable to pay the semester charges in advance, he may pay a minimum of \$100.00 down and then execute a note, bearing 4% interest, with the college for the remainder of his bill. The payments on this note must be made in not more than three equal installments on October 1, November 1, and December 1 of the fall term and on February 1, March 1, and April 1 of the spring term. A scholarship or grant-in-aid given by the college cannot be accepted as a part of the down payment.

Refunds

Housing reservation deposits may be returned to the student at the end of his stay at Ouachita provided the housing is in good condition and the student is not indebted to the college. In case the student does not take the housing reserved, the deposit will be refundable provided the student gives the school written notice two weeks before the beginning of the period for which the housing has been reserved.

Three-fourths of each deposit for courses in Military Sciences may be returned at the end of the course provided the uniform and equipment are returned in good condition and the student is not indebted to the college.

Refunds upon withdrawal from college are handled as follows:

Tuition and Fees. If withdrawal occurs within two weeks of registration day, 20% of tuition and fees will be charged; during the third week, 40% will be charged; during the fourth week, 60% will be charged; during the fifth week, 80% will be charged; and during or after the sixth week, full charge will be made. Students withdrawing from college 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 college dining hall during the semester, except in case of an absence of at least two weeks because of illness. In such case charges for meals will continue until the business office is notified. Students requiring special diets must pay the extra cost, if any, as determined by the dietitian and business office. The dining hall will be closed during school holidays.

The Infirmary

For minor illnesses of less than a week's duration, students are cared for by the college nurses. Cost of a physician's first call is borne by the college. The student must pay for subsequent services, for all prescribed medicines, for necessary surgery, for any hospitalization away from the campus, and for services of any doctor other than the school physician.

Admission to Classes

Students will not be admitted to classes until the business office has stamped approval on registration cards.

Settlement of Accounts

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

Private Lessons

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

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

Student Aids

Ouachita Baptist College has funds to assist a number of well-qualified students who plan to graduate from Ouachita and who need special financial assistance to enable them to carry out their plans. Loans, scholarships, grants-in-aid, and student employment are made available to qualified students.

Loan Funds

Students at Ouachita Baptist College have the opportunity to secure loans from funds totaling approximately \$50,000 given by donors interested in making possible a Christian education for needy and worthy students. Good moral character, satisfactory scholarship, promise of usefulness, economy in use of time and money, and need of financial assistance will be considered in selecting the beneficiaries. Help which the student receives from other sources will also be considered. The funds are administered for the college by a committee composed of one member of the Board of Trustees, two faculty members, and two students.

All payments on student loans should be made payable to the individual loan fund from which the money was borrowed.

Albert F. Riley Loan Fund. This fund of \$2,000 was given in memory of Albert F. Riley by his brothers and sisters. Only laymen are eligible to borrow from this fund. Any student borrowing from this fund must have a B average in all college work and must furnish satisfactory security.

B. B. Cannon Loan Fund. B. B. Cannon left \$12,000 to Ouachita Baptist College, the interest from which was to be used as a student loan fund to be known as the B. B. Cannon Loan Fund. Any student who has spent two semesters in Ouachita, meeting general requirements and furnishing satisfactory security, is eligible to borrow from this fund.

W. C. Edwards Memorial Fund. In memory of her husband, Mrs. W. C. Edwards has established a loan fund at the college to be used by worthy young men who are studying for the Christian ministry. This fund is designed especially to tide ministerial students over in emergencies and special needs, and with proper endorsements may be borrowed in small amounts.

Jim G. Ferguson Student Loan Fund. Jim G. Ferguson of Chicago, a native of Arkansas, has given Ouachita \$5,000 as a fund to be loaned to worthy students. With Mr. Ferguson's permission \$4,000 of this gift has been used to erect cottages for married ministers.

James J. Pugh Student Loan Fund. This fund, of about \$18,000, was established by Miss Cynthia Ann Pugh of Fayetteville in memory of her father, for aiding needy and deserving students.

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

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

Jay Freeman Fund. Established by Jay Freeman of Little Rock, this fund affords an outright grant to a student in order to make it possible for him to stay in school. The only stipulation is that the student, sometime after graduation, give the amount he received to another student under the same conditions. The fund is administered by the president of the college.

Arkansas Congress of Parents and Teachers Loan Fund. The Arkansas Congress of Parents and Teachers maintains a loan fund for the use of college students who are preparing themselves to become teachers. This organization is prepared to make interest-free loans not to exceed \$200.00 for any one year to junior or senior college students who are currently enrolled in teacher training programs in the state and who need additional funds to help them remain in school. Further details and blanks for making application for the loans may be obtained by writing to the Arkansas Congress of Parents and Teachers, 529 Waldon Building, Little Rock, Arkansas.

J. E. Johnson Memorial Fund. This fund was given by various Arkansas chapters of Delta Kappa Gamma Society as a gift to Mrs. Gladys Johnson for a memorial to her late husband. The purpose of the fund is to help ministerial students in emergencies. The fund is loaned in small amounts for brief periods of time and no interest is charged.

J. L. Bodie Fund. This fund was established in memory of the late J. L. Bodie of Little Rock, friend and former student of Ouachita, and is intended to help volunteers for Christian service out of personal financial emergencies.

Henry Student Aid Fund. This fund, established in 1959 by Paul and Virginia Henry of Melbourne, Arkansas, was set up to provide scholarship help for and loan assistance to worthy boys and girls regardless of their

Student Aids

vocational objectives. Mr. Henry is a Ouachita alumnus of the class of 1949. Mrs. Henry, nee Virginia Southerland, is also an ex-student.

Other Funds. Six smaller funds, the Mrs. Relda D. Wood Fund, the Mrs. Caddo McCabe Fund, the Mrs. Fannie T. McMillan Fund, the Eunice T. Wilson Fund, the S. A. Buchanan Fund, and the Curtis Rankin Memorial Fund are governed by the same rules and regulations as the Cannon Fund.

Scholarships and Grants-in-Aid

The duration of each scholarship, whether for one semester, one year, or more, may depend upon the scholarship and should be ascertained by the grantee. A student who receives a scholarship or a grant-in-aid is not eligible for second such scholarship or grant-in-aid, except possibly in the case of a student who might be given a work grant due to some special ability.

Honor Graduate Scholarships. A limited number of scholarships are granted each year to high school honor graduates. The usual amount of such scholarships is \$50.00 per semester and can be applied against the regular tuition of \$175.00.

Freshman ROTC Scholarships. Each year twenty-five scholarships providing \$50.00 per semester for the first two semesters are granted to freshmen men. Preference is given to men who will pursue the full four-year ROTC course. The scholarship is credited to tuition and fees.

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

Theodore Blake Memorial Scholarship. In the will of Mrs. Estelle M. Blake, who died on January 23, 1950, a scholarship was provided in memory of her daughter, Theodore Blake. The amount of the scholarship is \$250.00 per year for twenty-two years. It is to be given to an outstanding student, preferably a freshman, on the basis of ability and potentiality. This fund is to be controlled by the committee mentioned under the Loan Funds. Applications are to be received by April 15 for the coming year.

E. M. Hall Memorial Scholarship. In order to perpetuate the memory of E. M. Hall, the trustees of Ouachita Baptist College, on April 25, 1929, set

up a scholarship to be known as the E. M. Hall Memorial Scholarship. Mr. Hall served for more than forty years as a member of the Board of Trustees and was one of the most loyal and ardent supporters of the college. Mrs. J. L. Carter, daughter of the late E. M. Hall, has the power to designate the person to whom the scholarship will be awarded.

A. F. Haslam Scholarship. This scholarship amounting to \$125.00 per year for four years has been provided by Mr. A. F. Haslam of Caracas, Venezuela. It is awarded by the Scholarship Committee of the college on the basis of scholarship, character, and promise of future usefulness. The money is to be applied against the regular tuition charge.

Ruby Cobb Haslam Scholarship. This scholarship has been provided by Mrs. A. F. Haslam, nee Ruby Cobb, of Caracas, Venezuela, and provides \$125.00 per year for four years. It is awarded by the Scholarship Committee of the college on the basis of scholarship, character, and promise of future usefulness. The money is to be applied against the regular tuition charge.

Mrs. Ida Bottoms Scholarships. The interest from \$10,000 left by Mrs. Ida Bottoms of Texarkana is to be given in scholarships to "help needy boys and girls of Arkansas get a college education." The fund is administered by the Scholarship Committee of the college. It is anticipated that at least three scholarships amounting to \$100.00 each will be available annually.

James J. Pugh Scholarship. Miss Cynthia Pugh of Fayetteville left the college \$18,000 to be used both for student loans and student scholarships. The interest from this amount is to be used to provide scholarships for needy and worthy students. The scholarships are awarded by the Scholarship Committee of the college.

First Baptist Church, Waldron, Scholarships. The First Baptist Church of Waldron, Arkansas, will provide annually two scholarships amounting to \$240.00 each. The recipients of these scholarships will be designated by the donor.

Birkett L. Williams Scholarships. Two scholarships annually for students from Hempstead and Garland Counties have been provided by Mr. Birkett L. Williams of Cleveland, Ohio, who gave \$27,000 so that the interest therefrom could provide these awards.

Opdyke Scholarships. Each year Ouachita receives four Opdyke Scholarships in the amount of \$150.00 each from the Executive Committee of the Southern Baptist Convention. These scholarships are awarded for the education of mountain people.

Departmental Scholarships. A limited number of scholarships in various academic departments of the college are available. These amount to \$50.00 per semester and are to be applied against the regular tuition charge.

Music Scholarships. The departments of music are authorized to award scholarships in fields of vocal and instrumental music. The vocal field embraces applied voice and choral ensemble. The instrumental field embraces applied organ, piano, a band or orchestral instrument, and instrumental ensemble.

The scholarships are issued in either \$100.00 or \$50.00 denominations annually. Applicants for any of the above mentioned scholarships must submit their requests to the office of the chairman of the Division of Fine Arts. The applicant is then notified as to the proper time to appear before the music faculty for the purpose of demonstrating his ability and giving evidence of need for a scholarship. If the faculty recommends the applicant for a scholarship, the application is then forwarded to the Scholarship Committee of the college for final action.

When an applicant has had his request for a music scholarship approved, he is entitled to receive, conditioned on satisfactory work, this remuneration for the ensuing academic year. Thereafter, the scholarship is renewable annually with or without an audition as the chairman of the Division of Fine Arts may decide, provided progress and performance have been satisfactory while the scholarship was held.

J. D. and Nancy R. Patterson Scholarship Fund. Given by Dr. J. D. Patterson and his wife, Nancy, of Searcy, Arkansas, these scholarships are investments in the future and are intended to make it possible for outstanding boys and girls to go to Ouachita at as low a cost as they could go to state institutions. It is sincerely hoped that those who are recipients of the scholarships will, as they are able following graduation from college, assist others as they have been helped. The scholarships amount to approximately \$150.00 each and are renewable annually, so that a student may hold one for four years, provided his work is satisfactory. Honesty, dependability, industry, and scholarship are the qualities on which the awards will be based.

Half of the scholarships will go to boys and girls of White County who may major in any field they select. The second group of scholarships will be awarded to male science students who are outstanding prospects for success in scientific pursuits.

No scholarships will be awarded unless there is a strong probability that the students will complete four years of work and will graduate from Ouachita. Final awards will be made by the Scholarship Committee of the college.

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

Second Baptist Church, Hot Springs, Scholarships. The Second Baptist Church of Hot Springs, Arkansas, will provide annually four scholarships amounting to \$250.00 each. The scholarships will be awarded by the Scholarship Committee of the college to candidates recommended by the Second Baptist Church. The grants will be made on the basis of scholarship, character, promise of future usefulness, and need. The money is to be applied against the regular tuition charge.

Work Grants-in-Aid. The college is in a position to give a number of students part-time employment which enables them to defray a portion of their college expenses. Any credit balance which a student builds up in his account by work is not refundable in cash nor transferable. Application for work should be made to the dean of students on a specified form provided upon request. The college employs students, as far as possible, on its own campus, providing several kinds of jobs, such as work in the cafeteria, in the kitchen, on the campus, in the buildings, and in the library. Students who secure such jobs must give satisfactory service in order to hold their places.

Ministerial Grants-in-Aid. A minister residing in Arkansas and licensed or ordained by a Baptist church is eligible for an established discount of \$50.00 per semester from the regular tuition under the following conditions: (1) his conduct and personal life must be worthy of a minister, (2) his scholastic work must be satisfactory, (3) he must agree to refund this aid 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 101, Ministerial Ethics and Manners; Religion 204, Sermon Preparation; Religion 205, Pastoral Duties; Religion 305, Southern Baptist History; and Religion 310, Christian Doctrine.

Ministers' Wives and Children Grants-in-Aid. Wives and children of ministers of Baptist churches are eligible for the same discount as ministers. Before this discount may be granted, however, such students must fill out an application form which will be provided on request by the business manager. This form should be submitted at least thirty days prior to enrollment.

Arkadelphia Graduates Grants-in-Aid. A discount of \$140.00 per semester is granted to graduates of Arkadelphia High School or permanent residents of the local school district who reside in the Arkadelphia school district.

Employment. Ministerial students are assisted in securing part-time churches by the head of the Department of Religion. The college does not encourage students to attempt to serve full time in any church field or fields while enrolled as full-time students. In addition, jobs are frequently available in the city of Arkadelphia.

Admission

Requirements for High School Graduates

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

A graduate of a high school ranking below class B will be admitted if evaluation by the State Department of Education shows that he has fifteen standard units with grade average of C or better. A graduate may receive conditional admittance for one semester if his grade average in high school was below C but not lower than halfway between C and D and if his principal or superintendent will recommend his admission.

Requirements for Non-Graduates of High School

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

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

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

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

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

Requirements for Transfer Students

Students from accredited junior or senior colleges will receive full credit for work done in such institutions, subject to certain limitations herein stipulated.

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

The nature and standards of courses accepted in transfer must correspond closely to similar courses taught here. Not more than six hours of D grades will be accepted in transfer.

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.

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

How to Apply for Admission

Application blanks may be secured from the office of the dean of students. All application forms should be filled out completely, commercial photographs two inches by two inches in size should be attached, and the application forms mailed to the dean of students. In addition, an official transcript of all previous high school and college work should be sent to the office of the registrar at least two weeks before registration day. In some instances the transcript may be submitted not later than one week after the beginning of a semester.

A ten-dollar room deposit must accompany the application of the student for a dormitory reservation. A twenty-dollar deposit must accompany the application of married students for married student housing. A non-refundable admissions fee of five dollars also must be sent with the application of the student for admission. This is to cover the expenses involved in processing a student's application.

A physical examination by the family physician must be completed within thirty days prior to the date of matriculation. The dean of students will mail the necessary examination papers to the family physician for this physical examination. Satisfactory completion of the physical examination must precede final acceptance of the student.

Admission or formal approval of the application is the prerogative of the college administration acting through the Admissions Committee. Notification of admission comes from the office of the registrar, either by letter or by permit to enter.

Academic Information

Time of Registration

Students who qualify for admission may enter at the beginning of the fall semester, the spring semester, or any summer term. It is best to register during the specified registration period. Late registration is not encouraged and is forbidden after the third week following registration day. Students registering late may have to carry less than the average load and will be asked to pay a fine of two dollars for each day late, up to a total of six dollars.

In registering the student is expected to consult with a faculty advisor, develop a tentative schedule, fill out registration and class cards, and arrange for payment with the business office.

The Student's Academic Load

The average load is sixteen hours per semester. Less than eight or more than seventeen hours per semester is considered outside the range of the normal load. A person registered for less than eight hours is not classified as a regular student. A student carrying eighteen or more hours per semester must have the explicit and written permission of the dean of the faculty. Such permission is based on considerations of the student's average for the previous semester or semesters and upon the requirements of his degree program.

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 faculty. Enrollment in extension or correspondence courses or attendance at another college must be approved beforehand by the student's advisor and the dean of the faculty. A regularly enrolled student may not enroll in such courses if he is carrying over fourteen hours at Ouachita.

Changes in Registration

After a student and his advisor have arranged a semester's study program, changes in it are not encouraged. Any change of course after the first week and prior to the fourth week of a semester involves a fee of one dollar. Beginning with the fourth week, a student may not add a new course. A change in registration requires the written permission of the student's counselor and the dean of the faculty. Permission to add or drop a course during the first three weeks of a semester may be granted by the dean of the faculty. In cases of unusual circumstances students may secure per-

mission to drop a course after the three weeks period by making application to the dean of the faculty. Only in unusual circumstances will such permission be granted. If a course is dropped without permission, a failure is recorded. Even when permission is granted, a failure is recorded if the student is below a passing grade in the course at the time it was dropped. Credit will not be given in a course for which a student has not officially registered.

Applications for changes in registration may be secured in the office of the registrar.

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 eighteen weeks. At least two hours of laboratory work are required to equal one recitation period. One recitation period per week presumes that the student must spend two additional hours for preparation.

Grades and Quality Credits

Scholastic achievement at Ouachita is 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.
- 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 student's next semester of residence; in no case may it be made up after one year.

Academic Information

Dr indicates that a student officially dropped a course with a passing grade.

DrF indicates that a student officially dropped a course with a failing grade.

W indicates that a student withdrew officially from the college with a passing grade.

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

Certain Courses Excluded from Quality Credits

The grades in physical education activity courses, music ensembles, and contest debate will be recorded as either credit or non-credit. The credit given for Military Science 101a,b and 201a,b on the basis of service in the Armed Forces of the United States will be recorded on the transcript as credit. For the purpose of computing academic honors, honors at graduation, probational status, and the total quality credits required for graduation, neither hours credit nor the quality credits will be used in the above mentioned cases.

Academic Honors

The honor roll compiled at the end of a semester lists the names of students whose grade records are considerably above average. The minimum qualifying quality credit average is 3.5 or above on those courses for which quality credits are given. A special presidential citation goes to the students who have a straight A or 4.0 quality credit average. 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 obtained as follows: a degree is granted *cum laude*, *magna cum laude*, or *summa cum laude* according to whether the student has an average of at least 3.2 or 3.5 or 3.8 quality credits per credit hour 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

A student will be placed on academic probation at Ouachita Baptist College if he does not satisfy the following minimum requirements:

1. A cumulative grade point average of 1.25 at the completion of fourteen semester hours or less.

2. A cumulative grade point average of 1.50 at the completion of twenty-eight semester hours.
3. A cumulative grade point average of 1.75 at the completion of fifty-nine semester hours.
4. A cumulative grade point average of 2.00 at the completion of eighty-nine semester hours.

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

A student placed on academic probation for two consecutive semesters must remove his probationary status during the next regular semester or be suspended from the college. A student will be notified in writing of the fact that he has been placed on first probation, second probation, or that he has been suspended from the college. Only the student, his counselor, his parents, the academic dean, and the president of the college will be advised of his being placed on probation or suspension. A student suspended for academic reasons may not apply for readmission until the lapse of one semester.

Students who have as much as a 2.00 average for the last semester enrolled or for the last semester enrolled and summer school combined are automatically off probation.

An F may be offset by taking the course over 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 makes up an F grade by taking the course again, his grade on the make-up will be the only one figured in his cumulative grade average.

A student on academic probation will be counseled by his regular counselor. The student's counselor will determine the academic load of the student on academic probation. The student's counselor will be his regular academic advisor assigned to him by the dean of students, the director of the counseling program.

Classification of Students

A student is not entitled to class privileges until he has been certified by the registrar as a member of the class. A student is a freshman until he has earned twenty-eight semester hours and at least forty-six quality credits. Thereafter, a student is a sophomore until he has earned fifty-nine semester hours and at least 108 quality credits. Then he is a junior until he

has earned eighty-nine semester hours and at least 168 quality credits, after which he is a senior, provided he has completed at least ten semester hours on a junior-senior level. A student is classified as a special student if he is registered for less than eight semester hours.

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 faculty. Enrollment as an auditor in a course must be completed only after the beginning of classes each semester or summer term. An enrollment as an auditor may be changed to one for credit if the change is made not later than the second week of classes of the semester or the first week of a summer term, and if the instructor and the dean approve. Fees for enrollment as an auditor are the same as fees for enrollment for credit. The instructor will not accept from the auditor any papers, tests, or examinations. Courses taken by an auditor will be listed on the transcript with the designation **Audited**.

Credit by Examination

If, on the basis of previous training and experience, a student has reason to believe he can pass an examination for credit on a course offered at Ouachita, he will be permitted, on approval of the dean of the faculty, to take such an examination. He may receive a maximum of twelve semester hours in this manner, and no more than nine semester hours earned in this manner may count toward the fulfillment of the requirements for a core. No student may attempt, by Advanced Standing Examination, to earn credit in any course in which he has received a grade of **D** or lower, either in this college or elsewhere.

Application forms for credit examinations may be obtained from the dean of the faculty. The examinations are planned and supervised by the chairman of the department in which the student desires to receive credit or by an instructor in the department appointed by the chairman. Application forms must be signed by the instructor who gives the test, the chairman of the department, the chairman of the division, the dean of the faculty, and the registrar.

A fee of five dollars for each examination must be paid to the office of the business manager and the receipt presented to the instructor before the examination may be taken.

After the examination is completed, the instructor must submit the examination papers, the signed application, and the fee receipt or the fee receipt number to the dean of the faculty. The dean of the faculty is

responsible for having the credit recorded and the papers filed in the office of the registrar. The examination must be complete with a grade of C or above. The examination must be taken before the student acquires junior standing or, if he is a transfer student, before he acquires senior standing. When credit is granted in this manner, credit rather than a specific grade will be recorded on the permanent record.

Withdrawal from the College

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

When the student withdraws for any reason, he is expected to report to the registrar and to the business office before he leaves the campus. Failure to do so will result in continued charges for food and/or housing as well as adding prejudicial items to his official record.

Transcripts

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

Class and Chapel Attendance

It is assumed that a student's registration in college indicates his intention to attend all meetings of his classes. Attendance is required at both chapel and classes; however, it is recognized that absence is sometimes unavoidable and that a set of rules governing attendance must be fair to the student, the instructor, and others concerned.

Class absences, except when a student is away on official school business, may or may not be excused at the discretion of the individual teacher up to the equivalent number of semester hours in the course.

Absences on official school business may be excused only by the dean of students and will be excused only if the absence is approved in advance by the dean of students.

Any student absent for any reason, excused or unexcused, for as much as twenty-five percent of the class sessions will receive no credit for the course in which the absences occur.

Chapel attendance is required of each student unless excused for good reason by the dean of students. Unexcused chapel absences are penalized on this basis: first one, no demerits; second one, one demerit; third one, three demerits; fourth one, four demerits; each additional one, four demerits. Demerits assessed will be recorded in the student's permanent personnel folder. A student who accumulates twenty-five demerits during one school year will be subject to dismissal.

Requirements for Undergraduate Degrees

Ouachita Baptist College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Music, and Bachelor of Music Education.

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

The Bachelor of Arts and the Bachelor of Science in Education are conferred upon the student who meets the general requirements as listed below. The Bachelor of Science is conferred upon the student who meets the general requirements and achieves an area of concentration in biology, chemistry, home economics, physics, or mathematics, plus at least twenty hours in the other sciences. For the Bachelor of Music degree and the Bachelor of Music Education degree, a student must meet the general requirements and, in addition, comply with specific requirements explained in the catalogue section on the departments of music.

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

The student desiring a second degree at Ouachita must spend two additional summer sessions or an additional regular semester in residence. He may use the same basic requirements for both degrees but must have at least twenty additional hours in the area of concentration used for the second degree.

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 registrar.

Summary of Requirements

1. Semester hours totaling at least 128.
2. Semester hours totaling at least 124 exclusive of physical education activity courses and including:

a. General Education, forty-four hours.¹

- 101 Physical Science²
- 102 Applied Mathematics²
- 103 Communication Skills
- 104 Communication Skills
- 105 European Civilization
- 106 Our Hebrew Heritage
- 107 Our Christian Heritage
- 201 Life Science²
- 202 American Civilization
- 203 Humanities
- 301 Humanities
- 302 Man and His World³
- 303 Philosophy for Living⁴
- 401 Contemporary Affairs

b. Military Science, four hours.⁵

¹Tests will be given at the beginning of each semester for all new students and for other students who may desire to take them. According to the results of these tests certain students may be excused from certain of the general education requirements.

All students who demonstrate proficiency in English grammar and usage will be allowed to substitute English 102 and 103 for General Education 103 and 104. English 102 and 103 will be a reading and writing course with only as much grammar and usage as the instructor thinks necessary.

Any student who shows a marked deficiency in English usage will be required to register for English 101 and required to remain in that course until he passes it. When the student has successfully completed English 101 he will be allowed to enter General Education 103. Three hours credit will be allowed for English 101, but these three hours will not count toward the hours requisite for graduation. Students showing evidence of notable deficiency in reading must register for the reading laboratory as a part of their registration for English 101.

All other new students will register for General Education 103 during their first semester at Ouachita.

The course which a student will enter will be determined by an examination which will consist of a practical test of the student's ability to use English in writing and an objective test of his knowledge of English fundamentals.

²The candidate for the Bachelor of Science degree may substitute for General Education 101 either Chemistry 101 or Physics 201, for General Education 102 either Mathematics 101 or 102, and for General Education 201 either Biology 101 or 102. If the student changes to the regular Bachelor of Arts program, he must either take the necessary general education courses or pass a proficiency test on each of them.

³The candidate for the Bachelor of Music, Bachelor of Music Education, and/or Bachelor of Science degree may substitute four hours of psychology, sociology, and/or economics for General Education 302.

⁴The candidate for the Bachelor of Music, Bachelor of Music Education, and/or Bachelor of Science degree may substitute any course in philosophy for General Education 303.

⁵All physically qualified male students are required to complete successfully the first two years of military science or to have credit therefor, subject to the conditions set forth in the Department of Military Science in the catalogue.

- c. An area of concentration, forty-five hours.
- d. Courses numbered 300 or above, forty-two hours.
3. A physical education activity course is required each semester of each student who is physically able. Others will take four hours of health and safety courses in order to graduate.
4. An average of at least 2.0 quality credit per credit hour on those courses for which quality credits are given. This includes all work recorded on the transcript for which a grade is given and excluding D and W.
5. A student must spend his senior year at Ouachita, completing not less than twenty-four hours of the last thirty-two hours required for graduation.
6. Not over three hours of music ensembles may count toward a degree.
7. No physical activity courses may be included in the 124 required hours.

Areas of Concentration

The area of concentration, a more flexible program of study than the traditional major-minor arrangement, requires a core of at least twenty-four hours in one department, but permits the student to select from several departments for the remainder of the forty-five hours in the area rather than having to choose an entire minor from a single department. Thus, he can concentrate more effectively on an educational or vocational objective, and college education becomes more significant as preparation for a career.

In consultation with his faculty advisor the student must make out a list of courses with possible alternates if desired and possibly only a specific number of hours in a particular field. The area of concentration may be prepared at the election of the student at any time between the final four weeks of the first semester of the sophomore year and end of the second semester of the sophomore year. A student must have a degree plan on file prior to the beginning of the first semester of the junior year. The degree program stating the student's objectives and outlining the courses contributing thereto must be approved by the faculty advisor, the divisional chairman, and the dean of the faculty. When thus approved it becomes the program which, if completed successfully by the student, leads to the conferring of the degree. To graduate, a student must have a grade average of C in his core and related fields and must have at least twenty-four semester hours of C or higher in his core. A course may not be transferred out of the area of concentration to avoid counting a grade below C in this grade average.

The area of concentration shall consist of at least forty-five hours and shall contain at least twenty-four hours but not more than forty hours

from one department. The area may include, with the permission of the faculty advisor and the dean of the faculty, up to eight hours from the courses in general education. At least twenty hours in the whole area of concentration, twelve of them in the chosen core, must be of junior-senior level.

The area of concentration may cut across departmental or divisional lines if this contributes to the student's educational objective. It may be directed toward professional study, such as pre-medical, pre-law, pre-engineering, teacher training, business, or the ministry; or it may be concentrated in subject-matter areas, such as humanities, social studies, fine arts, religion, mathematics, or natural sciences.

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

Courses of Instruction

The instructional program of this college is effectively integrated through the grouping of courses into divisions; each division includes several related departments. This program is under the general supervision of the dean of the faculty.

Three degree programs constitute the graduate program: American civilization, religion, and music education. The American civilization program includes three basic areas: American culture and history, American language and literature, and American society and thought. The religion program will consist of a major in religion and a minor in one of the three areas of American civilization. The music education program is designed to meet the needs of church and school in the area of music education.

Courses numbered 100-199 are primarily for freshmen; 200-299 courses are for sophomores. Courses numbered 300-399 are for juniors and seniors. Courses numbered 400-499 are primarily for senior and graduate students; courses numbered 500-599 are restricted to graduate students.

The number in parentheses following each course description indicates the number of hours credit.

A regularly enrolled freshman or sophomore may enroll for a course numbered 300 or above only with permission in writing in advance by the dean of the faculty.

Courses marked "a" and "b" are full-year courses, "a" designating the first semester, "b" the second semester. Usually "a" is prerequisite to "b."

Unless otherwise indicated, all courses are open to all students. Stated prerequisites may be waived only with consent of the instructor. Unless otherwise indicated, courses will be offered once each year.

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

General Education

General education at Ouachita Baptist College is concerned with the mental, physical, cultural, and spiritual development of each student. It is believed that preparation to deal with 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 apprehension 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. Physical Science.

This course involves an exploration of the basic concepts and principles of astronomy, chemistry, geology, meteorology, physics, and related sciences. Stress is placed upon the relationships of the physical sciences. The course lays a foundation for understanding the importance of science in modern life and the increasing interdependence on the sciences and the work of scientists. **Fall, Spring.** (4)

102. Applied Mathematics.

This course is designed to meet the needs of students who want to use mathematics in developing scientific and technical interest for themselves, in courses where mathematics is used as a tool, or in occupations requiring the use of mathematics with measurements. The most commonly useful mathematical skills are developed in a steady progression involving a background of practical application. **Fall, Spring.** (3)

103. Communication Skills.

An overview of the processes of communication: clarification, expression, and reception of ideas. Philosophy and importance of communication. Emphasis on accuracy, clarity, precision, relevancy, and appropriateness in transmission and reception of ideas. Methods and practice in group discussion. Rules of discussion and persuasion in a democratic society. Emphasis on ethical standards of communication. **Fall, Spring.** (3)

104. Communication Skills.

Emphasis on observation and reporting; preparation of detailed investigative reports based on library research. Techniques of notetaking, evaluation of evidence, synthesis of information, outlining, and documentation procedures. Problem solving and persuasion. Principles of reporting applied to individual and social problems. Nature and impact of mass media: books, periodicals, and newspapers. **Fall, Spring. (3)**

105. European Civilization.

A study of the general pattern of world civilization from the Renaissance to the present, with emphasis on development of the new life and thought which culminated in the nineteenth-century ascendancy of the West as well as the twentieth-century clashes of ideologies and quests for world order. **Fall, Spring. (3)**

106. Our Hebrew Heritage.

Using the Old Testament as the basic textbook, this course surveys the history of the Hebrew people. It relates their cultural and religious heritage to contemporary affairs and personal religious experiences. **Fall, Spring. (3)**

107. Our Christian Heritage.

Inter-biblical history is first examined. Then with the New Testament as the basic textbook, the times of Christ, the Apostolic leaders, and first-century Christianity are surveyed. Spiritual values and experiences are stressed. **Fall, Spring. (2)**

201. Life Science.

A study of the variety and relationship of living organisms serves to illustrate the general principles of life science. Special emphasis is given to man's place in the world of living organisms. Man's embryonic development, heredity, and racial characteristics are considered. Films, demonstration laboratories, and field trips supplement the lectures. **Fall, Spring. (4)**

202. American Civilization.

Understanding and appreciation of the legacies and problems of American civilization are the aims of this course. Using selected documents embodying American political and social philosophy, the approach is historical, but without the continuity of the survey course. Emphasis is laid on the impact of the industrial age, the contributions of modern diplomacy, and on the quest for domestic and world stability. **Fall, Spring. (3)**

203. Humanities.

An integration of literature and fine arts covering the period from Classic

General Education

Greece to the late Renaissance, this course helps the student increase his capacity to appreciate ideas and the arts. Prerequisites: General Education 103 and 104 or equivalents. **Spring.** (4)

203x. Humanities.

An integration of literature and the fine arts excluding music covering the period from Classic Greece to the late Renaissance, this course helps the student increase his capacity to appreciate ideas and the arts. Prerequisites: General Education 103 and 104 or equivalents; candidate for the Bachelor of Music or the Bachelor of Music Education degree. **Spring.** (3)

301. Humanities.

A study of literature and fine arts from the Baroque and Neo-Classical period to the present time. Prerequisite: General Education 203. **Fall.** (4)

301x. Humanities.

A study of literature and the fine arts excluding music from the Baroque and Neo-Classical period to the present time. Prerequisites: General Education 203x; candidate for the Bachelor of Music or the Bachelor of Music Education degree. **Fall.** (3)

302. Man and His World.

A study designed to help the student understand himself and his relation to the world in which he lives. A basic knowledge of his mental and emotional makeup, including how the mind functions, how the personality is developed, and how mental health is attained; an understanding of personal economic problems with which he will be concerned and in which he will be involved; and an insight into inter-personal relations, such as ethnic and family, are among the objectives of the study. **Fall, Spring.** (4)

303. Philosophy for Living.

This course includes such topics as the nature and basis of value judgments, the basic elements of logic, techniques of critical thinking, ways of obtaining knowledge, and various views of the summum bonum of life. The ideas of some of the great philosophers will be included and, consequently, some part of the history of philosophy. **Fall, Spring.** (2)

401. Contemporary Affairs.

This course will be based on the study of newspapers and current periodicals. It will give the student opportunities to participate in discussion concerning social, scientific, political, and economic problems as well as contemporary arts, literature, and music. It is intended to be the climax, the final integration of the general education program. **Fall, Spring.** (2)

Division of Business Administration

Mr. Williams, Acting Chairman

The Division of Business Administration is concerned not only with practical business education but also with the total objectives of Ouachita Baptist College as a liberal arts institution. In accordance with these objectives, the specific objectives of this division may be stated as follows: to teach those skills and develop those attitudes which will render our students competent for immediate employment, to train business teachers for secondary schools, to prepare students for graduate study, and to promote and encourage Christian ideals in business relationships.

The division includes the Departments of Accounting, Economics, General Business, and Secretarial Science. An area of concentration may include courses from only one of these departments or from all three; similarly, courses from this division may be combined with offerings in other divisions.

Department of Accounting

Associate Professor Williams, Chairman

Assistant Professor Smith

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

Requirements for an area of concentration with a core in accounting: Accounting 201a,b; Economics 201a,b; General Business 202, 203, 304; Mathematics 201 or 101; a minimum of eighteen additional hours in the Department of Accounting; enough courses from related fields to total forty-five hours.

201a,b. Elementary Accounting.

Basic principles of accounting theory for individual proprietorships, partnerships, and corporations. Theory of debit and credit, books of original entry, ledgers, working papers, and financial statements. (3,3)

301. Intermediate Accounting.

Study of advanced accounting theory for the balance sheet accounts.

covering current assets, current liabilities, and investments. Prerequisite: Accounting 201a,b. Fall. (3)

302. Intermediate Accounting.

Study of advanced accounting theory for the balance sheet accounts, covering plant and equipment, intangible assets, long-term liabilities and capital accounts; statements from incomplete data, correction of errors, statement analysis, and applications of funds. Prerequisite: Accounting 301. Spring. (3)

303. Elementary Cost Accounting.

Basic principles of cost accounting with emphasis on job order costs procedure. Prerequisite: Accounting 201a,b. Fall. (3)

304. Governmental Accounting.

Principles of accounting for governmental units as applied to states, municipalities, and public-owned utilities, with emphasis on budgetary and fund accounting. Prerequisite: Accounting 201a,b. Fall. (3)

305. Managerial Accounting.

A study of the principles of accounting applied to the solution of administrative and fiscal problems. Prerequisite: Accounting 201a,b. Fall. (3)

401. Federal Income Tax Procedures.

Study of federal income tax regulations and preparation of income tax returns for individuals. Prerequisite: Accounting 201a,b. Fall. (3)

402. Advanced Accounting.

Preparation for practice and C.P.A. examinations. Advanced accounting theory for partnerships, joint ventures, installment sales, consignments, branch accounting fiduciaries, budgets, consolidates statements, and actuarial science. Prerequisite: Accounting 302. Spring. (3)

403. Principles and Procedures of Auditing.

Profession of public accounting, audit procedure, audit reports, internal control, ethics, and client relationships. Prerequisite: Accounting 302. Spring. (3)

491. Special Studies in Accounting.

A course in advanced accounting problems for seniors with a core in accounting. (1-3)

Department of Economics

Assistant Professor Carroll, Acting Chairman

Assistant Professor Smith

The study of economics, closely related to the social studies, deals with man's efforts to satisfy tangible needs from the materials of his environment. Theories of production and distribution and their impact upon social institutions are presented.

Requirements for an area of concentration with a core in economics: Economics 201a,b, 304, 403, 401 or 402; plus twelve additional hours from this department; Accounting 201a,b; Business 402; enough hours from related fields to total forty-five hours.

201a,b. Principles and Problems of Economics.

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. (3,3)

302. Money and Banking.

The origin, characters, and functions of money; its relation to price, and the natural employment as a basis of credit expansion, organization, and operation of national and state banking systems. Prerequisite: Economics 201a,b. Fall. (3)

304. Marketing.

Marketing functions, installment plan buying, hedging, commodity exchanges, retail and wholesale marketing institutions, legal aspects, marketing policies, and relative efficiency of the methods of marketing. Prerequisite: Economics 201a,b. Spring. (3)

306. 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 201a,b. Fall 1962-63 and alternate years. (3)

401. Comparative Economic Systems.

A comparative study of the theories of Capitalism, Utopianism, Socialism, Communism, and Fascism. Prerequisite: Economics 201a,b. **Spring.** (3)

402. 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 201a,b. **Fall 1961-62 and alternate years.** (3)

403. American Economic History.

A study of the American people in supplying the economic wants, the background of European expansion to America, the clashing economic interest of England and her colonies, the public domain and its effect upon American industrial associations and political policies, the development of transportation, commerce, agriculture, and financial institution, the growth of big business and industrial consolidations. **Spring.** (3)

405. Business and Industrial Development.

A detailed study of the factors contributing to the location and development of business and industry. **Fall 1962-63 and alternate years.** (3)

491. Special Studies in Economics.

Given on demand and varied to suit the needs of seniors with a core in economics. (1-3)

Department of General Business

Assistant Professor Smith, Acting Chairman

Associate Professor Williams

This department seeks to provide a background of information necessary for a career in management, accounting, merchandising, advanced study in business or a general career in the field of business, industry, or government.

Requirements for an area of concentration with a core in general business: Accounting 201a,b; Economics 201a,b; General Business 202, 203, 302; Economics 304 or General Business 309; Economics 302 or General Business 308; General Business 201 or 304; plus sufficient hours of general business to total twenty-four semester hours in the core.

Students planning graduate work are strongly urged to take General Business 304 and Economics 302. A requirement may be waived only in the case of a student following an accelerated program who experiences scheduling difficulties and only then subject to the approval of the chairman of the Division of Business Administration and the dean of the faculty.

The student is expected to select the majority of his related courses from the Departments of Accounting, Economics, and Secretarial Science; however, certain courses from the Departments of Mathematics, History, Political Science, Sociology, Psychology, and Speech and Drama may be considered as related courses for an area of concentration in general business. The student should consult his advisor concerning which courses are applicable.

101. Introduction to Business and Economics.

An introductory study of the business and economic principles dealing with business organization, promotion, financing, vocational opportunities, and general business and economic practices. **Fall, Spring. (3)**

201. Mathematics of Finance. See Mathematics 201.

202. Business Law.

A general survey of laws affecting business operations, with emphasis on contracts; negotiable instruments; sales and bailments; suretyship and insurance; and principles and agency relationship. **Fall. (3)**

203. Business Law.

A general survey of laws affecting business operations, with emphasis on partnerships; corporations; government regulation of business; real and personal property; landlord and tenant; mortgages and liens; wills and estates; torts and crimes; and civil and criminal procedure. **Spring. (3)**

301. Advertising Procedure. See Journalism 301.

302. Principles of Industrial Management.

A study of various patterns and problems of business management and organization. Prerequisite: Business 101 or Economics 201a,b. **Fall. (3)**

304. Statistics.

Elementary theory, presentation, and analysis of statistics in business. Prerequisite: Business 201. **Fall. (3)**

306. Industrial Psychology. See Psychology 306.

308. Principles of Finance.

A survey of the basic principles of finance as applied to public, corporate, institutional, and personal financing. Prerequisite: a knowledge of basic business terminology. Spring. (3)

309. Distribution Management.

A study of the factors involved in the fields of purchasing, selling, transportation, and retailing necessary to be performed in order to assure the efficient and orderly movement of goods from the producer to the consumer. Prerequisite: Economics 304. Fall 1961-62 and alternate years. (3)

403. Personnel Management.

A course dealing with selection, testing, training, and management of personnel. Prerequisite: Accounting 201a,b and Economics 201a,b. Spring 1962-63 and alternate years. (3)

407. Risk Management.

The principles and practices of life, fire, casualty, marine, and transportation insurance. The economic and social services of insurance and its principal legal phases. Spring 1961-62 and alternate years. (3)

491. Special Studies in Business.

A course in advanced research for seniors concentrating in business. (1-3)

Department of Secretarial Science

Associate Professor Orr, Chairman

Instructor Frazier

The Department of Secretarial Science offers training to those who are interested in entering the business world in positions such as an executive secretary, an office manager, or a church secretary. Business teacher training programs are designed for those who desire to teach in the secondary schools.

Requirements for an area of concentration with a core in secretarial science: at least twenty-four hours in courses from this department; Economics 201a,b; Accounting 201a,b; General Business 202; plus enough hours from related fields of study to total forty-five hours. At the discretion of the

advisor, the core in secretarial science may include up to six hours in general business.

Requirements for secondary certification in commercial subjects: Secretarial Science 201, 202, 204, 301a,b, 302, 402, 403; Accounting 201a,b; General Business 202; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Students with high school credit in typewriting and shorthand may continue their study at a level indicated by results of advanced standing examinations. College credit may not be given for beginning shorthand and typewriting if high school units in equivalent courses are used as entrance credits.

101. Intermediate Typewriting.

Technique drills designed to regain and increase skill in the operation of the typewriter. Application of skill to problem typewriting. **Fall. (2)**

102a,b. Elementary Shorthand.

Introductory course in Gregg shorthand, simplified. Instruction and practice in reading and dictation. Reviews of shorthand theory during second semester. Open only to beginners in shorthand. **(3,3)**

201. Advanced Typewriting.

Letter writing with emphasis on syllabification, punctuation, and spelling; arrangement of reports and manuscripts involving tabulation and statistics. Prerequisite: speed of fifty words per minute. **Fall. (2)**

202. 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: Secretarial Science 201 or two years of high school typewriting. **Spring. (2)**

204. Records Systems Management.

A comprehensive study of the fundamentals of filing and record management. Practice in filing and finding and in setting up various filing systems. **Spring. (2)**

301a,b. Advanced Dictation and Transcription.

Intensive drill in dictation, speed building and transcription, with em-

phasis on business office standards in quality and quantity. Student must achieve by end of first semester a dictation rate of 120 words per minute, by the end of second semester, 140 words per minute, both with acceptable transcription rates. (3,3)

302. Business English.

The fundamentals of business letter writing with special attention to form and composition, including a grammar refresher section. Prerequisite: ability to type. Fall 1961-62 and alternate years. (3)

401. Business Machines.

Instruction and practice in operating key-driven calculators, ten-key machines, rotary-type calculators, listing machines, duplicators, and machine dictation equipment. Lecture and laboratory. Fall, Spring. (3)

402. Office Procedures.

A course designed to prepare the student for actual service as an executive secretary or supervisor. A study of the duties, responsibilities, and personal qualifications of a secretary and the best methods of performing office duties. Spring. (3)

403. Teaching Commercial Subjects. See Secondary Education 402.

Division of Communication

Mr. Sandford, Acting Chairman

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

The division includes the Departments of English, Foreign Languages, Journalism, and Speech and Drama, each of which offers an area of concentration as explained in its section of the catalogue.

Department of English

Associate Professor Sandford, Acting Chairman

Professor Kirkman

Associate Professors Holiman, Rasberry

Assistant Professors Black,

Boushy, McGuire

Instructor Flaig

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

Requirements for an area of concentration with a core in English: English 201, 202, 303, 304, and 301 or 407, plus enough electives within the department to total at least twenty-four hours, plus twelve hours of foreign language, plus enough courses in related fields to total at least forty-five hours.

Requirements for secondary certification in English: English 201, 202, 203, 301, 303, 304, seven additional semester hours in American and/or English literature; twelve semester hours of a modern foreign language; plus required

courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Satisfactory completion of General Education 103 and 104 is prerequisite to any course offered by this department. Students electing this area of concentration should schedule 201 and 202 in proper sequence during the sophomore year. Other students may schedule courses as suggested by their advisors.

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

101. Remedial English.

A course in the fundamentals of English grammar with emphasis on developing writing skills. Required of all students who show a marked deficiency on entrance examinations in communications. **Fall, Spring. (3)**

102. Composition and World Literature.

A special course offered for students showing a marked proficiency on entrance examinations in communications. Considerable time will be given to the study of world literature; students will also engage in creative writing. **Fall. (3)**

103. Composition and World Literature.

A special course for students showing a marked proficiency on entrance examinations in communications. In addition to the studies in world literature, preparation of a detailed investigative report based on library research will be done. **Spring. (3)**

201. Survey of English Literature.

A study of English literature from the Old English Period through the Age of Reason. **Fall. (3)**

202. Survey of English Literature.

A study of English literature from the forerunners of romanticism to the present. **Spring. (3)**

203. Advanced Grammar.

An intensified course in grammatical concepts and sentence analysis, designed primarily for students who may teach English. **Fall. (2)**

301. History of the English Language.

The origins of the English language and the principal phenomena of its later development. Spring 1961-62 and alternate years. (3)

302. The Development of the Drama.

A study of the drama as developed in the West with emphasis on the literary values in the plays. Fall. (2)

303. American Literature.

American literature from the Puritan Period through the transcendentalists. Fall. (3)

304. American Literature.

American literature from Whitman to the present. Spring. (3)

305. Milton.

A study of Milton's poetic achievement, with particular attention to *Paradise Lost* and *Paradise Regained*. Fall 1961-62 and alternate years. (3)

306. The Age of Johnson.

A study of the major works of Johnson, Boswell, Goldsmith, Sheridan, and the early English novelists, with special consideration of the milieu of the period. Spring 1961-62 and alternate years. (3)

307. The Romantic Movement.

Studies in Keats, Shelley, Byron, Wordsworth, and Coleridge. Fall 1962-63 and alternate years. (3)

308. Victorian Literature.

English literature of the Victorian Period. Studies of the writings of Carlyle, Newman, Tennyson, Browning, Arnold, Mill, and Ruskin. Spring 1962-63 and alternate years. (3)

401. The English Novel Through Thackeray.

The historical development of prose fiction; the technique of the novel. Major novelists after 1700—Richardson, Fielding, Sterne, Austen, Scott, Dickens, Thackeray, and the Brontës—are read and discussed. Fall. (2)

402. The English Novel—Eliot to Contemporary Times.

The novelists to be considered include George Eliot, Hardy, Galsworthy, and others. **Spring. (2)**

404. The American Novel: Cooper through Melville. Fall. (2)

405. The American Novel: Howells through Faulkner. Spring. (2)

406. The American Renaissance.

A study of American literature and civilization based on the Transcendentalist Movement, Hawthorne, Melville, and Whitman. **Spring. (3)**

407. Chaucer.

The shorter poems and the Canterbury tales, with some attention to the Middle English language as well as to literary values in the works. **Spring 1962-63 and alternate years. (3)**

409. Shakespeare: The Comedies and Histories. Fall. (3)

410. Shakespeare: The Tragedies and Dramatic Romances. Spring. (3)

491. Special Studies in English and American Literature.

Directed studies for students taking a core in English. **(1-3)**

501-2. The American Tradition in Literature.

A graduate seminar in the development of American literature; considerable attention will be given to literary criticism. **(3,3)**

591. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American civilization. **(1-6)**

592. Research Seminar in American Civilization.

Introduction to graduate work in American civilization with supplementary lectures in bibliography, theory, and methods of research. **(3)**

595. Thesis. (3)

Department of Foreign Languages

Associate Professor Gardner, Chairman

Assistant Professor Peterson

The primary purpose of the department is to develop appreciation of French, German, and Hispanic cultures through study of the languages, lives, and literatures. The necessary study of pronunciation, grammar, and idiomatic expression is supplemented in the first two years 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.

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

Requirements for secondary certification in French: at least twenty-four semester hours of French and including French 201a,b, 301, 302, 303, 304, 401, 402, 403; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in German: at least eighteen semester hours of German and including German 201a,b, 301, 302, 303, 403; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.¹

Requirements for secondary certification in Spanish: Spanish 201a,b, 301, 302, 303, 304; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.¹

French

201a,b. Elementary French.

A course in the fundamentals of pronunciation and grammar. Recordings are used for aural practice. Selections from standard authors are read on an elementary level. (3, 3)

¹The course of study in German and Spanish is not intended to prepare the student for a major teaching field. Eighteen semester hours in German and/or Spanish may be used as a second teaching field.

Division of Communication

301-2. Intermediate French.

A course designed to develop accurate and fluent reading of French literature in the original. Translation of newspaper articles is required in order to increase vocabulary and command of idiom. Prerequisite: one year of college French or equivalent. (3, 3)

303. Advanced Composition and Conversation.

Individual training in diction, conversation, and advanced grammar for students wishing to acquire fluency in the spoken language. Prerequisite: French 201b or equivalent. **Fall.** (2)

304. Contemporary Literature.

Directed reading of outstanding literary works on the twentieth century, including selections from both magazine materials and anthologies. Prerequisite: French 302. **Spring 1961-62 and alternate years.** (2)

401. Great Masterpieces.

A study of major works from Rabelais to Chateaubriand. (2)

402. Great Masterpieces.

A study of major works from Chateaubriand to early twentieth century. Prerequisite: French 302. (2)

403. Advanced Readings.

A course designed for advanced students who wish to read extensively in a particular field of literature. Prerequisite: fifteen hours of French or equivalent. (1-4)

German

201a,b. Elementary German.

The fundamentals of German with equal emphasis on the writing, speaking, and reading of the language. (3,3)

301-2. Scientific German.

A reading course for students who wish to read German scientific works with facility. Prerequisite: German 201 a,b. (2,2)

303. Advanced Composition and Conversation.

Training in the writing and speaking of German with study in advanced grammar. Prerequisite: German 201a,b. Fall 1962-63 and alternate years. (3)

403. Advanced Readings.

A course designed for advanced students who wish to read extensively in a particular field of literature. Prerequisite: twelve semester hours of German or equivalent. (1-4)

Spanish

201a,b. Elementary Spanish

A course in the fundamentals of grammar and composition, using the conversational approach. Readings on elementary level in order to stimulate interest in Hispanic culture. (3,3)

301-2. Intermediate Spanish.

Extensive reading of Spanish and Latin American literature on the intermediate level, with oral resumes and class discussions. Prerequisite: Spanish 201b or equivalent. (3, 3)

303. Advanced Spanish Grammar and Conversation.

Intensive review of fundamentals of grammar with drills in descriptive and narrative composition. Designed for prospective teachers of Spanish. Prerequisite: Spanish 302. Spring, on demand. (3)

304. Readings from Spanish-American Authors.

Selections designed to improve the student's facility in the language as well as his cultural information. Fall, on demand. (3)

Department of Journalism

Associate Professor Sumerlin, Chairman

Courses in journalism are designed to train the student for newspaper reporting and desk work or for teaching of journalism in the public schools.

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

Requirements for an area of concentration with a core in journalism: Journalism 101, 102, 201, 301, 311, and enough additional courses in this department to total at least twenty-four hours plus enough courses in related fields to total forty-five hours.

101. Introduction to Journalism.

A study of the entire field of mass communications with emphasis on journalism. **Fall.** (3)

102. Reporting.

Practice in the writing of straight news stories for newspapers and the college paper. **Spring.** (3)

201. Editing.

A laboratory course involving headline writing and correcting and preparing copy for the printer, make-up, staff organization, newspaper law, and laboratory assignments on the college newspaper. **Spring.** (3)

202. Feature Writing.

Theory and practice in selecting ideas, gathering materials, and preparing and selling manuscripts. Emphasis on special and Sunday newspaper features. Prerequisite. Journalism 102. **Fall 1961-62 and alternate years.** (3)

301. Advertising Procedure.

Modern media and methods used in advertising. Advertisements will be prepared. Lectures will cover the business side of advertising and the various mass communications media through which it reaches the American public. **Fall 1962-63 and alternate years.** (3)

303. Introduction to Radio-Television. See Speech 303.

304. Press Photography.

The fundamentals of photography, developing and printing, enlarging, use of photographic equipment and standard techniques are studied by lecture and laboratory. Spring 1961-62 and alternate years. (3)

305. Production and Editing of the School Annual.

Designed for prospective sponsors of yearbooks, editors, and supervisors, and for those planning to enter the field of high school or college annual production, this course will cover such topics as yearbook functions, staff organization, selection and development of a theme, planning of the book in detail, pictorial coverage, writing and editing copy, working with the engraver and printer, and other general yearbook production matters. Fall. (3)

311. Religious Journalism.

A study, from the religious viewpoint, of the novel, short story, feature article, editorial writing, curriculum materials, biography, juvenile materials, writing for radio and television, and writing for film. A course for the prospective pastor or church publicist. Spring 1962-63 and alternate years. (3)

491. Special Studies in Journalism.

Directed research in Journalism. (1-3)

Department of Speech and Drama

Associate Professor Holt, Chairman

Assistant Professors

Pennington, Wright

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

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

Requirements for an area of concentration with a core in speech: Speech 101, 102, 201, 203, 301, and enough additional hours from the department to total twenty-four hours, plus enough courses in related fields to total forty-five hours. No more than two credit hours of Contest Debate can be applied on a core in speech.

Requirements for an area of concentration with a core in drama: Drama 201, 301, 302, 401, and enough additional hours from the department to total twenty-four hours, plus enough courses in related fields to total forty-five hours.

Requirements for secondary certification in speech and drama: Speech 101, 102, 201, 203, 301, 302, 304; Drama 201, 301, 305; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Speech

101. Fundamentals of Speech.

Orientation in speech, emphasizing poise, spontaneity, sincerity, self-mastery, and the establishment of good speech habits. **Fall.** (3)

102. Voice and Diction.

A study of articulation and pronunciation, including an introduction to phonetics. Attention to voice production and its relationship to effective speech. **Spring.** (3)

201. 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.** (2)

202. Argumentation and Debate.

A study of the theory and practice of argumentation, with an emphasis upon debate as a method of decision-making in a democratic society. **Spring.** (2)

203. Group Discussion.

Study and practice of the forms and techniques of group discussion, with emphasis placed on acquiring skills in critical thinking. **Spring.** (3)

301. Public Speaking.

A study of the theory and practice of speechmaking, with an emphasis upon persuasive speaking. **Fall, Spring.** (3)

302. Advanced Oral Interpretation of Literature.

A course in gathering and arranging program materials with emphasis on public presentation of studies from literature. Prerequisite: Speech 201. **Spring.** (2)

303. Introduction to Radio-Television.

Theory and practice in the fundamentals of radio-television production. Attention to special problems of communication via radio and television. **Spring.** (3)

304. Introduction to Speech Correction.

Elementary study of the diagnosis, nature and problems of speech disorders. Prerequisite: Speech 101. **Spring.** (3)

401. American Public Address.

A study of the speeches of outstanding American speakers, with an investigation of the historical context in which they were made. **Spring.** (3)

491. 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. (1-3)

Organization

151. Contest Debate. (.5)

Drama

201. Introduction to the Theater.

A course designed to orient the student to the nature of the theater as an art form. Emphasis on the artistic, cultural, and ethical significance of the theater. **Fall.** (3)

202. Acting Workshop.

A course in which the student studies and applies the techniques of act-

ing. Emphasis on creative self-expression. Prerequisite: Drama 201. **Spring.** (2)

301. Play Production.

A course designed to acquaint the student through study and practice with the problems of producing plays. Emphasis on increasing the student's appreciation of theater of experimental, artistic, and ethical quality. Prerequisite: Drama 201. **Fall, Spring.** (3)

302. The Development of the Drama. See English 302.

303. Church Drama.

A course of theory and practice with plays suitable for presentation in the church; with particular emphasis on the spiritual impact from religious drama of high standards. **Spring.** (3)

305. Children's Theater Workshop.

A study of the principles and practice of play production for children, with emphasis on the cultural values of theater for children. Production of a play as a semester projection. **Fall.** (2)

401. History of the Theater.

A survey of world theater from its origins to the present time, designed to increase the student's appreciation of the cultural, artistic, and ethical significance of theater as a force in society. **Spring.** (3)

403. The American Stage.

An appraisal of the role of theater in American society; its cultural, ethical, and social significance in America's past and present, and its trends for the future. **Fall.** (3)

409. Shakespeare: The Comedies and Histories. **Fall.** (3)

410. Shakespeare: The Tragedies and Dramatic Romances. **Spring.** (3)

491. Special Studies in Drama.

A course arranged to meet the needs of students concentrating in drama. Independent study possible in interpretation, the teaching of drama and theater. (1-3)

Division of Education

Dr. Yeoman, Chairman

The Division of Education is primarily concerned with developing well-educated teachers. The major functions of the division are to develop and administer the professional offerings, to coordinate the various aspects of the programs offered, and to render service in matters of teacher placement and follow-up. The division embraces the Departments of Elementary Education, Health and Physical Education, Psychology, and Secondary Education. Courses are also offered in library science.

Candidates are prepared for certification in Arkansas in the following teaching fields:

1. Elementary areas.
2. Secondary areas, including biological science, commercial subjects, English, foreign languages, librarianship, mathematics, physical education, physical science, public school art, public school music, social studies, and speech.

Students whose homes are in states other than Arkansas may substitute the certification requirements of their home states.

To qualify for the B.S.E. degree the student will complete the following:

1. Meet the general education requirements of both Ouachita Baptist College and the Arkansas State Department of Education.
2. Meet the requirements for an area of concentration with a core in either elementary education or secondary education.
3. Meet the state requirements for a teaching certificate in one teaching area, and either meet the requirements or have a minimum of eighteen hours in a second teaching area if electing a core in secondary education.
4. Meet the institutional degree requirements not covered above.

Department of Elementary Education

Associate Professor Watson, Chairman

Professors Cady, Yeoman

Associate Professor Donnels

Elementary education is to be interpreted in the broad sense of the term. It refers to preparing for teaching at the elementary level. The area of concentration in elementary education is concerned with three spheres:

1. General education.¹
2. Subject concentration: American history and government, four semester hours; Art 303a,b; Geography 101 or 201; Music Education 110, 210; Physical Education 202, 306; Psychology 201; Sociology 201; speech, six semester hours.
3. Professional education: Elementary Education 101, 202, 301, 302, 303, 304, 401, 402, 403, 404, 405.

A limited number of substitutions may be made in the professional sphere of emphasis. All such substitutions must be approved by the Teacher Education Council. Such substitutions must be made before the courses involved are taken.

Bachelor of Science in Education Degree, Elementary

First Year

		Fall	Spring
Elementary Education	101	Introduction to Education	2
Music Education	110	Basic Music for Classroom Teachers	2
General Education	101	Physical Science	4
General Education	102	Applied Mathematics	3
General Education	103	Communication Skills	3
General Education	104	Communication Skills	3
General Education	105	European Civilization	3
General Education	106	Our Hebrew Heritage	3
General Education	107	Our Christian Heritage	2
Military Science	101a,b	Military Science I (Men)	1
Physical Education		Activity (Men and Women)	.5
Speech			3
Electives		(Women)	2

¹General education courses are listed on pages 64-66.

Second Year

		Fall Spring		
Music Education	210	Music Methods for Classroom Teachers	2	
Elementary Education	202	Children's Literature		3
General Education	201	Life Science		4
General Education	202	American Civilization	3	
General Education	203	Humanities		4
Geography Elective				3
Military Science	201a,b	Military Science II (Men)	1	1
Physical Education	202	Health and Safety	3	
Physical Education		Activity (Men and Women)	.5	.5
Psychology	201	General Psychology	3	
Speech Elective			3	
Electives		(Women)	2	

Third Year

Art	303a,b	Public School Arts and Crafts	2	2
Elementary Education	301	Educational Psychology	3	
Elementary Education	302	Evaluative Procedures		2
Elementary Education	304	Elementary Curriculum		3
General Education	301	Humanities	4	
General Education	303	Philosophy for Living		2
History		American History or Government	2	2
Sociology	201	Introduction to Sociology		3
Physical Education	306	Physical Education Methods (Elementary)	3	
Physical Education		Activity (Men and Women)	.5	.5
Electives			2	1

Fourth Year

Elementary Education	303	Teaching Arithmetic in Elementary Grades	2	
Elementary Education	401	Teaching the Social Studies in Elementary Grades	2	
Elementary Education	402	Teaching the Language Arts in Elementary Grades	3	
Elementary Education	403	Teaching Science in Elementary Grades	2	
Elementary Education	404	Audio-Visual Aids in Education		2
Elementary Education	405	Student Teaching		8
General Education	302	Man and His World		4
General Education	401	Contemporary Affairs	2	
Physical Education		Activity (Men and Women)	.5	.5
Electives			5	

101. Introduction to Education.

This course aims to acquaint the student with the field of education, to help him consider critically the wisdom of entering the teaching profession, and to guide him in planning a program of study. **Fall, Spring.** (2)

202. Children's Literature.

Books for children are evaluated in this course. Reading areas are sampled and evaluated in terms of appropriateness for the child's best interests, needs, and abilities. **Spring.** (3)

301. Educational Psychology.

A course designed to develop understanding of the problems in learning and in the motivation of adolescents. Consideration of the effects of subjective, objective, and interactive learning situations. **Fall, Spring.** (3)

302. Evaluative Procedures.

This course is concerned with acquainting the student with the tools of evaluation and their intelligent application and use in solving problems of instruction and administration. **Fall, Spring.** (2)

303. Teaching Arithmetic in Elementary Grades.

This course deals with problems and techniques of teaching arithmetic in grades one through six. **Fall.** (2)

304. The Elementary Curriculum.

A study of the principles and practices involved in developing the program for the elementary school, with major emphasis on curriculum construction. **Spring.** (3)

401. Teaching the Social Studies in Elementary Grades.

A course dealing with the selection and presentation of materials and teaching techniques for history, geography, and other social studies. **Fall.** (2)

402. Teaching the Language Arts in Elementary Grades.

A study of planned sequential instruction in acquiring and expressing ideas in grades one through six, with emphasis on materials and techniques pertaining to listening, observing, speaking, reading, and writing as a means of communication. **Fall.** (3)

403. Teaching Science in Elementary Grades.

A course dealing with skills, attitudes, and appreciations to be developed

in relation to the child's natural environment. Plant and animal life, mineral resources, and conservation are emphasized. **Fall.** (2)

404. Audio-Visual Aids in Education.

A course designed to familiarize the student with audio-visual aids and how to direct a public school program in audio-visual education. The course provides practical experience in use of audio-visual equipment such as the motion picture projector, the slide projector, the opaque projector, and other mechanical devices. **Spring.** (2)

405. Student Teaching.

Offers full-time experience in all phases of teaching off campus in a public school system. During the off-campus experience all expense involved except the college supervision is the responsibility of the student. Prerequisites: Elementary Education 101, 301, 303, 401, 402, 403; Music Education 110, 210; adequate preparation in the teaching areas; consent of the chairman of the Division of Education. **Spring.** (8)

491. Special Studies in Elementary Education.

Directed research in elementary education. Admission by consent of professor. (1-3)

Department of Health and Physical Education

Associate Professor Vining, Chairman

Associate Professors Ensminger, Rodgers

Assistant Professors Gill, Goff, Watkins

Instructor Gill

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

The Athletic Program

All students are encouraged to participate in intramural or inter-collegiate sports. Such participation enriches personality by developing desirable attitudes toward health, social-mindedness, sportsmanship, competition, cooperative effort, institutional loyalty, and other values and skills

that carry over into later life.

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

Requirements for an area of concentration with a core in health and physical education: forty-five hours of which at least twenty-nine must be in the Department of Health and Physical Education and the remainder from related fields. Specifically required from this department are courses 202, 301, 307, 402, 405, 407, and a choice of two courses from 303, 304, 305, 403, and 404. Limited substitutions are permitted; however, all such substitutions must be approved by the Teacher Education Council and must be made before the courses involved are taken.

Requirements for secondary certification in physical education: Physical Education 202, 301, 307, 402, 405, 407, a choice of two courses from 303, 304, 305, 403, 404, and enough additional semester hours to total twenty-nine; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Academic Courses

M101 or W101. **Personal Hygiene.**

In separate courses for men and women, stress is laid on safety, personal health, sane living, community health, and the physical welfare of school children. **Spring. (2)**

102. **First Aid.**

Instruction and practice in rendering first aid in cases of injury or accident. Completion of the course qualifies one for the Advanced First Aid Certificate of the American Red Cross. **Fall. (2)**

201. **Camp Leadership.**

A course in developing programs for summer camps, with emphasis on the duties of camp counselors. **Spring. (3)**

202. **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. (3)**

203. History of Physical Education.

A study of the development of physical education programs with emphasis on recent trends. **Fall.** (2)

301. 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.** (3)

M302. Sports Officiating.

A study of the rules and rulebooks for various sports along with practice in officiating for the major sports. Designed primarily for prospective coaches. **Fall.** (2)

M303. Track and Field.

Theory and practice in each event of intramural and intercollegiate programs of track and field athletics. **Spring.** (2)

304. Coaching Team Sports.

A study of the theory and practice of playing and coaching field hockey, volleyball, basketball, and softball, with consideration for the administration and organization of these sports in intramural programs and physical education classes. **Fall, Spring.** (2)

305. Coaching Individual Sports.

A study of the techniques of coaching golf, tennis, archery, tumbling, handball, badminton, and horseshoe pitching, with consideration for the administration and organization of these sports in intramural programs and physical education classes. **Fall, Spring.** (2)

306. Physical Education Methods (Elementary).

A study of the scope, motivation, and administration of school health programs. Instruction in methods, class routine, administration of the daily program, and graduation of subject matter. Included in the course are methods of teaching story plays, hunting games, mimetics, and other activities. **Fall.** (3)

307. Principles of Physical Education.

A course designed to improve understanding and appreciation of the

purposes, values, nature, scope, and significance of physical education. **Spring.** (3)

401. Techniques of Athletic Training.

This course deals with the prevention and care of athletic injuries, massage, taping, bandaging. Attention is given also to diet and physical conditioning. **Spring.** (2)

402. Administration of Physical Education Programs.

A study of the administrative programs and problems in both elementary and secondary schools in both rural and urban districts. **Fall.** (3)

403. Basketball Coaching.

Theory and practice in the fundamentals of offensive and defensive basketball, with emphasis on team formation, officiating, purchase and care of equipment. **Spring.** (2)

404. Football Coaching.

Theory and practice of offensive and defensive play, strategy and generalship, and playing various positions. Rules, ethics, sportmanship, game values, early season practice, and the use and development of materials are also considered. **Fall.** (2)

405. Kinesiology.

A study of body movements, of muscle and joint action in relation to physical activity. Mechanical analysis of the more commonly used physical skills. **Fall.** (3)

406. Tests and Measurements.

A guide for teachers of physical education in measuring the student's achievement. **Spring.** (3)

407. Methods in Physical Education (Secondary).

A study of methods for high school physical education programs, including time allotment, seasonal division of work, public relations, care and purchase of supplies and equipment, graduation of subject matter, and the handling of handicapped children. **Spring.** (3)

Activity Courses

The prescribed uniform for participation in activity courses is as follows: for men, shorts, shirt, and basketball shoes; for women, white shirt, white

Bermuda or Jamaica shorts, white socks, and white tennis shoes. Each woman student is requested to furnish two complete suits of shirts and shorts.

The courses marked M are for men only; those marked W are for women only. Activity courses may not be repeated except by permission in writing in advance by the chairman of the Department of Health and Physical Education. The same activity course may not be taken more than twice.

M11. Team Sports.

Touch football, speedball, and basketball. **Fall. (.5)**

W11. Team Sports.

Volleyball, speedball, and basketball. **Fall. (.5)**

M12. Team Sports.

Softball, volleyball, basketball, track, and field sports. **Spring. (.5)**

W12. Team Sports.

Soccer, basketball, and softball. **Spring. (.5)**

M13. Elementary Swimming. Fall, Spring. (.5)

W13. Elementary Swimming. Fall, Spring. (.5)

M21. Individual Sports.

Handball, paddle ball, archery. **Fall. (.5)**

W21. Individual Sports.

Archery and tumbling. **Fall. (.5)**

M22. Individual Sports.

Tumbling, gymnastics, trampoline, and recreational sports. **Spring. (.5)**

W22. Individual Sports.

Recreational games. **Spring. (.5)**

M23. Badminton.

Elementary and advanced skills. **Fall, Spring. (.5)**

W23. Badminton.

Elementary and advanced skills. **Fall, Spring. (.5)**

24. Beginners Golf. Fall, Spring. (.5)

25. Beginners Tennis. Fall, Spring. (.5)

M31. Tumbling. Fall, Spring. (.5)

W31. Tumbling. Fall, Spring. (.5)

M32. Senior Life Saving and Water Safety. Fall, Spring. (.5)

- W32. Senior Life Saving and Water Safety. Fall, Spring. (.5)**
33. Advanced Golf. Fall, Spring. (.5)
34. Advanced Tennis. Fall, Spring. (.5)
35. Bowling. Fall, Spring. (.5)
36. Physical Fitness. Fall, Spring. (.5)
M41. Advanced Skills in Swimming and Diving. Fall, Spring. (.5)
W41. Advanced Skills in Swimming and Diving. Fall, Spring. (.5)
W42. Rhythms. Fall, Spring. (.5)
44. Marksmanship. Fall, Spring. (.5)
45. Instructor's Marksmanship. Fall, Spring. (.5)

Department of Psychology

Professor Hurley, Chairman

Associate Professor Donnels

A study of psychology helps the student understand himself and other people. The department seeks to point out practical uses of the subject in dealing with people as well as to provide a sound basis for advanced study in the field.

Requirements for an area of concentration with a core in psychology: General Psychology plus at least twenty-one additional hours in this department and enough hours from related fields to total at least forty-five hours. Psychology 304 should be elected by students planning graduate study in psychology.

General Psychology is prerequisite to all courses in the department. Religion 405 and Sociology 301 and 304 may count for credit in psychology.

201. General Psychology.

An introductory course dealing with elementary principles, terminology, and various aspects of different branches of the subject. **Fall, Spring. (3)**

301. Psychology of Childhood.

A study of the nature and needs of the child's mental, physical, social, and emotional development. It is required that the student select and study one child. **Fall. (3)**

302. Psychology and Adolescence.

A study of teen-age problems and development. The student is required to write a detailed report on his study of an adolescent. **Spring. (3)**

303. Mental Hygiene.

A study of the psychological factors relating to personal adjustment and mental health, with emphasis on the well-integrated personality, and some attention to the forms of normal variance. **Spring. (3)**

304. Statistics.

A course in descriptive statistical computations with attention given to the uses and misuses of elementary statistical techniques. **Fall. (3)**

305. Educational Psychology. See Secondary Education 301.

306. Industrial Psychology.

A study of the applications of psychological principles and techniques to industrial situations. Prerequisite: Psychology 201. **Fall. (3)**

401. Psychology of Abnormal Behavior.

A study of the severe mental and emotional deviations and illnesses. Consideration is given to the incidence, causes, symptoms, therapy, and prognosis of various conditions. Prerequisite: instructor's consent. **Fall. (3)**

402. Introduction to Counseling Psychology.

An investigation of counseling viewpoints as represented by Rogers, Tyler, Bordin, and Williamson. **Spring. (3)**

401. Special Studies in Psychology.

A course designed to broaden the student's psychological knowledge through directed study or research. **(1-3)**

Department of Secondary Education

Professor Yeoman, Chairman

Professors Cady, Hurley

Associate Professor Domels

Secondary education is to be interpreted in the broad sense of the term. It refers to preparing for teaching at the secondary level and is not limited to professional education courses.

The area of concentration in secondary education is concerned with three spheres:

1. General education and other general requirements:¹ physical education, activity, eight semesters; Physical Education 202; Psychology 201; speech, three semester hours.
2. Teaching specialization: The student is required to complete a minimum of twenty-four semester hours to meet certification requirements in one teaching area and is encouraged to complete a minimum of eighteen semester hours to apply toward certification in a second teaching area. The requirements in art, commercial subjects, English, foreign languages, librarianship, mathematics, physical education, public school music, social studies, speech and drama, science (physical, biological, general science) are outlined in the appropriate sections of the catalogue.
3. Professional education: Secondary Education 101, 301, 302, 305, 306, 404; special methods in one teaching field; 410.

A limited number of substitutions may be allowed in the area of concentration. All substitutions must be approved by the Teacher Education Council. Such substitution must be made before the courses involved are taken.

Bachelor of Science in Education Degree, Secondary

First Year

		Fall		Spring
General Education	101	Physical Science		4
General Education	102	Applied Mathematics	3	
General Education	103	Communication Skills	3	
General Education	104	Communication Skills		3
General Education	105	European Civilization	3	
General Education	106	Our Hebrew Heritage	3	
General Education	107	Our Christian Heritage		2
Military Science	101a,b	Military Science I (Men)	1	1
Physical Education		Activity (Men and Women)	.5	.5
Secondary Education	101	Introduction to Education		2
Speech Elective			3	
Teaching Areas and Electives				

¹General education courses are listed on pages 64-66.

Second Year

			Fall	Spring
General Education	201	Life Science	4	
General Education	202	American Civilization		3
General Education	203	Humanities I		4
Military Science	201a,b	Military Science II (Men)	1	1
Physical Education	202	Health and Safety		3
Physical Education		Activity (Men and Women)	.5	.5
Psychology	201	General Psychology	3	
Teaching Areas and Electives				

Third Year

General Education	301	Humanities II	4	
General Education	303	Philosophy for Living		2
Physical Education		Activity (Men and Women)	.5	.5
Secondary Education	301	Educational Psychology	3	
Secondary Education	302	Evaluative Procedures		2
Secondary Education	305	High School Curriculum	3	
Secondary Education	306	General Methods		2
Teaching Areas and Electives				

Fourth Year

General Education	302	Man and His World		4
General Education	401	Contemporary Affairs	2	
Physical Education		Activity (Men and Women)	.5	.5
Secondary Education	404	Audio-Visual Aids in Education	2	
Secondary Education	410	Student Teaching		8
Secondary Education		Special Methods in Teaching Area		
Teaching Areas and Electives				

101. Introduction to Education.

This course aims to acquaint the student with the field of education, to help him consider critically the wisdom of entering the teaching profession, and to guide him in planning a program of study. **Fall, Spring.** (2)

301. Educational Psychology.

A course designed to develop understanding of the problems in learning and in the motivation of adolescents. Consideration of the effects of subjective, objective, and interactive learning situations. **Fall, Spring.** (3)

302. Evaluative Procedures.

This course is concerned with acquainting the student with the tools of evaluation and their intelligent application and use in solving problems of instruction and administration. **Fall, Spring.** (2)

303. Co-curricular Activities.

A study of the types and relative values of organized out-of-class activities, with emphasis on organization and administration of activity programs. **Spring.** (3)

304. Guidance and Personnel.

A course in the methods of counseling, with practice in interviewing and the use of pertinent data. **Fall.** (3)

305. The High School Curriculum.

A course in the prevailing principles and practices in preparing the high school study program, with special emphasis on selection and organization of curriculum content. **Fall.** (3)

306. Methods in High School Teaching.

A course in teaching methods, in the procedures for stimulating, guiding, and directing learning. **Fall, Spring.** (2)

404. Audio-Visual Aids in Education.

A course designed to familiarize the student with audio-visual aids and how to direct a public school program in audio-visual education. The course provides practical experience in use of audio-visual equipment such as the motion picture projector, the slide projector, the opaque projector, and other mechanical devices. **Spring.** (2)

411. History and Philosophy of American Education.

A study of the development of education from its beginning until the present time, with special emphasis on the teachings and contributions of certain outstanding philosophers who influenced educational trends. **Fall.** (3)

Special Methods Courses for Secondary School Teachers.

These courses are generally taught by members of the departmental staff in which the teaching area lies. The major concern is with the effective organization and presentation of instructional materials and experiences.

- 401. **Teaching the Social Studies.** (2)
- 402. **Teaching Commercial Subjects.** (3)
- 403. **Teaching Home Economics.** (3)
- 405. **Teaching English.** (2)
- 406. **Teaching Mathematics.** (2)
- 407. **Teaching Natural Science.** (2)
- 408. **Teaching Modern Languages.** (2)
- 409. **Teaching Physical Education.** (3)
- 410. **Student Teaching.**

Offers full-time experience in all phases of teaching off campus in a public school system. During the off-campus experience all expense involved except the college supervision is the responsibility of the student. Prerequisites: Secondary Education 101, 301, 302, and 306, adequate preparation in the teaching areas, and consent of the chairman of the Division of Education. **Spring.** (8)

491. **Special Studies in Secondary Education.**

The student studies special problems in the field under the guidance of the instructor. (1-3)

Library Science

Library Science courses are designed to meet certification requirements of the Arkansas State Board of Education. A minimum of fifteen semester hours in library science is required. Practice in librarianship is included in the student teaching course. One half of the student teaching period is spent in the area of library service under the direction of a trained librarian.

301. **The School Library.**

Studies in secondary and elementary school libraries, stressing general administration of the library. Includes study of the technical processes and routines of the library. **Fall 1962-63 and alternate years.** (3)

302. **Selection of Library Materials.**

The principles of selecting adequate materials for secondary and elementary school libraries through the use of basic guides, evaluation of publishers, illustrators, and binderies. **Fall 1961-62 and alternate years.** (3)

401. Reference.

A study of the basic reference collection in the library. Selection, evaluation, and use of reference materials will be stressed. **Spring 1962-63 and alternate years. (3)**

402. Cataloging and Classification.

The technical processes involved in making a book available for use. Will include study of Dewey decimal system of classification, basic card forms, filing, etc. Prerequisite: nine hours library science. **Spring 1961-62 and alternate years. (3)**

Division of Fine Arts

Dr. Luck, Chairman

The Division of Fine Arts, embracing the Departments of Art, Music Theory-Composition, Music Education, Church Music, and Applied Music, has the dual purpose of training students for careers in one of the arts and of providing arts experiences for students seeking a liberal education.

Department of Art

Associate Professor Raybon, Chairman

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

Requirements for an area of concentration with a core in art: Art 101, 102, 201, 202a,b, 204, 301, 302a,b, and enough courses from related fields to total at least forty-five semester hours.

Requirements for secondary certification in art: Art 302a,b, 303a,b, fourteen semester hours in studio courses, two additional semester hours of art; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Students usually furnish, with certain exceptions, their own art materials. The department reserves the right to use student work for exhibition purposes.

101. Elementary Design.

A study of basic principles in choice and arrangements of form, value, texture, and color. Emphasis on individual creative work. **Fall, Spring.** (3)

102. Drawing I.

Drawing from still life, landscape, and portrait figures. Study of perspective. **Fall 1961-62 and alternate years.** (3)

201. Drawing II.

Continuation of Art 102. **Spring 1961-63 and alternate years.** (3)

202a,b. Advanced Design.

A more detailed study in selection and arrangement of mass, value, color, and texture, along with summary attention to abstract design, commercial design, interior design, and industrial design. Prerequisite: Art 101 or equivalent. 1962-63 and alternate years. (3,3)

203a,b. Mechanical Drawing.

Instruction in the correct use of instruments for lettering, design, layout, and projections. (2,2)

204. Elementary Painting.

Emphasizing color and composition in representation of form and space, this course deals with creative problems. Medium used depends on needs or desires of each student. Fall. (3)

301. Advanced Painting.

Continuation of Art 204. Spring. (3)

302a,b. Introduction to Art History.

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. Interpreting art by its motivating forces, the first semester deals with ancient and medieval art, the second with Renaissance and modern art. 1961-62 and alternate years. (2,2)

303a,b. Public School Arts and Crafts.

Emphasizing the place of art in elementary and secondary school programs, 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. (2,2)

304. Costume Illustration.

A study of the development of costumes and the application of art to clothing and design. Prerequisite: Art 101. Spring. (3)

401. Studio Problems I.

Work on advanced problems in a chosen branch of art is given according to needs and ambitions of the individual student. Conference with instructor at least once a week. Fall. (1-4)

402. Studio Problems II.

Continuation of Art 401. Prerequisite: Art 401. **Spring.** (1-4)

403. American Art.

Architecture, painting, sculpture, and other arts of the colonies and the United States. Attention will be given to the impact of American art on American civilization. **Fall.** (3)

Departments of Music

The departments of music seek to prepare students for careers in the fields of musical performance, music education, theory-composition, and church music. They also provide courses for persons desiring nontechnical knowledge of music as a part of their liberal education. For students desiring careers in music performance, the degree Bachelor of Music is offered; for students who wish to become teachers of music in public schools and colleges, the degree Bachelor of Music Education and the degree Bachelor of Music with a core in theory-composition; for prospective church musicians, the degree Bachelor of Music with a core in church music; for persons studying music for its value in liberal education, the degree Bachelor of Arts with a core in music is offered. The basic general requirements and the degree patterns constitute the requirements for a core for each of the respective departments of music. The departments of music also offer the degree Master of Music Education; details concerning the degree are contained in the graduate bulletin.

General Requirements

Entrance proficiency examinations are not required of incoming freshman music majors in the Department of Applied Music. If at the end of the freshman year the applied music faculty feels that the student has not achieved sophomore level, the course numbering may be changed to non-credit.

Membership in a music organization (choral and/or instrumental) is required each semester for students concentrating in music. Up to three hours credit in an ensemble may count toward graduation.

No student is permitted to apply more than forty semester hours in music toward the Bachelor of Arts degree within the total of one hundred twenty-eight hours. Excess of this number (128) will be up to the student's discretion.

Attendance at the student Repertoire Class and all student recitals is required of all students taking applied music. More than three unexcused absences will result in the lowering of the student's grade one letter in his principal applied area.

Comprehensive Examinations

Within two months prior to a student's graduation a comprehensive written examination covering the student's area of concentration and related areas of study plus any other course work taken while in residence will be required. An oral examination designed to cover in a more general manner the course work taken will be required. These examinations will be administered by the faculty of the departments of music.

Curricula and Degrees

The departments of music offer 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 with a core in music.

I. BACHELOR OF MUSIC DEGREE¹

- A. An **instrumental** core provides a balanced education in music around a specialized training in piano, organ, violin, violoncello, or wood-wind or brass instrument.
- B. A **voice** core provides a balanced education in music around a specialized training in vocal production.
- C. A **church music** core provides a general education in music preparing the student to serve as director of music education in church.
- D. A **theory-composition** core provides a balanced education in music theory around a specialized training in harmony, ear training, counterpoint, and composition.

II. BACHELOR OF MUSIC EDUCATION DEGREE¹

- A. A music education **instrumental** core stresses instrumental instruction in the grade and high school areas of the public schools.
- B. A music education **choral** core prepares the student for teaching in the grade and high schools, particularly in the vocal field.

¹Candidates for the Bachelor of Music and/or Bachelor of Music Education may substitute four hours of psychology, sociology, and/or economics for General Education 302. They may substitute any course in philosophy for General Education 303.

III. BACHELOR OF ARTS DEGREE (core in music)

Core Regulations

Core in instrument or voice. Each candidate for the Bachelor of Music degree with an instrumental or voice core will choose one of the following subjects: piano, organ, voice, violoncello, or an approved orchestral instrument, and must take the appropriate curriculum as outlined in the above Bachelor of Music plan. Counsel in such decisions will be given by the chairman of the department and/or the respective area-specialist. Examinations are given to applied music students at regular intervals by the faculty concerned. Before graduation each candidate for the Bachelor of Music degree must pass a senior examination before the music faculty. Candidates for the Bachelor of Music degree are required to give a complete recital in the senior year.

All Bachelor of Music candidates are required to pass an examination in the secondary applied music. This examination must be taken before the end of the junior year. If requirements are not met, the student will continue in his secondary applied music with no credit.

Candidates for the degree Bachelor of Music Education will choose either the **choral** or **instrumental** core. Those electing the **choral** core will choose as principal applied subject either voice, piano, or organ. In order to satisfy state requirements for teacher certification, at least two semesters of voice and four semesters of piano must be taken during the college career. In the **choral** core the student may choose one of the following options: (1) eighteen hours of voice and six hours of piano, (2) eighteen hours of piano (or organ) and six hours of voice. Those electing the **instrumental** core in music education must choose as the principal subject either violin, violoncello, viola, or an approved band instrument. In the **instrumental** core the student may choose one of the two following options: (1) fifteen hours in major instrument, six hours in piano, three hours in voice, (2) nine hours in wind instruments, six hours in string instruments, six hours in piano, three hours in voice. All candidates, **choral** or **instrumental**, are required to meet the minimum requirements in piano and voice. Required voice and piano examinations are given to all music education students to determine general musicality and the ability to demonstrate a satisfactory vocal production and a standard achievement at the keyboard. These examinations are required of all students before being admitted to senior standing and allowed to practice teach. Students electing options **one** and **two** of the **choral** core and option **one** of the **instrumental** core must appear in a public graduation recital.

THE MINIMUM REQUIREMENTS IN PIANO FOR ALL (1) MUSIC EDUCATION STUDENTS AND (2) BACHELOR OF MUSIC CANDIDATES WHOSE PRINCIPAL SUBJECT IS VOICE

The student must be able to play accurately, with acceptable pedaling and at proper tempo, the following:

1. Any of the songs in the **Golden Book of Favorite Songs** or a similar community song book.
2. Song accompaniments — any song accompaniment in any graded series for the elementary or secondary school music program.
3. Music for rhythmic activity — any selections for rhythms found in graded series for elementary or secondary music programs.
4. Vocal score reading or part songs.
5. Selections from memory — be able to play songs such as *Old Folks at Home* in the key of F, *America* in the key of G, etc.
6. Chordal accompaniments — play a I, IV, V accompaniment to a given melody which will be chosen by the examining committee.

To meet the above requirements is the individual responsibility of the student with the assistance of the piano teacher.

THE MINIMUM REQUIREMENTS IN VOICE FOR ALL (1) MUSIC EDUCATION STUDENTS AND (2) BACHELOR OF MUSIC CANDIDATES WHOSE PRINCIPAL INSTRUMENT IS PIANO

A. Performance

1. Ability to sing on pitch.
2. Ability to express mood and spirit of song.
3. Ability to sing rhythmically.
4. Ability to sing with proper diction.
5. Ability to memorize.

B. Materials

1. Sing unaccompanied a song from a textbook series used in public school systems, such as the *American Singer*, *New Music Horizons*, *The Singing School*, *The Music Hour*, *Music for Living*, and others.
2. Sing accompanied an art song chosen by student.
3. Each student should be prepared to sight read from materials of difficulty equivalent to those in the books listed in number 1 of B above.

COURSES OF STUDY FOR THE BACHELOR OF MUSIC DEGREE

I. INSTRUMENTAL CORE

Piano, Organ, Violin, Violoncello, or a Woodwind or Brass Instrument

FRESHMAN YEAR

Applied Music (Principal) ²	6
Applied Music (Secondary) ³	3
Ear Training 102a,b	4
Harmony 103a,b	4
Music Organization	1
Survey of Music Literature 104	3
General Education and Electives	12
	<hr/> 33

SOPHOMORE YEAR

Applied Music (Principal)	6
Applied Music (Secondary)	3
Ear Training 201a,b	4
Harmony 202a,b	4
Music Organization	1
History of Music 204, 205	4
General Education and Electives	11
	<hr/> 33

JUNIOR YEAR

Applied Music (Principal)	6
Form and Analysis 303	3
Piano Pedagogy 406 ⁴	2
French 201a,b	6
Orchestration 304	2
Music Organization	1
General Education and Electives	13
	<hr/> 33

SENIOR YEAR

Applied Music (Principal)	6
Twentieth Century Music 403	3
Music Organization	1
Recital	
Counterpoint 301a,b	4
General Education and Electives	20
	<hr/> 34

II. VOICE CORE

The curriculum for the voice is identical with the instrumental core with the following exceptions:

1. Applied music (principal) to be in voice.
2. Applied music (secondary) to be in piano (organ may be substituted if recommended by the advisor or department head).
3. Twelve hours of the academic credits earned must be in languages as

²See page 106 for a summary of applied requirements.

³See page 108 for secondary applied music requirements (same as for music education majors).

Division of Fine Arts

follows: French, six hours (taken during junior year); German, six hours (taken during senior year).

4. Vocal Pedagogy 405 to be taken in lieu of Piano Pedagogy 406.

III. CORE IN CHURCH MUSIC EDUCATION

FRESHMAN YEAR

Applied Music (Principal) ^a	6
Applied Music (Secondary) ^a	3
Ear Training 102a,b	4
Harmony 103a,b	4
Music Organization	1
General Education and Electives	15
	33

SOPHOMORE YEAR

Applied Music (Principal)	6
Applied Music (Secondary)	3
Ear Training 201a,b	4
Harmony 202a,b	4
Introduction to Church Music Education 203	2
History of Music 204, 205	4
Music Organization	1
General Education and Electives	10
	34

JUNIOR YEAR

Applied Music (Principal)	6
Form and Analysis 303	3
Choral Literature 309	2
Church Music Education 310, 311	4
Liturgies of the Jewish and Christian Religions 314	2
Brass and Woodwinds 312a,b	2
String Methods 313a,b	2
Music Organization	1
General Education and Electives	12
	34

SENIOR YEAR

Applied Music (Principal)	6
Choral Arranging 404	2
Hymnology 408	2
Twentieth Century Music 403	3
Choral Conducting 411	2
The Church Organ and Service Playing 413	2
Supervised Field Work 414-15	2
Music Organization	1
General Education and Electives	15
	35

^aWind, brass, or string instrumentalists are encouraged to take the methods course relative to their area, i.e., violin, string methods; clarinet, woodwind methods; cornet, brass methods.

IV. CORE IN THEORY-COMPOSITION

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music (Principal)*	6	Applied Music (Principal)	6
Applied Music (Secondary)	3	Applied Music (Secondary)	3
Ear Training 102a,b	4	Ear Training 201a,b	4
Harmony 102a,b	4	Harmony 202a,b	4
Survey of Music		Music History 204, 205	4
Literature 104	3	Music Organization	1
Music Organization	1	General Education and	
General Education and		Electives	10
Electives	11		
	<hr/> 32		<hr/> 32
JUNIOR YEAR		SENIOR YEAR	
Applied Music (Principal)	6	Applied Music (Principal)	6
Form and Analysis 303	3	Composition 401a,b	4
Orchestration 304	4	Twentieth Century Music	
Counterpoint 301a,b	4	403	3
Brass and Winds 312a,b	2	Music Organization	1
String Methods 313a,b	2	Thesis*	
Music Organization	1	General Education and	
General Education and		Electives	20
Electives	11		
	<hr/> 33		<hr/> 34

COURSES OF STUDY FOR THE BACHELOR OF MUSIC
EDUCATION DEGREE

I. INSTRUMENTAL CORE

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music*	6	Applied Music	6
Ear Training 102a,b	4	Ear Training 201a,b	4
Harmony 103a,b	4	Harmony 202a,b	4
Music Organization	1	Music History 204, 205	4
General Education		Music Organization	1
and Electives	18	General Education	
		and Electives	14
	<hr/> 33		<hr/> 33

*Candidates for this degree will consult with the chairman of the Department of Theory-Composition concerning applied music requirements. It is advised that minimum requirements for piano and voice as described on page 108 be satisfied by each candidate.

*May be substituted by recital.

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JUNIOR YEAR		SENIOR YEAR	
Applied Music	6	Applied Music	6
Form and Analysis 303	3	Orchestral Conducting 410	2
Orchestration 304	2	Public School Music 412	2
Brass and Winds 312a,b	2	Music Organization	1
String Methods 313a,b	2	Education 407	8
Music Organization	1	Education	4
Education*	6	General Education and Electives	9
General Education and Electives	11		
	<u>33</u>		<u>33</u>

II. CHORAL CORE

The curriculum for the voice core is identical with the instrumental core with the following exceptions:

1. Choral Arranging 404 in lieu of Orchestration 304.
2. Choral Conducting 411 in lieu of Orchestral Conducting 410.

COURSES OF STUDY FOR THE BACHELOR OF ARTS DEGREE

Core in Music

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music	3	Applied Music	3
Survey of Music Literature 104	3	Ear Training 102a,b	4
Music Organization	1	Harmony 103a,b	4
General Education and Electives	25	Music Organization	1
	<u>32</u>	General Education and Electives	20
			<u>32</u>

*Students electing this degree will consult with the music education advisor in order to determine the instrument or instruments to be studied for the applied music requirements. See page 107 for a summary of applied requirements for music education majors.

*Requirements for teacher certification by the Arkansas State Department of Education are to be met in these courses.

JUNIOR YEAR		SENIOR YEAR	
Applied Music	3	Applied Music	3
Ear Training 201a,b	4	Choral Conducting 411	2
Harmony 202a,b	4	Twentieth Century Music 403	3
History of Music 204, 205	4	Music Organization	1
Music Organization	1	General Education and Electives	24
General Education and Electives	16		
	<hr/> 32		<hr/> 33

Department of Theory-Composition

Associate Professor McBeth, Chairman

Professor Luck

101. Fundamentals of Music.

A preparatory course for students with no musical background. Musical terminology and the principles of sight reading and rhythmic counting will be presented. The course is designed to precede or parallel courses in class piano, essentials of conducting, or other courses requiring some knowledge of the rudiments of music. An elective for non-music majors. **Fall, Spring.** (2)

102a,b. Ear Training, Sight Singing, and Dictation.

A course designed to train the sight-reading ability and the ear of the student. Exercises in syllable singing, melodic and rhythmic dictation, and recognition by sound of perfect, major and minor intervals are included. (2,2)

103a,b. Harmony.

Scales, intervals, elementary chord formation, melody writing, primary and secondary triads, dominant seventh and secondary sevenths, harmonization of original melodies, harmonic analysis, the playing of cadential combinations including many of the important chord progressions. (2,2)

104. Survey of Music Literature.

Using recordings of musical masterpieces, this course aims to develop more critical appreciation of the elements of music, proper aesthetic judgment, and intelligent listening. (3)

201a,b. Ear Training, Sight Singing, and Dictation.

Combination of 102a,b but on a more advanced level. (2,2)

202a,b. Harmony.

Ninth, eleventh, and thirteenth chords; altered chords derived from interchange of mode; Neapolitan sixth; augmented harmonies; transposition; modulation; harmonic analysis. The playing of cadential combinations including all of the important chord forms. (2,2)

204. History of Music.

A study of the history of music from 600 B.C. to the nineteenth century, including early church music, the development of polyphony, and the beginnings of opera, oratorio, and instrumental music. Fall. (2)

205. History of Music.

A study of the history of music from Beethoven to the present time. Spring. (2)

301a. Counterpoint.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century. Original composition in the style and form of the sixteenth century motet and mass required. Fall. (2)

301b. Counterpoint.

A study of eighteenth century and contemporary contrapuntal techniques with original work required in two and three-part writing. Spring. (2)

303. Form and Analysis.

A study of analytical principles and technique with emphasis upon the structural procedures of eighteenth, nineteenth, and twentieth century compositions. Prerequisites: Theory 102a,b, 103a,b, 201a,b, 202a,b. (3)

304. Orchestration.

A study of the technique of orchestration in the classical, romantic, and modern periods. Prerequisites: Theory 102a,b, 103a,b, 201a,b, 202a,b. (2)

401a. Composition.

General orientation into the field of composition. Stress placed on notation, spelling, punctuation of music, and dictation in usual and complex meters

and intervals. The extension and expansion of the phrase. The period as related to the song. The extension of the period, the double period. Two-part song form, its expansion by development. Principles of tripartite forms evolving into five-part song form its analogy to the rondo, the compound song forms, the suite as a large-scale work, the variation forms. **Fall. (2)**

401b. Composition.

Simple and higher variation study. Simple and more complex variation forms. The rondo and its analogy to the sonata. The sonata and the sonatina. **Spring. (2)**

403. Twentieth Century Music.

A survey of the trends in Western music of the Twentieth Century. The musical "isms" of the Century will be explored. Extensive listening of records of this music will be required. **(3)**

404. Choral Arranging.

A study of various techniques and styles of arranging for choral ensembles. **Spring. (2)**

409. American Music.

A study of American music from 1620 to the present. The course is basically an account of the music that has been written in America and its impact upon American civilization. **Spring. (3)**

510. Advanced Music History.

The various fields of music history will be covered in detail by means of individual reports and papers. **Fall. (3)**

591. Special Studies in Theory-Composition.

A course of advanced research for graduate students concentrating in music. **(1-6)**

Department of Music Education

Professor Luck, Chairman

110. Basic Music for Classroom Teachers.

A course in simple sight reading, fundamental chord accompaniments, and other musical knowledge needed in teaching elementary school children. **Fall. (2)**

210. Music Methods for Classroom Teachers.

A course in the use of materials and methods which the elementary teacher can use for instruction in music. **Fall.** (2)

306. Public School Music.

A study of the aims, materials, and methods for teaching school music for kindergarten through sixth grade. **Fall.** (2)

309. Choral Literature.

A survey of choral literature to be used in adult musical organizations. This course is a suggested elective for church music education majors and also for those students electing choral as their area of concentration on the Bachelor of Music Education degree. (2)

312a,b. 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 all the rest in this group. (1,1)

313a,b. String Methods.

The student learns the functions of the principal string instruments and learns to perform on one of them—violin, viola, violoncello, or double bass—with special emphasis on positions of instrument and bow. (1,1)

405. Vocal Pedagogy.

For teachers of voice, supervisors of school and church music, choir directors, voice students of more than average talent and achievement. Psychological and physiological problems in the teaching of voice production; diagnosis, breath control, resonance, diction, repertoire, and interpretation. Instruction and supervision will be given in the mechanics and methods of teaching private voice and class voice. (2)

406. Piano Pedagogy.

A study of drill methods, fundamentals, teaching materials, and principal problems of the teacher of piano. (2)

407. Student Teaching.

Supervised teaching of music in public school systems. **Spring.** (8)

410. Orchestral Conducting.

A study of the theory and practice of orchestral conducting. **Fall.** (2)

411. Choral Conducting.

A study of the theory and practice of choral conducting. **Fall.** (2)

412. Public School Music.

A study of methods of organizing and conducting junior and senior high school music departments, including choral and instrumental ensembles; also a survey of music materials for high school music programs. **Fall.** (2)

501. Seminar in Music Education.

A comparative study of existing philosophies of music education, with special reference to the place of music in the curriculum; a review and criticism of music curricula and an evaluation of the materials and methods of various types of music schools in the United States. **Fall.** (3)

502. Seminar in Music Education.

Each student will engage in a special study of some problem associated with that aspect of music education in which he is most interested. **Spring.** (3)

503. Advanced Conducting.

An advanced course in conducting with special emphasis upon conducting instrumental and choral groups. **Fall.** (3)

504. Pedagogy of Theory.

A course in the teaching of theory. **Spring.** (3)

591. Special Studies in Music Education.

A course of advanced research for graduate students concentrating in music. (1-6)

592. Research Seminar in Music Education.

Introduction to graduate work in music education with supplementary lectures on bibliography, theory, and methods of research. (3)

595. Thesis. (3)

Department of Church Music

Associate Professor Scott, Chairman

102a,b. Ear Training, Sight Singing, and Dictation. See Theory 102a,b.

103a,b. Harmony. See Theory 103a,b.

201a,b. Ear Training, Sight Singing, and Dictation. See Theory 201a,b.

202a,b. Harmony. See Theory 202.

203. Introduction to Church Music Education.

This course is designed to give the student a thorough understanding of the relation of music to the whole church program. Correlation of musical learning activities with the worship services is also presented. (2)

204. History of Music. See Theory 204.

205. History of Music. See Theory 205.

303. Form and Analysis. See Theory 303.

304. Orchestration. See Theory 304.

309. Choral Literature. See Music Education 309.

310. Elementary Church Music Education.

This course is designed to help the student establish his own basic philosophy which will undergird the proposed plan of musical instruction and its integration with the whole church program. This plan of instruction will include singing, rhythmic, listening, and creative activities from beginner (pre-school) ages through junior (grades 4-6). Careful attention is given to the methods and materials used with these different age groups, emphasizing the child voice. **Fall.** (2)

311. Secondary Church Music Education.

Attention is brought to the intermediate, young people, and adult age groups. Methods and materials, problems in enlistment and organization, rehearsal procedures, choral repertoire will be discussed. Special emphasis is given to the changing (cambiata) voice of the adolescent boy. **Spring.** (2)

312a,b. **Brass, Woodwind, and Percussion Methods.** See Music Education 105a,b.

313a,b. **String Methods.** See Music Education 105a,b.

314. **Liturgies of the Jewish and Christian Religions.**

An investigation and comparative study of the development of music for the Jewish and Christian religions. (2)

403. **Twentieth Century Music.** See Theory 403.

404. **Choral Arranging.** See Theory 404.

408. **Hymnology.**

Historical and systematic study of poetic hymns and metrical tunes, as differentiated from chant settings of prose texts, with special emphasis on their uses in the Christian church and their influence in cultural history. (2)

411. **Choral Conducting.** See Music Education 411.

413. **The Church Organ and Service Playing.**

The development of the organ and organ music. A practical study of church services, including organ music registrations for choral music, vocal solos, and hymn playing. (2)

414-15. **Supervised Field Work.**

Each student must work in a church situation in the capacity of director or accompanist for two semesters. (1,1)

Department of Applied Music

Associate Professor Trantham, Chairman

Professor Luck

Associate Professors Bowden, Lyon, McBeth, Queen, Scott

Students will be placed in the applied music grade of their ability. Advancement to the next grade must be approved by the instructor and an examining committee.

Credit in applied music is arranged as follows:

Class Instruction, one-hour credit

Two one-hour lessons, five hours' practice per week.

Preparatory Grade, one and one-half hour's credit

One half-hour lesson, five hours' practice per week

Intermediate and Advanced Grade

On the B.A. degree, one and one-half hours' credit. One half-hour lessons, five hours' practice per week.

On the B.M. and B.M.E. degrees, three hours' credit. Two half-hour lessons, ten hours' practice per week.

PIANOFORTE

A systematically developed technical background is the first prerequisite in modern piano playing. The best from all the so-called methods is used in teaching. Co-ordination of mind and muscle, rhythmical accuracy, correct phrasing, good tone quality, melodic outline, dynamic shading, and correct pedaling are the goals sought.

151a,b. Preparatory Piano.

Basic principles of touch and tone. Major and minor scales. Studies from Hanon, Czerny, Herz, and Gurlitt. Pieces by Bach, Haydn, Mozart, Chopin, and many American composers. Offered for non-music degree students as an elective course. (1.5,1.5)

152a,b. Secondary Piano.

Special piano instruction for students concentrating on applied music other than piano, with emphasis on sight reading and keyboard harmony. (1.5,1.5)

153a,b. Class Piano.

Small classes for adult beginners who are not piano majors. Two one-hour lessons, five hours' practice per week. (1,1)

251a,b. Class Piano.

Second year for students not concentrating on piano. Two one-hour lessons,

five hours' practice per week. Prerequisite: 153a,b. (1,1)

Private Lessons In Piano.

154a,b. Piano I.

First year, intermediate level. Technical exercises, scales and arpeggios, similar and contrary motion, with contrasting touches accenting in threes, fours, sixes, and sevens. Bach Album (Sarah Heinz); Bach, Little Preludes and Fugues; Bach easier two-part inventions; Joseph Low, octave studies; Czerny, Opus 636; pieces by Haydn and Mozart; Mendelssohn, Songs Without Words. (1-3,1-3)

252a,b. Piano II.

Second year, intermediate level. Advanced principles of touch, study of scales, in double thirds. Hanon's techniques: Czerny, Opus 299; Cramer-Bulow etudes; Bach two-part and three-part inventions; Haydn and Mozart sonatas; pieces by Mendelssohn, Weber, Schubert, Sinding, Rachmaninoff, MacDowell. (1-3,1-3)

351a,b. Piano III.

Third year, advanced grade. Scales in double thirds, chromatic double thirds, fourths, and sixths. Technical exercises from Hanon, Philip, and Joseffy; Kullak's octave studies, Clementi-Tausig, Gradus ad Parnassum; Czerny, Opus 740; Bach, English Suites and Partitas, Preludes and Fugues. Studies and pieces from Scarlatti, Chopin, Liszt, and Moskowski.

To enroll in Piano III, a student must be able to play major and minor scales, similar and contrary motion, at 480 notes a minute; also arpeggios, major, minor, diminished, and dominant sevenths at 464 notes a minute. Moreover, a student must be able to play from memory an entire Beethoven sonata, a waltz and polonaise from Chopin, and three pieces from standard modern composers. (1-3,1-3)

451a,b. Piano IV.

Fourth year, advanced grade. Continued technical work. Bach Well-Tempered Clavichord, Moscheles etudes, Chopin etudes, Beethoven sonatas, piano concerto, or concert pieces selected by instructor. Pieces from Liszt, MacDowell, Henselt, Brahms, Tschaikowski, Debussy, Dohnanyi, and others. Study of Moskowski's Etudes de Virtuosite, Opus 72, Villoing's Rugenstein Techniques, and Phillips' Extra Pratiques. Memorization of two preludes and fugues from Bach's Well-Tempered Clavichord (or equivalent) is required.

Candidate for graduation must give public recital of the following or their equivalent: Beethoven Sonata, Opus No. 2; Schubert-Liszt song transcription; Chopin Etude, Opus 25, No. 10; a concerto, one movement; a group

of three compositions from works of Greig, Rachmaninoff, Brahms, MacDowell, or other standard composers. Candidate must also be able to play all exercises in Hanon's *The Virtuoso Pianist*. (1-3,1-3)

551. Piano V.

Advanced piano for graduate students. (1-6)

ORGAN

Private Lessons Only.

161a,b. Organ I.

First year. Pedal studies of Clemens and Schneider; Dickinson, *Art of Organ Playing*; Bach, *Eight Little Preludes and Fugues*; hymn playing. Prerequisite: completion of preparatory grade in piano or its equivalent. (1-3,1-3)

261a,b. Organ II.

Second year. Mendelssohn, *Sonata in C Major*; Reiman, *Technical Studies of the Organ*; Rinck, *Chorale Studies*; pieces by Buck, Rheinberger. (1-3,1-3)

361a,b. Organ III.

Third year. Bach sonatas, chorale preludes, fugues; Franck, *Fantasia in C Major*; *Piece Heroique*; shorter works by Foote, Karg-Elert, Handel, Wider, and others. (1-3,1-3)

461a,b. Organ IV.

Fourth year. Bach sonatas, chorale preludes, fugues; Mendelssohn sonatas; Vierne, movements from symphonies; smaller works by de Larmarter, Vaughan-Williams, Edmundson, Bingham, Reger, others. (1-3,1-3)

561. Organ V.

Advanced organ for graduate students. (1-6)

VOICE

Graduates in voice must have studied one foreign language (French, German, Italian) and have working knowledge of two others.

170a,b. Preparatory Grade.

For students with insufficient preparation to enroll in Voice I. (1.5,1.5)

171a,b. Secondary Voice.

Vocal instruction for students concentrating in applied music other than voice with emphasis on proper breathing and tone production. (1.5,1.5)

172a,b. Voice I.

First year. Exercises in correct breathing, use of vowels and consonants, and resonance of tone. Study of rhythm and time patterns. Scalewide vocalizations for extension and flexibility, correction of common vocal faults. Songs in English and Italian. Emphasis on tone quality and interpretation. (1-3,1-3)

173a,b. Class Voice.

Small classes studying somewhat similar techniques as in private lessons, but with less individual attention. Not open to students concentrating in voice. Two one-hour lessons, five hours' practice per week. (1.5,1.5)

271a,b. Voice II.

Second year. Extended major and minor scales and arpeggios to develop flexibility and full vocal range and uniformity in color and tone. Classic and romantic songs in English, German, and Italian. Some oratorio study. Student will appear on programs. (1-3,1-3)

371a,b. Voice III.

Third year. Exercises in embellishment, turns, trills, mordents, and fuller development of tone and color. Study of classics, of recitative and aria from opera and oratorio by Handel, Mozart, and others. Songs in English, Italian, German, and French. Student must assist in a recital. (1-3,1-3)

471a,b. Voice IV.

Fourth year. Emphasis on style and interpretation, on beauty and artistry of tone. More difficult songs from classic, romantic, modern, and ultramodern literature; arias from opera and oratorio; songs of Strauss, Debussy, Ravel, Faure, Franck, and Russian composers. Senior voice recital required. (1-3,1-3)

571. Voice V.

Advanced voice for graduate students. (1-6)

STRING INSTRUMENTS

174a,b. Preparatory Strings.

Instruction in fundamentals of instrument with regard to proper arm and finger positions. Playing one and two octave scales and pieces within the range of the student's ability. Attention given to intonation. (1.5,1.5)

181a,b. Violin I.

First year. Technical exercises and scales. Studies by Keutzer, concertos of Accolay, Haydn; sonatas and sonatinas of Handel and Schubert; other works of medium difficulty. (1-3,1-3)

281a,b. Violin II.

Scales and arpeggios, three octaves; Kreutzer etudes; Sevcik bowings; concertos of Rode, Vivaldi, Nardini, DeBeriot; Bach A Minor Concerto; pieces by Alard, Wieniawski, and Kreisler. (1-3,1-3)

381a,b. Violin III.

Further technical studies. Sonatas and concertos of greater difficulty than those studied during second year. (1-3,1-3)

481a,b. Violin IV.

Concertos of Bruch, Wieniawski, Lalo, Mendelssohn; sonatas by modern and classic composers. Students of violin present one public recital and participate in string ensembles. (1-3,1-3)

581. Violin V.

Advanced violin for graduate students. (1-6)

182a,b. Violincello I.

First year. Exercises to develop thumb position; scales, major and minor, three octaves; arpeggios; ensemble playing. (1-3,1-3)

282a,b. Violincello II.

Second year. Continuation of 182a,b. (1-3,1-3)

WIND INSTRUMENTS

191a,b. Preparatory Grade.

For students without previous preparation, this course emphasizes

correct embouchure, breath control, tone quality, articulation, and understanding of technical problems peculiar to the instrument, such as the flute, oboe, clarinet, bassoon, trumpet, cornet, French horn, trombone, baritone, and tuba. (1.5,1.5)

192a,b. Wind Instruments I.

First year study of one of the following: flute, oboe, clarinet, bassoon, French horn, tuba, trumpet, cornet, or trombone, baritone. Studies and solo literature from masterpieces for the designated instrument. Exercises to develop correct position, embouchure, breath control, tone quality, and technical facility. Emphasis on mastery of scales, chords, and interval patterns for the instrument. (1-3,1-3)

291a,b. Wind Instruments II.

Second year study of the same instruments, using studies and solo literature from the masterpieces. More detailed study of scales, chords, and interval patterns. Sight reading and transposition. Solo performance required. More detailed study of band, orchestra, and ensemble literature. (1-3,1-3)

391a,b. Wind Instruments III.

Further technical studies, sonatas, concertos, representative solos and orchestral selections. (1-3,1-3)

491a,b. Wind Instruments IV.

Continuation of III. Student prepares a recital to be given the second semester. (1-3,1-3)

590. Wind Instruments V.

Advanced wind instruments for graduate students. (1-6)

MUSIC ORGANIZATIONS

Each music major is required to participate in a music organization. A total of three semester hours is earned during the first three years. The student will enroll in a music organization his last year for no credit. Small choral and instrumental ensembles are formed from the Ouachita College Choir, the Choralettes, the Ouachita College Band, and the Ouachita Symphony Orchestra, respectively.

107. The Ouachita College Choir.

Admittance into this organization will be achieved through audition or a personal interview with director. Its repertoire includes a wide range of literature from simple folk songs to extended compositions in large forms. Public performances and Annual Spring Choir Tour. (.5)

108. Women's Chorus.

Singers for this organization will be selected by audition. The chorus will perform on campus programs and scheduled concerts in surrounding churches and public schools. (.5)

109. 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. (.5)

110. The Ouachita Symphony Orchestra.

Affords experience in the rich field of orchestral literature. Instruments are available for qualifying students. Membership through consent of instructor. (.5)

111. The Ouachita College Band.

Affords experience in the rich field of band literature. Instruments are available for qualifying students. Membership through consent of instructor. (.5)

112. 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. (.5)

Student Chapter of the Music Educators National Conference.

A nonperforming group. Primary interest in furthering professional standards in the area of music teaching. Membership open to all music majors.

Musicians' Guild.

Membership in this organization is open to music students who have a high scholastic average and at least ten hours of college credit.

As a member of the Arkansas Federation of Music Clubs, as well as the National Federation, those belonging to Musicians' Guild are eligible to participate in the Biennial Auditions sponsored by the federation.

Division of Natural Science

Dr. Provine, Chairman

The natural sciences provide cultural values for all students as well as specialized training prerequisite to several vocations. The facts and relationships of the universe as well as the scientific method in thinking should be known by all. Scientific knowledge is basic to careers in medicine, pharmacy, chemical research, engineering, and other fields.¹

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

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

Suggested Sequences for Pre-Professional Training

Pre-Medicine

Pre-medical students should have had in high school at least three units of English, one unit of algebra, one unit of plane geometry, and one unit of history. In college, the pre-medical student should register as follows:

First Year

First Semester		Second Semester	
Military Science	101a	Military Science	101b
Physical Education		Physical Education	
Chemistry	101	Chemistry	102
Biology	101	Biology	102
General Education	103	General Education	104
Mathematics	102	Mathematics	101
<hr/>		<hr/>	
17.5 hours		17.5 hours	

¹The candidate for the Bachelor of Science degree may substitute for General Education 101 either Chemistry 101 or Physics 201; for General Education 102 either Mathematics 101 or 102; for General Education 201 either Biology 101 or 102; for General Education 302 four hours of psychology, sociology, and/or economics; and for General Education 303 any course in philosophy. If the student changes to the Bachelor of Arts program, he must take the necessary general education courses or pass a proficiency test on each of them.

Second Year

First Semester		Second Semester	
Military Science	201a	Military Science	201b
Physical Education		General Education	107
Chemistry	201	General Education	203
General Education	105	General Education	202
Physics	201	Physics	202
General Education	106	Physical Education	
<hr/>		<hr/>	
16.5 hours		15.5 hours	

Third Year

First Semester		Second Semester	
Physical Education		Physical Education	
Chemistry	301a	Chemistry	301b
General Education	301	General Education	302
Electives, 8 hours		General Education	303
		General Education	401
		Electives, 4 hours	
<hr/>		<hr/>	
17.5 hours		17.5 hours	

The importance of liberal arts courses to the pre-medical student is receiving considerable attention. The physician should be a broadly educated man. The pre-medical student should take most of his electives in the social sciences and the humanities.

Those who decide upon the four-year pre-medical program should consult their advisor, as the first three years may not be as outlined above.

Pre-Pharmacy

The pre-pharmacy student should register as follows:

First Year

First Semester		Second Semester	
Mathematics	101	Mathematics	102
Biology	101	Biology	102
Chemistry	101	Chemistry	102
General Education	103	General Education	104
Military Science	101a	Military Science	101b
Physical Education		Physical Education	
<hr/>		<hr/>	
17.5 hours		17.5 hours	

Second Year

First Semester		Second Semester	
Chemistry	201	Chemistry	202
Chemistry	301a	Chemistry	301b
Physics	201	Physics	202
Economics	201a	Economics	201b
Military Science	201a	Military Science	201a
Physical Education		Physical Education	
	18.5 hours		18.5 hours

Medical Technicians

First Year

First Semester		Second Semester	
Mathematics	102	Mathematics	101
Chemistry	101	Chemistry	102
Biology	101	Biology	102
General Education	103	General Education	104
Physical Education		Physical Education	
Military Science	101a	Military Science	101b
	17.5 hours		17.5 hours

Second Year

First Semester		Second Semester	
Chemistry	201a	General Education	203
Physics	201	Physics	202
General Education	105	General Education	202
Biology, 3 semester hours		General Education	106
Physical Education		Physical Education	
Military Science	201a	Military Science	201b
	16.5 hours		16.5 hours

Third Year

First Semester		Second Semester	
Chemistry	301a	Chemistry	301b
Biology, 4 semester hours		General Education	301
General Education	107	Electives, 6 semester hours	
Electives, 6 semester hours		Physical Education	
Physical Education		General Education	401
<hr/>		<hr/>	
17.5 hours		17.5 hours	

Students enrolled in the program for medical technicians must satisfy the following requirements in order to receive the degree Bachelor of Science from Ouachita Baptist College:

1. Meet all of the requirements for the degree Bachelor of Science except total number of hours, total number of junior-senior hours, and General Education 302 and 303.
2. Complete at least ninety academic semester hours.
3. Complete twelve to fifteen months of study in a standard school of medical technology.
4. Present a certificate showing the passing of the examination of the Registry of Medical Technologists.

Professional Chemists

This area of concentration in chemistry includes enough work in mathematics, physics, and chemistry to prepare the student adequately for graduate study and with minimum requirements for a career as a professional chemist. The minimum requirements include the following: chemistry, forty hours; mathematics, eighteen hours; physics, ten hours; German 201a,b, 301, 302.

First Year

First Semester		Second Semester	
Chemistry	101	Chemistry	102
Mathematics	102	Mathematics	101
General Education	103	Biology	102
Military Science	101a	General Education	104
Physical Education		Military Science	101b
General Education	105	Physical Education	
General Education	106		
<hr/>		<hr/>	
18.5 hours		17.5 hours	

Second Year

First Semester		Second Semester	
Chemistry	201	Chemistry	202
Mathematics	202	Mathematics	203
Physics	201	Physics	202
General Education	107	General Education	203
General Education	202	Military Science	201b
Military Science	201a	Physical Education	
Physical Education			
18.5 hours		17.5 hours	

Third and Fourth Years

Additional courses in chemistry, mathematics, general education, and other fields are needed in order for students in professional chemistry to complete minimum requirements for the degree Bachelor of Science. The junior year should include General Education 301 and German 201a,b; the senior year should include General Education 401 and German 301 and 302. Students completing all of the requirements for an area of concentration in professional chemistry may substitute German 201a,b, 202, and 203 for General Education 302 and 303.

The Arts-Engineering Program

Cooperating with the College of Engineering of the University of Arkansas, Ouachita Baptist College offers a five-year combination program. Following the three-year program outlined by this college and one year at the University's College of Engineering, the Bachelor of Arts degree will be conferred by this college. At the end of the fifth year, the student will receive from the University of Arkansas the Bachelor of Science in Agricultural, Chemical, Civil, Electrical, Industrial, or Mechanical Engineering.

First Year

First Semester		Second Semester	
Physical Education		Physical Education	
Military Science	101a	Military Science	101b
General Education	103	General Education	104
Chemistry	101	Chemistry	102
Mathematics	102	Mathematics	101
General Education	102	Mathematics	103
General Education	107	General Education	106
17.5 hours		17.5 hours	

Second Year

First Semester		Second Semester	
Physical Education		Physical Education	
Military Science	201a	Military Science	201b
Mathematics	202	Mathematics	203
Physics	201	Physics	202
General Education	105	General Education	101
General Education	201	General Education	203
<hr/>		<hr/>	
16.5 hours		17.5 hours	

Third Year

First Semester		Second Semester	
Physical Education		Physical Education	
Mathematics	302	Art	203b
Mathematics	304	Mathematics	303
Speech	301	Physics	303
Art	203a	General Education	302
General Education	202	General Education	303
General Education	301	General Education	401
<hr/>		<hr/>	
18.5 hours		18.5 hours	

A similar arrangement has been made with the School of Engineering of Vanderbilt University, the only difference being that the B.A. degree will be awarded at the end of the fifth year of the program.

Pre-engineering students should have had in high school: 3 units English, 1 unit history, 1½ units algebra, 1 unit geometry. To enroll for the last two years at the University, the student must have made a grade-point average of at least 2.5 during the three preceding years.

The prospective electrical engineer will spend one six-week summer session at the University between his third and fourth years. Prospective civil engineers will spend six weeks in Summer Surveying Camp between the fourth and fifth years.

REQUIREMENTS FOR SECONDARY CERTIFICATION IN THE SCIENCES

Requirements for secondary certification in general science: Chemistry 101, 102; Biology 101, 102; four additional semester hours in biology, chemistry, or physics; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in biological science: Biology 101, 102, fourteen additional semester hours in biology; plus the required courses in professional education and the general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in chemistry: Chemistry 101, 102, fourteen additional semester hours in chemistry; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in mathematics: Mathematics 101, 102, eighteen additional semester hours in mathematics; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in physical science: Chemistry 101, 102; Physics 201, 202; four additional semester hours of chemistry or physics; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Requirements for secondary certification in physics: Physics 201, 202, fourteen additional semester hours in physics; plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Department of Biology

Professor Mundie, Chairman

Associate Professors Kajihiro, Oliver, Williams

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.

For pre-medical students Biology 101 and 102 are required and 302, 303, 304, and 402 are recommended. For home economics students working toward the B.S. degree, Biology 101 or 102, 201, 202, and 203 are required.

Requirements for an area of concentration with a core in biology: Biology 101, 102; plus at least fourteen hours in biology; plus enough additional hours from related fields to total at least forty-five hours.

101. Botany.

The first half of the general biology course, aimed to provide a broad cultural background for the general student as well as a sound basis for pre-medical students and professional biologists. **Fall. (5)**

102. Zoology.

The other half of the general biology course, with stress on biological principles and their relationship to man. **Spring. (5)**

201. Human Physiology.

A course dealing with the structure and function of the human body. Discussions of infection, immunity, and the prevention and control of diseases are included. Prerequisite: Biology 101 or 102 or Chemistry 101. **Spring. (3)**

202. Bacteriology (Lecture).

A study of bacteria and their relationship to man, plants, and animals. Classification, morphology, physiology, and environmental factors are discussed. Prerequisite: Biology 101 or 102 or Chemistry 101. **Fall. (2)**

203. Bacteriology (Laboratory).

Problems in preparation of media, staining, and culturing. Some common biochemical reactions are studied. Co-requisite: Biology 202. **Fall. (2)**

301. Physiology (Laboratory).

Designed to teach the techniques employed in physiological studies. Prerequisite or co-requisite: Biology 201. **Spring. (1)**

302. Vertebrate Comparative Anatomy.

Lecture and laboratory dealing with the comparative study of vertebrate anatomy and with the phylogenetic relationships of vertebrates. Includes dissection of the cat (to be furnished by the student), dogfish, necturus, and some protochordates. Prerequisite: Biology 102. **Fall. (4)**

303. Genetics.

A study of the basic principles, theories, and mechanics of heredity. Prerequisite: Biology 101 and 102. **Fall. (3)**

304. Heredity.

A further study of the relationship of heredity to plant and animal

improvement. Discussion of heredity and race problems, and of eugenics versus euthenics. Prerequisite: Biology 303. Spring. (3)

306. Plant Taxonomy.

A study of the principal groups of plants with references to structure, ecology, life history, taxonomy, and phylogenesis. Laboratory work includes classification, observations, and dissections of plant types. Prerequisite: Biology 101 or consent of instructor. Spring. (4)

307. Parasitology.

This course is mainly concerned with parasites common to vertebrates. Special emphasis is given to those parasites found in man and in animals useful to man. Lecture, laboratory, and field trips. Fall. (3)

401. Histology and Microtechnique.

Lecture and laboratory dealing with primary tissues of vertebrate animals, using the histological technique. A practical course for laboratory technicians, pre-medical students, and other biology students. Prerequisites: Biology 101 and 102. 1962-63 and alternate years. (4)

402. Embryology.

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 1961-62 and alternate years. (4)

491. Special Studies in Biology.

Given on demand and varied to suit needs of biology students. (1-4)

Department of Chemistry

Professor Provine, Chairman

Professors Everett, McCarty

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

Requirements for an area of concentration with a core in chemistry: Chemistry 101, 102, 201, 202, 301a,b, 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.

101. General Chemistry.

The general course introductory to the science. Lecture three hours, laboratory four hours per week. **Fall.** (5)

102. 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 six hours per week. Prerequisite: Chemistry 101. **Spring.** (5)

201-2. Quantitative Analysis.

A study of some general methods of gravimetric and volumetric analysis. Lecture two hours, laboratory six hours per week. Prerequisite: Chemistry 102. (4,4)

301a,b. Organic Chemistry.

A systematic study of the typical compounds of carbon. Lecture three hours, laboratory six hours per week. Prerequisite: Chemistry 102. (5,5)

302a,b. Physical Chemistry.

An introductory course to theoretical chemistry. Lecture three hours, laboratory six hours per week. Prerequisites: Chemistry 202, Physics 201 and 202, Mathematics 203. (5,5)

303. Biochemistry.

An introduction to biochemistry including treatment of pertinent topics in physical chemistry. Lecture three hours. Prerequisites: Chemistry 201 and 301a,b. **Spring.** (3)

402. Organic Preparations.

A study of the more difficult relationships of organic chemistry, with special emphasis on laboratory preparations and purifications of typical dyes and drugs. Twelve hours lecture and laboratory. Prerequisite: Chemistry 302b. **Fall.** (4)

403. Qualitative Organic Analysis.

A course in systematic identification of organic compounds, including several preliminary experiments, followed by unknowns of both pure substances and mixtures. Nine hours lecture and laboratory. Prerequisite: twenty-four hours of chemistry. **Spring.** (3)

404. Advanced Inorganic Chemistry.

Atomic structure and its relationship to the properties of elements and their compounds, types of bonding, and periodic arrangement. Prerequisites: Chemistry 202, ten hours of Physics. **Spring.** (3)

491. Special Studies in Chemistry.

Given on demand and varied to suit the needs of chemistry students. (1-6)

Department of Home Economics**Associate Professor Thomas, Chairman****Associate Professor Jones****Assistant Professor Elledge****Instructor Nowlin**

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

Requirements for an area of concentration with a core in home economics: Home Economics 101, 102, 201, 202, 203, 301, 302, 303, 304, 305, 306, 307, 401, and 402; Art 101a,b; Biology 101 or 102, 201, 202, and 203; Chemistry 101.

For those interested in a vocational teaching certificate, the following courses in professional education should be taken: Secondary Education 101, 403, 410, 491; Secondary Education 301 or Psychology 302.

101. Clothing I.

A study of the basic principles of garment selection and construction, personal grooming, use of commercial patterns, fitting, clothing economics, use

and care of sewing machines. Lecture one hour, laboratory four hours a week. **Fall. (3)**

102. Textiles.

Discussion of the artistic and economic factors in selecting materials for clothing and household furnishings. **Spring. (2)**

201. Foods.

A study of the principles of cookery and food preparation with much attention to the production, cost, selection, nutritive value, and place of various foods in the normal diet. Lecture one hour, laboratory four hours a week. **Fall. (3)**

202. Family Meals.

A course in meal preparation, table service, food economy and meal cost analysis, individual and group planning of meals for all occasions. Lecture one hour, laboratory four hours per week. Prerequisite: Home Economics 201. **Spring. (3)**

203. Clothing II.

A continued study of commercial patterns, and application of the principles of costume design to planning, selection, and construction of clothing for different occasions and different individuals. Lecture one hour, laboratory four hours a week. Prerequisites: Home Economics 101, 102, and Art 101b. **Spring. (3)**

204. Home Nursing.

A study of factors affecting family health; home care of the sick and aged. Lecture one hour, laboratory two hours. **Fall. (2)**

205. Home Economics for Men.

A study of the principles and practices of good grooming, care and purchase of clothing, manners and social conduct, first aid and home nursing, and simple nutrition. **On demand. (3)**

206. Housing.

This course is developed through a series of exercises in which some historic background of the American house is studied, house plans are analyzed and evaluated, and problems are discussed. Other aspects in housing such as choosing a site, family life in particular types of homes, and the relation of climate to the plan are considered. **Fall. (3)**

301. Costume Illustration. See Art 304.**302. Marriage and the Family.**

A problems course based on needs and interests of the class as to preparation for marital adjustments. Emphasis on family health and happiness. Open to juniors and seniors. **Spring. (3)**

303. Home Planning and Furnishing.

A study of house plans and furnishings, emphasizing utility and charm of arrangement and applying the principles of design to interior decoration and home planning. Lecture one hour, laboratory four hours a week. Prerequisite: Art 101b. **Fall. (3)**

304. Home Equipment.

Practical information on selection, care, and operation of common household equipment, including plumbing, heating, and lighting fixtures. Lecture one hour, laboratory four hours a week including equipment demonstrations. **Spring. (3)**

305. Household Problems.

Scientific methods applied to household activities and consumer problems. Discussion of the family's financial and administrative affairs. **Fall. (2)**

306. Nutritions.

A study of the application of nutritional theory to both normal and pathological conditions. Lecture two hours and laboratory two hours per week. Prerequisites: Home Economics 201, Chemistry 101, and Biology 202 and 203. **Fall. (3)**

307. Diet Therapy.

A study to give an understanding as to the importance of diet in relation to diseases and conditions in the body. Also to gain a knowledge of the underlying symptoms for different diseases in order to understand the importance of the diet relationship. Lecture two hours and laboratory two hours per week. Prerequisite: Home Economics 306. **Spring. (3)**

401. Home Management.

Supervised instruction in practical home care and management. The students manage and operate the home management house during a residence period of at least nine weeks. Prerequisites: Home Economics 305 and senior

standing. One hour lecture per week. Regular dormitory rate charged for room. **Spring.** (3)

402. Child Development.

A study of the training and development of a child under normal family conditions. Lecture two hours, laboratory two hours per week by individual arrangement of work and observation in the nursery school. Prerequisite: Psychology 201. **Fall, Spring.** (3)

403. Institutional Management.

A course in the principles of organization and the procedures of management in purchasing and preparing food for school lunchrooms and commercial food service units. **Fall, on demand.** (3)

405. The Infant.

A study of pregnancy and prenatal development; physical, mental, emotional, and social growth of the infant; his guidance and care in the home. **Fall.** (3)

406. Tailoring (Advanced Clothing).

Adaptation of tailoring techniques to wash materials in street and sports wear. Experience with woolen material through construction of a suit or coat. Prerequisites: Home Economics 101, 102, 203. **On demand.** (3)

Department of Mathematics

Professor Seward, Chairman

Associate Professors Ensminger, Jones

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

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

101. College Algebra.

Review of fundamentals, study of quadratic equations, solution of systems of linear equations, and other topics. **Fall, Spring.** (3)

102. Trigonometry.

Solution of triangles, identities, and equations. Study of graphs. Prerequisite: Plane Geometry. **Fall, Spring.** (3)

103. Engineering Problems.

The use of the slide rule and of mathematical tables in the solution of simple engineering problems. Prerequisite: Mathematics 102. **Spring.** (2)

201. Mathematics of Finance.

A course for students in business administration, covering compound interest, annuities, bond valuation, and introduction to insurance. Prerequisite: Mathematics 101. **Fall.** (3)

202. Calculus and Geometry.

Introductory study of calculus and analytic geometry. Prerequisite: Mathematics 101 or 102. **Fall.** (3)

203. Calculus and Geometry.

Continuation of Mathematics 202. **Spring.** (3)

301. College Geometry.

Advanced plane synthetic geometry. Recommended for prospective mathematics teachers. Prerequisite: Plane Geometry. **Spring 1961-62 and alternate years.** (3)

302. Theory of Equations.

Solutions of algebraic equations of higher degree and of systems of linear equations. Prerequisite: Mathematics 101. **Fall.** (3)

303. Descriptive Geometry.

The construction with drawing instruments of two or more plane projections of a solid figure, space curve, or surface so as to represent correctly all of its dimensions. Prerequisite: Mathematics 301. **Fall.** (2)

304. Differential and Integral Calculus.

Continuation of Mathematics 203, including partial derivatives, double and triple integration, and applications to physics, chemistry, and business. **Fall.** (3)

305. Differential and Integral Calculus.

Continuation of Mathematics 304. **Spring.** (3)

401. Differential Equations.

Ordinary differential equations such as occur in geometry, physics, and chemistry. Prerequisite: Mathematics 304. **Spring.** (3)

491. Special Studies in Mathematics.

For students who wish to do independent work on advanced problems. (1-3)

Department of Physics

Professor McCarty, Chairman

Professor Seward

Beginning courses in physics impart understanding of some of the laws and facts of the physical world, and develop the scientific method of reasoning, as well as laying the foundation for further study of the science.

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

201. General Physics I.

A study of the fundamentals of mechanics, heat, and sound. Lecture three hours, laboratory four hours per week. Prerequisite: Mathematics 101 or 102. **Fall.** (5)

202. General Physics II.

A study of electricity, magnetism, light, and an introduction to nuclear physics. Lectures three hours, laboratory four hours per week. Prerequisite: Physics 201. **Spring.** (5)

301. Electricity and Magnetism.

A study of the principles of electricity and magnetism, including a mathematical discussion of fields of force, potential, capacitance, resistance, and inductance. Problem solving constitutes a large part of course. Prerequisites: Physics 202 and Mathematics 203. **Fall 1961-62 and alternate years.** (3)

302. Electrical Measurements.

A study of electrical instruments and their use in measurements of current, potential, resistance, inductance, and capacitance. Co-requisite: Physics 301. Laboratory three hours. **Fall 1961-62 and alternate years.** (1)

303. Statics.

A study of forces in equilibrium, especially the stresses in loaded structures. Prerequisites: Physics 201 and Mathematics 304. **Spring.** (3)

304. Meteorology.

A study of physical principles involved in weather, interpretation of weather maps, exercises in weather prediction. Prerequisites: Physics 202 and Mathematics 203. **Fall 1962-63 and alternate years.** (3)

401. Electronics.

An introduction to the fundamentals of radio and electronics, including direct current circuits, alternating current circuits, vacuum tube theory and application, and power supply units. Prerequisites: Physics 202 and Mathematics 203. **Spring 1961-62 and alternate years.** (3)

402. Electronics Laboratory.

Application of the theory of radio and electronics to the building and testing of simple electronic equipment. Laboratory three to six hours per week. Prerequisite or co-requisite: Physics 401. **Spring 1961-62 and alternate years.** (1-2)

403. Atomic and Nuclear Physics.

A study of the structure of matter and of nuclear radiation. Prerequisites: Physics 202 and Mathematics 203. **Spring 1962-63 and alternate years.** (3)

491. Special Studies in Physics.

Given on demand and varied to suit the needs of physics students. (1-4)

Division of Religion and Philosophy

Dr. Wolber, Chairman

The Departments of Religion and Philosophy constitute this division.

Department of Religion

Professor Wolber, Chairman

Professors Coppenger, Phelps, Smith, Sutley

Associate Professor Blackmon

Assistant Professor Peterson

Courses in this department are designed for all students who want to increase their understanding of the Bible and its significance in society and also for students who want to prepare for careers in church and church-related vocations. Courses in Bible interpretation, ministerial problems, church history, and religious education are offered.

Ministerial Grants-in-Aid. A minister residing in Arkansas and licensed or ordained by a Baptist church is eligible for an established discount of \$50.00 per semester from the regular tuition under the following conditions: (1) his conduct and personal life must be worthy of a minister, (2) his scholastic work must be satisfactory, (3) he must agree to refund this aid 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 101, Ministerial Ethics and Manners; Religion 204, Sermon Preparation; Religion 205, Pastoral Duties; Religion 305, Southern Baptist History; and Religion 310, Christian Doctrine.

Requirements for an area of concentration with a core in religion: at least twenty-six hours in this department plus enough courses from related fields to total at least forty-five hours. Ministerial students electing this area are advised to take at least a year of New Testament Greek.

101. Ministerial Ethics and Manners.

Designed for men just entering the ministry, this course provides an early study of principles and practices of the profession. Discussion of such matters as dress, pulpit manner, and relationships to churches and to fellow ministers. **Fall. (2)**

201. Life of Christ.

A more detailed study of the teachings and doings of Christ, with emphasis upon his impact on society. **Fall.** (3)

202. Introduction to Religious Education.

A study of the methods and materials of religious education. The purpose is to acquaint all prospective church workers with the guiding principles of the church's educational program. **Fall.** (3)

203. Religious Education of Children.

Designed to provide better understanding of children and their religious needs, this course involves study of child psychology and development as related to religious training. Attention is given to agencies both within and outside the church as they may be utilized for character training. **Spring 1962-63 and alternate years.** (2)

204. Sermon Preparation.

An introduction to the preparation and delivery of sermons; great sermons of the great preachers will be studied. **Fall, Spring.** (3)

205. Pastoral Duties.

A study of the pastor's practical duties, including weddings, funerals, church ordinances, visitation, care of the sick, counseling, and direction of a church staff. Considerable attention will be given to practical demonstration and to student participation in laboratory experiences whenever possible. **Spring.** (2)

206. Rural Church and Field.

A survey of the rural church field and the opportunities for developing the spiritual life of rural people. A special study of rural church programs and administration, with assigned practical field work constituting part of the requirements. **Spring 1962-63 and alternate years.** (3)

207. Hebrew Monarchy.

A study of the political, social, cultural, and religious life of the Hebrews during the periods of United Israel, the Dual Kingdoms, and the Southern Kingdom. Prerequisite: General Education 106. **Fall 1961-62 and alternate years.** (3)

208. Principles of Biblical Interpretation.

An evaluation of various methods of interpreting the Scriptures. De-

signed primarily for ministerial students, this course seeks to set out some guiding principles for understanding Biblical teachings. **Spring 1961-62 and alternate years. (2)**

301. Old Testament Prophets.

Survey of the lives and teachings of the canonical prophets of the Old Testament in the light of the times in which they appeared. **Spring 1961-62 and alternate years. (3)**

302. Jewish Christian Literature.

A rapid survey of the lives of Peter and James as found in the early chapters of Acts, and a careful study of the books of James, I and II Peter, Hebrews, and Jude. **Fall 1962-63 and alternate years. (3)**

303. Church History.

A study of the development of Christianity from the close of the New Testament period to the present. Chief emphasis will be upon the development of Christianity in the Western World. **Fall 1961-62 and alternate years. (3)**

304. Baptist History.

This course traces the appearance of Baptists in history from the Middle Ages to the present time, with stress on distinctive tenets of Baptist faith and on Baptist contributions to the democratic way of life. **Fall 1962-63 and alternate years. (3)**

305. Southern Baptist History.

A study of the history, organization, polity, and practices of Southern Baptists, with attention to the development and functions of its boards, agencies, and committees. Convention leaders will visit the classroom to present various phases of the program. **Spring. (2)**

306. Religious Education of Youth.

A study of adolescent growth and development with emphasis on religious needs and how they may be served through church, home, and community resources. **Fall 1962-63 and alternate years. (2)**

307. Church Administration.

Designed to give the student a better understanding of the organization and maintenance of Baptist church life, attention is given to the relationship of the local church to the denomination and to the organization, officers, and program of local churches. **Fall 1962-63 and alternate years. (3)**

308. Biblical Archaeology.

A study of the archaeological discoveries relating to the Old and New Testaments. **Spring 1961-62 and alternate years. (2)**

310. Christian Doctrine.

A study of the doctrines of the Bible, with attention to such subjects as revelation, inspiration, sin, salvation, the Trinity, and especially the doctrines that interpret our relationships with God through the saving work of Christ. **Fall. (3)**

311. Religious Journalism. See Journalism 311.

312. Religious Counseling.

A study of the principles and techniques of personal and group counseling. Attention is given also to certain problem areas of counseling needs. **Spring. (3)**

401. Early Epistles of Paul.

A rapid survey of the life of Paul as set out in the latter half of Acts, and a careful study of his early writings as found in letters to the Thessalonians, Corinthians, Galatians, and Romans. **Fall. (3)**

402. Later Epistles of Paul.

A careful study of the prison epistles, Ephesians, Colossians, Phillipians and the pastoral epistles, I and II Timothy, Titus, and Philemon. **Spring. (3)**

403. Johannine Literature.

A careful study of the Fourth Gospel, the epistles of John, and Revelation. **Spring. (3)**

405. Psychology of Religion.

A study of religious consciousness and behavior, both for groups and individuals. Emphasizing the integration of personality, the course draws its material from both science and religion. **Spring. (3)**

407. Living Religions and Sects.

A study of the living non-Christian religions and the largest contemporary sects of the world to prepare the student to meet these systems with understanding and confidence. **Spring. (3)**

408. Religion in American Civilization.

A study of the formative factors and the distinctive qualities of religion in America with special attention to the major denominations. Attention will be given to the European background, the Great Awakening, the struggle for religious liberty, religion on the frontier, and recent developments in American religion. **Fall.** (3)

409. Philosophy of Religion. See Philosophy 409. **Spring.**

491. Special Studies in Religion.

For students taking their core in the Department of Religion. (1-3)

501. The American Church.

A careful study of the various schools of Christian thought in contemporary America, as taught and observed by the major ecclesiastical bodies. **Spring.** (3)

502-3. Seminar in Basic Christian Thought.

A detailed examination of the basic Biblical ideas used in setting forth the characteristic thought patterns of the Christian religion. (3,3)

504-5. Biblical Ethics.

A study of the social teachings of the Old and New Testaments with particular attention given to the relevancy of these principles to contemporary world conditions. (3,3)

591. Special Studies in Religion.

A course of advanced research for graduate students concentrating in religion. (1-6)

592. Research Seminar in Religion.

Introduction to graduate work in religion with supplementary lectures in bibliography, theory, and methods of research. (3)

595. Thesis. (3)

NEW TESTAMENT GREEK

301a,b. New Testament Greek, First Year.

A detailed study of vocabulary, conjugation of verbs, declension of

nouns, adjectives, and participles, and other fundamentals of the language of the original New Testament. (5,5)

401-2. New Testament Greek, Second Year.

A reading course in the Greek New Testament using various books and passages chosen according to need. Emphasis on vocabulary, forms, and fundamentals of syntax. Prerequisite: Greek 301b. (3,3)

Department of Philosophy

Professor Coppenger, Chairman

Associate Professor Rasberry

Philosophy deals with the principles underlying all knowledge and serves to integrate man's ideas into a coherent and whole pattern.

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

101. Introduction to Philosophy.

This elementary study of the basic problem of philosophy seeks to introduce the student to the spirit of reasoned inquiry which is needed for all analytical thinking. **Fall.** (3)

201. Logic.

A study of argument, including analysis of the various fallacies, definition of terms, and the nature of evidence and proof. **Spring.** (3)

202. Aesthetics.

That part of value study concerned with beauty: theories of its essential character, tests by which it may be judged, and its relation to that part of the human mind which evaluates sensation and emotion evoked by all forms of creative art. **Spring 1961-62 and alternate years.** (2)

301. 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.** (3)

302. Modern Philosophy.

European philosophy from the Renaissance; Descartes and continental rationalism; British empiricism; Kant and German idealism. **Spring.** (3)

303. Semantics.

The general study of meaning, in particular, the study of symbolic language relevant to the problems of thinking and communication. **Fall 1962-63 and alternate years.** (3)

401. 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.** (3)

403. Christian Ethics.

This course will attempt to fulfill two functions: to present a groundwork of Christian ethical principles and to discuss their application to the major issues of Christian ethical conduct in today's society. **Fall 1961-62 and alternate years.** (3)

409. Philosophy of Religion.

A survey of the various types of religious philosophy found in the history of ideas. **Spring.** (3)

491. Special Studies in Philosophy.

For students taking their core in the Department of Philosophy. (1-3)

Division of Social Science

Dr. Riley, Chairman

The social studies are here presented in relationship both to man's accomplishments and to projected plans for constructive human relationships. The dedication of the student to future social stabilization and progress is regarded as important as the acquisition of knowledge.

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

Pre-Law Curriculum

An area of concentration in the Division of Social Science is the most appropriate one for pre-law students. Other suggested areas are philosophy or English. In any case the courses taken should include, in addition to the general education requirements, work in the following: foreign languages, philosophy, history, political science, economics, accounting, speech, and English or American literature.

Requirements for secondary certification in social studies: History 202, 203, 303, 304, six additional semester hours in history; Political Science 202, 304; nine semester hours to be chosen from at least three of the following four fields: economics, geography, political science, and sociology, plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Department of History

Associate Professor Eighmy, Acting Chairman

Professors Boushy, Daily, Riley

Assistant Professor Nutt

Instructor Hayworth

The general purpose of courses in history is to develop appreciative understanding of the problems and contributions of the past as well as keen and sympathetic insight into problems of the present. Courses are designed to prepare students for graduate school, for teaching positions, and for further professional training for law, civil service, social work, and other fields requiring a background of training in history.

Requirements for an area of concentration with a core in history: at least twenty-four hours in this department of which at least eight must be in American and eight in European history. The twenty-one additional hours needed for an area of concentration must include three hours each in three of the four fields of economics, political science, sociology, and geography and may include further hours in history.

201. Early World Civilizations.

A survey course presenting a panoramic view and analysis of the world civilizations of ancient and medieval times, with stress upon their contributions and relationships to modern civilization. **Spring. (3)**

202. The American Federal Union.

From the immediate background of colonial America, this course traces the leading economic, social, political, sectional, and diplomatic developments to the end of the Reconstruction Period. **Fall. (3)**

203. The American Nation Since 1877.

This course is a study of the domestic and external affairs of the United States from the Reconstruction Period to the present. **Spring. (3)**

301. Greek and Roman History.

A study of the rise, duration, and fall of two world civilizations, their strengths and weaknesses, and their contributions to later world order. **Prerequisite: General Education 105. Fall 1961-62 and alternate years. (3)**

302. Renaissance and Reformation.

A survey from the middle ages to the Seventeenth Century with emphasis on the revival of learning, the Protestant revolt, and the religious wars. **Prerequisite: General Education 105. Spring 1961-62 and alternate years. (3)**

303. Nineteenth Century Europe.

A study of Europe from the French Revolution to the First World War, with emphasis on European revolutions—political, intellectual, social, and religious—and the growth of armed alliances. **Prerequisite: General Education 105. Fall 1962-63 and alternate years. (3)**

304. Twentieth Century Europe.

A study of Europe from 1914 to the present, with special attention to the search for national security and international stability. **Prerequisite: General**

Education 105. **Spring 1962-63 and alternate years.** (3)

305. History of the Far East.

A survey of cultural, economic, and political life of China, Japan, and other oriental nations. Special attention will be given to Chinese and Japanese institutions and to the rise of nationalism in Southeastern Asia. Prerequisite: General Education 105. **Fall 1961-62 and alternate years.** (3)

306. History of Russia.

The origin and evolution of the Russian state from the Ninth Century to the present. Emphasis on the development under communist rulers and the cold war. Prerequisite: General Education 105. **Spring 1961-62 and alternate years.** (3)

307. Development of the American Constitution. See Political Science 304. (3)

401. American Foreign Policy.

A study of the leading foreign problems and policies from the American Revolution to the present time, with special attention to relationships with Western Europe and Latin America and to American participation in solving world problems. **Fall.** (3)

403. Western Political Heritage. See Political Science 403. (3)

406. Contemporary American History.

A study of American history in the Twentieth Century including domestic problems, international challenges to democracy, and America's role as a world leader. Prerequisite: six hours of American history. **Fall.** (3)

408. American Social and Intellectual History.

A study of forces, ideas, and issues—political, social, economic, and religious—in American life and thought not usually included in political history. Historical and literary documents whose bearing and interest are primarily social and intellectual are required reading. Prerequisites: General Education 202 and six hours of history. **Spring.** (3)

409. The American South.

A survey of Southern history stressing economic, political, and social forces which created the South as a peculiar section. The progress and problems of the New South will be traced into the Twentieth Century. Prerequisite: six hours of American history. **Fall.** (3)

410. The American West.

A study of the conquest of the West and the role of the frontier in American civilization. Prerequisite: six hours of American history. **Spring.** (3)

491. Special Studies in History.

Directed research in American and/or world history. Admission by consent of professor. **Fall, Spring.** (1-3)

501. Seminar in American History to 1865. (3)

502. Seminar in American History Since 1865. (3)

591. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American civilization. (1-6)

592. Research Seminar in American Civilization.

Introduction to graduate work in American civilization, with supplementary lectures in bibliography, theory, and methods of research. (3)

595. Thesis. (3)

Department of Political Science

Professor Riley, Chairman

Professor Boushy

Associate Professor Elghmy

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

The training of citizens who are morally responsible and who understand government and act positively within it is of first concern.

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 three of the four fields, history, sociology, economics, and geography, and enough hours from related fields to total forty-five hours.

101. Government and Politics in Modern Society.

Government in the modern world, with emphasis on American institutions, theories and functions of government, and structure and operation of national and international government. **Fall, Spring.** (3)

201. 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.** (3)

202. American National Government.

A study of the principles, organization, functions, and administration of national government in the United States. **Spring.** (3)

301. Government and Politics in Arkansas.

An inspection of all phases of government and politics which affect the daily lives of the citizens of Arkansas. **Fall 1962-63 and alternate years.** (3)

302. Public Administration.

Trends and organizations of public administration: dynamics of management; fiscal and personal management; administrative powers and responsibility. **Spring 1961-62 and alternate years.** (3)

303. International Politics and Organizations.

International relations involving nationalism, imperialism, diplomacy, current problems of war and peace, and the current efforts of the United Nations and other international organizations. **Spring 1961-62 and alternate years.** (3)

304. Development of the American Constitution.

A historical survey of the sources, framing, and adoption of our federal constitution and the case study method of how it has been altered to meet changing social, economic, and political conditions. **Spring 1962-63 and alternate years.** (3)

401. American Political Thought.

Problems and thought of selecting men and historical periods. To discover the criticism and formulation of a democratic, constitutional theory. **Spring.** (3)

402. American Politics: Parties and Elections.

An evolutionary evaluation of the processes by which social pressures are translated into public policy in America. Political parties and interest groups are discussed from their structural and functional aspects. Fall. (3)

403. Western Political Heritage: Concepts of Political Philosophy.

A consideration of the turning points of Western political thought. Major thinkers and ideas are studied in relation to their social and economic background, as well as in their impact on the everyday lives of men and women in later ages. Fall 1962-63 and alternate years. (3)

404. American Foreign Policy. See History 401. (3)

491. Special Studies in Political Science.

Directed research in political science. Admission by consent of professor. Fall, Spring. (1-3)

501-2. 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. (3,3)

591. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American civilization. (1-6)

592. Research Seminar in American Civilization.

Introduction to graduate work in American civilization, with supplementary lectures in bibliography, theory, and methods of research. (3)

595. Thesis. (3)

Department of Sociology

Associate Professor Quick, Chairman

Instructor Sandford

The study of sociology seeks to acquaint the student with the social processes and social problems of mankind, the knowledge of which aids the

student in adjusting to situations in society.

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

201. Introduction to Sociology.

Basic principles of social organization, with special reference to communities, social institutions, social stratification, and social change in contemporary societies. **Fall, Spring.** (3)

202. Rural Sociology.

An ecological study of the rural community, its structure, social strata, occupation, religious institutions, and influence upon the socio-economic order. Rural characteristics are enumerated and compared. Regional planning is reviewed. **Fall 1962-63 and alternate years.** (3)

301. Social Psychology.

The role that sociology and psychology play in the development of leadership ability; character knowledge of one's self in relation to others; attitude formation, socialization and maturity. **Fall 1961-62 and alternate years.** (3)

302. Urban Sociology.

A study of the social structure of the city. Analysis of such urban traits as population density, secularization, individualization, secondary association, social heterogeneity, voluntary association, social mobility, and social tolerance. Emphasis is placed on the role of city planning and urban development. **Fall 1962-63 and alternate years.** (3)

303. The Sociology of Interest Groups.

A study of contemporary interest groups, including in-groups and out-groups formally or informally united to achieve a specific goal or objective. Attention is given to such major human behavior areas as occupations, schools, churches, recreation, dating, and cliques. **Fall.** (3)

304. Social Factors in the Development of Personality.

An analysis and interpretation of physiological, societal, and cultural factors in the development and functioning of personality. **Spring.** (3)

305. Courtship, Marriage, Family.

Family development from teen-age to old age, the process of mate

selection, marital adjustments and maladjustments, parenthood, integration of family and community, and the latter years of married life. **Spring 1961-62 and alternate years. (3)**

401. Social Pathology.

A study of personal and social problems, such as adolescent unrest, vandalism, delinquency, sex deviations, crime, alcoholism, drug addiction, and suicide. **Fall 1961-62 and alternate years. (3)**

402. Social Control.

A survey of various agencies of social control and the methods by which they can be made effective in directing human behavior. **Fall. (3)**

403. Ethnic Relations.

A critical analysis of race relations, especially in the United States, with special attention to the status of the Negro in the South. **Spring. (3)**

404. Criminology.

A study of crime and the criminal, of the socio-cultural factors in criminality, and of pioneer theories in criminology. Considerable attention to treatment of crime by the police, the courts, and the penal system. **Spring 1962-63 and alternate years. (3)**

405. Theory and Method.

A systematic survey of research methods and theory applicable to the behavioral sciences. Basic steps include research design, questionnaire construction, collection of data, processing coding, analysis, and a brief review of statistics. **Spring 1962-63 and alternate years. (3)**

Geography

101. 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. (3)**

201. Conservation of Natural Resources.

A study of the principles and methods of conserving natural resources, with special consideration of such problems in the State of Arkansas. **Spring. (3)**

Department of Military Science

Lt. Col. William J. King, PMS

Capt. Paul C. Rodgers

Capt. John W. Crosby, Jr.

MSgt. Carl R. Nelson

SFC Norman L. Fuzzell

SFC Morris L. Johnson

SSgt. Donald W. Moffat

Sgt. Milton L. Bridges

Mrs. Virginia S. Smith

The Department of Military Science implements the Reserve Officer's Training Corps (ROTC) program. The purpose of the program is to train college students for positions of leadership in the Armed Forces in time of national emergency and in the civilian community in time of peace as well as to provide junior officers for the active Army. In addition, the program contributes to the objectives of Ouachita Baptist College by instilling in students a sense of duty and by aiding in the development of character, leadership, integrity, loyalty, and self-discipline.

Successful completion of the curriculum in general military science enables students, upon graduation and depending upon the current existing needs of the Armed Forces, to be commissioned as Second Lieutenants in the following arms and services: Armor, Adjutant General Corps, Artillery, Army Intelligence, Chemical Corps, Engineer Corps, Finance Corps, Infantry, Medical Service Corps, Military Intelligence Corps, Military Police Corps, Ordnance, Quartermaster Corps, Signal Corps, and Transportation Corps.

Required Courses

All male students entering Ouachita Baptist College prior to the beginning of the junior year must enroll in military science until they have achieved junior standing provided they are: a. citizens of the United States; b. over fourteen years of age; c. regularly enrolled as students; d. physically and morally qualified; e. willing to sign a loyalty oath—ROTC to support and defend the Constitution of the United States and to bear the true faith and allegiance to the same; f. can qualify for appointment as Second Lieutenant prior to reaching twenty-eight years of age.

Veterans with six months honorable active service may receive credit for Military Science 101a,b. Veterans with twelve months honorable active service may receive credit for both Military Science 101a,b and 102a,b.

Elective Courses

The last two years of training, Military Science 301, 302, 401, and 402, are open to male students who: a. are selected by the president of Ouachita Baptist College and the professor of military science; b. can qualify for appointment as Second Lieutenant prior to reaching twenty-eight years of age; c. have successfully completed the basic course or received credit in lieu thereof; d. achieve an acceptable score on a qualifying examination; e. are willing to file a loyalty statement certifying to nonaffiliation, past or present, with organizations designed by the Attorney General of the United States as totalitarian, fascist, communist, or subversive.

Before enrolling in the advanced course, the student must execute with the United States Government an agreement stating that he will: a. complete the advanced course, Military Science 301, 302, 401, and 402, including one summer camp of approximately six weeks' duration; b. accept a commission in the Army Reserve, if tendered; c. serve on active duty as a commissioned officer for not less than two years after receipt of commission, if called, and remain a member of a Regular Reserve Component of the Army until the sixth anniversary of the receipt of commission; d. or serve on active duty for training for a period of six months after receipt of commission and remain a member of a reserve unit until the eighth anniversary of receipt of commission. Once a student signs the agreement to attend the advanced course, he is committed to continue until successful completion.

Students enrolled in the advanced course, Military Science 301, 302, 401, and 402, receive: a. commutation of subsistence and commutation of uniform; b. travel pay to and from summer camp and pay at the rate of \$78.00 per month while there. During the course of the two-year period, students in the advanced course will receive approximately \$700.00 in monetary assistance. Students enrolled in the Advanced Corps may be required to take courses, as specified by the PMS in the following general areas: science comprehension, general psychology, effective communication, and political institutions and political development.

Induction deferment may be granted to students in military science, under the terms of the Universal Military Training Service Act of 1951, subject to quota limitations, provided the students: a. execute the deferment agreement described above and a loyalty oath; b. maintain satisfactory scholastic standing in all academic and military subjects; c. demonstrate continuously the mental, moral, and physical attributes of a leader.

101a,b. Military Science I.

Organization of the Army and ROTC, individual weapons and mark-

manship, United States Army and national security, and leadership laboratory. Lecture one hour per week and laboratory two hours per week. (1,1)

201a,b. Military Science II.

Map and aerial photograph reading, introduction to operations, basic tactics and techniques, American military history, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. (1,1)

301. Military Science III.

Leadership, military teaching principles, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. **Fall.** (2)

302. Military Science III.

Branches of the Army, small unit tactics and communications, and leadership laboratory. Lecture three hours per week and laboratory two hours per week. **Spring.** (3)

401. Military Science IV.

Operations, logistics, Army administration, and leadership laboratory. Lecture three hours per week and laboratory two hours per week. **Fall.** (3)

402. Military Science IV.

Military law, the role of the United States in world affairs, service orientation, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. **Spring.** (2)

Roster of Students

1960-61

Freshmen Men

Adams, Charles Dermott
Adcock, Larry North Little Rock
Allen, Arthur Stuttgart
Arnold, Doyle Sparkman
Atherton, Billy Don.. North Little Rock
Atkins, Charles Chicago, Ill.
Atkinson, Larry Little Rock
Aud, Tommy Arkadelphia
Baber, Harold Arkadelphia
Bain, Jackie Little Rock
Baker, Robert Warren
Ballard, Bobby Bismarck
Bartlett, Larry... Oklahoma City, Okla.
Barton, Grady Arkadelphia
Basham, David Midland
Bell, Hardy Sparkman
Benham, David Van Buren
Bennett, Clarence Little Rock
Bethea, James W., Jr. . Arkadelphia
Binns, Billy Crosssett
Birdsall, Bryon Gadsden, Ala.
Black, Charles Benton
Blaylock, David Nimrod
Bleidt, Peter North Little Rock
Bogan, Larry Fayetteville
Bolding, Jimmy Little Rock
Bowlin, James Pine Bluff
Bradshaw, Billy Arkadelphia
Bratton, Aubrey Camden
Bright, Ronald Bernie, Mo.
Bullock, David Tuscaloosa, Ala.
Bunn, Charles Crosssett
Butts, Clyde Centerville, Mo.
Caldwell, James Arkadelphia
Caldwell, Jeff Arkadelphia
Caldwell, Raymond Benton
Campbell, David Fordyce
Capelle, Darrell Van Buren
Carey, Rodney Waldo
Carney, James Harrisburg
Cartney, William Hot Springs
Cash, Walter Warren
Chapman, Thomas Lynn . Blytheville
Chenault, Max Malvern
Chiles, Richard V. ... St. Louis, Mo.
Christian, Jerry Hughes

Clemens, Donald Thornton
Cole, William Terrel Lepanto
Coon, Donald Arkadelphia
Cooper, Ernest Malvern
Corbett, Herman A... Georgetown, S.C.
Coulter, Roy Hot Springs
Creed, Jerry El Dorado
Crowder, Jimmy Malvern
Davis, James Stephens
Davis, Jim R. El Dorado
Davis, Thomas Odell ... Little Rock
Dickson, Tommy Texarkana
Duncan, Donald Larry Augusta
Duren, Donald Hot Springs
Durham, James Arkadelphia
Ellis, Harold Pine Bluff
Elmore, Marion . North Little Rock
Emmons, John Adona
Eubank, Oscar Taylor .. Pine Bluff
Fortner, Ronnie Fort Smith
Fowler, Anthony B. . Millbrae, Calif.
Franklin, Larry Gurdon
Frisby, James Carrol Strong
Giles, John Edwin Malvern
Gordon, Wilbur Donald DeWitt
Goss, Barry Little Rock
Gray, Gary Ronald Malvern
Grendell, Donald ... Plainville, Conn.
Gullett, Robert F. . North Little Rock
Gustavus, John Louis ... Perryville
Halbert, John Little Rock
Hammond, Terry Wynn ... Dermott
Hardage, Joe Heard Arkadelphia
Harris, Aubrey Prattsville
Harrison, Garee Gering, Neb.
Harrison, Harold Smackover
Hartsell, Carroll Malvern
Haver, Russell W. . North Little Rock
Headrick, William Warren
Heaton, Billy Carl Hot Springs
Hendricks, W. J., Jr. Arkadelphia
Herron, Lenord Lonsdale
Hile, Winston Murfreesboro
Hill, Jim Pine Bluff
Hinkson, Edwin .. North Little Rock
Hodges, James Gadsden, Ala.
Hollaway, E. L., III Arkadelphia
Hollingshead, Clyde Arkadelphia

Roster of Students

Holloway, Tommy	Jones Mill	Owen, James	Hope
Homishak, Herman	Hot Springs	Page, Brent	Benton
Hood, Carl	Arkadelphia	Palsa, Steve	Carlisle
Huckabay, Donald Lee	Marmaduke	Parmley, Brownie	Arkadelphia
Humphreys, Richard	Hot Springs	Parson, Tommy	Camden
Jackson, James D.	Stamps	Patterson, Bobby	Holcomb, Mo.
Jackson, James R.	El Dorado	Perdue, Logan	Norphlet
Jackson, Jerry	Pangburn	Perry, Rodgers	Arkadelphia
Jackson, Maxie Gerald	Bradley	Pittard, James	Pine Bluff
Jacobs, George	Pine Bluff	Polk, John	Little Rock
James, Ken	Hot Springs	Pollard, Donald	St. Louis, Mo.
Jester, Richard	Gurdon	Pool, Jerry	Hot Springs
Johnson, William A.	Hamburg	Pugh, Larry	Mansfield
Johnson, William L.	Pine Bluff	Ramsey, Alan	Lonoke
Jones, Gary	Pine Bluff	Ramsey, Larry	Weiner
Jones, George	Pine Bluff	Redditt, Paul	Little Rock
Jones, Paul	Perryville	Remel, Robert	North Little Rock
Joyner, Lee Roy	Clarendon	Reynolds, Fred	Snyder, Tex.
Keith, Raymond	Malvern	Richardson, James	Knobel
Kelley, Jeffrey	McGehee	Richmond, James	Pine Bluff
Kelley, William R.	Reserve, La.	Robertson, Homer	Jonesboro
Kilpatrick, Marshall	Springdale	Robinson, David	Hot Springs
King, Calvin	Hope	Robinson, Rocky	Malvern
King, Robert	Little Rock	Robinson, Stanley	Success
Kitchens, John	Pine Bluff	Rogers, Roy	Kingsland
Knopp, Jerry	Newport	Rose, Lucien	Shreveport, La.
Knox, Charles	Cabot	Rose, Robert Linnie	Paragould
Koller, Clifton	Hot Springs	Ross, Richard	Kirkwood, Mo.
Lee, Jimmy	Manila	Sano, Kenneth	Wilson
Lewis, David	Hope	Scallion, Charles	Pine Bluff
Lewis, Raymond	Granite City, Ill.	Scifres, Michael	Pine Bluff
Little, M. Wallace	Jones Mill	Self, James	Holly Grove
Long, Robert	Helena	Shamburger, Bill	Little Rock
Lowe, Charles	Dermott	Shaw, Bill	Shreveport, La.
Lybrand, Don	Sheridan	Sims, Wayne	Crossett
Lyon, Ted	Muskogee, Okla.	Smart, John	Camden
Malone, James	El Dorado	Smiley, Byran	Hot Springs
Marrs, Lowell	Forrest City	Smith, Charles	Warren
Matlock, Neil	Dallas, Tex.	Smith, David	Arkadelphia
Meador, Thomas	Poyen	Smith, John	Nashville, Tenn.
Morgan, Edward	Carlisle	Snider, Clyde	Camden
Morgan, James	Pine Bluff	Sosebee, Robert	Little Rock
Morgan, William	Jones Mill	South, John	Memphis, Tenn.
Morris, Larry	West Helena	Stackhouse, Calvin	Hughes
Moseley, Patrick	Pine Bluff	Stender, Bobby	Stuttgart
Mullins, Tim	Van Buren	Stephens, Gary	Cut & Shoot, Tex.
Mundie, Samuel	Helmet, Va.	Stoner, Tommy	Tuckerman
Murphy, Charles	El Dorado	Stratton, Philip	Sparkman
McDaniel, David	Pine Bluff	Summerford, Burnell	Pine Bluff
McGill, George	Fulton	Tatum, Lynn	Harrison
McGlothlin, Robert	Shreveport, La.	Taylor, Gilbert	Widener
McGough, Donald	Pine Bluff	Thompson, Charles	Marvell
McHaney, Grady	Leachville	Thompson, Donald W.	Arkadelphia
McKinney, Julian	West Helena	Thompson, James	Pine Bluff
McMillan, Toney	Arkadelphia	Thompson, Jerry	Smackover

Thompson, Richard Pine Bluff
 Thornton, James El Dorado
 Tomlin, Billy Camden
 Tucker, David McGehee
 Tune, Denny Fayetteville
 Tuttle, Clarence Arkadelphia
 Vaughan, John Pine Bluff
 Vining, Owen Ebb Eudora
 Wahlquist, Gary Little Rock
 Ward, Edgar Little Rock
 Ward, Stanley Benton
 Warren, Jerry Norphlet
 Watkins, Robert Fort Worth, Tex.
 Webb, Billy Mt. Ida
 Webb, Bob Jonesboro
 Welch, George Sam Arkadelphia
 Wheeler, David Oakland, Me.
 Wheelus, Larry El Dorado
 White, Michael Maryville, Tenn.
 Whitlow, Stanley Shreveport, La.
 Wilhelm, Richard Little Rock
 Wilkie, William Stephens
 Williams, Don Bearden
 Williams, James Ruston, La.
 Williams, Paul Littleton, Colo.
 Williams, Tommy Clinton
 Williamson, John Waldo
 Willis, Carl Paragould
 Wilson, William Hot Springs
 Wistrand, David Waldo
 Wofford, James Clinton
 Woodfield, James Lowell Pine Bluff
 Woodson, John Robert DeWitt
 Wright, Billy Mineral Springs
 Wright, Larry Malvern
 Young, Logan Osceola

Freshmen Women

Allen, Beverly Gillett
 Alphin, Delois Norphlet
 Atkinson, Linda Star City
 Ballou, Norma Little Rock
 Barber, Linda Mansfield, Tex.
 Batchelor, Barbara Van Buren
 Beene, Brenda Jacksonville
 Beene, Linda Hughes
 Berry, Beverly Fort Smith
 Biffle, Sharon Texarkana, Tex.
 Black, Virginia Ruth Arkadelphia
 Blaylock, Inez El Dorado
 Branch, Sandra Wynne
 Brawley, Mary Earle
 Brewer, Carole Stuttgart

Brewer, Jamie Sue Jonesboro
 Brooks, Nancy Karen Rogers
 Brown, Linda Blytheville
 Bullock, Wanda McGehee
 Bupp, Carolyn York, Penn.
 Burroughs, Patricia Hope
 Caldwell, Estelle Arkadelphia
 Cantrell, Virginia Stephens
 Carpenter, Mary Pine Bluff
 Carter, Ann Nashville
 Case, Caryl Joy Hope
 Chadwick, Martha Malvern
 Chavis, Linda Pine Bluff
 Chidester, Frances Dumas
 Cinnamon, Charlotte Jacksonville
 Clark, Patsy Arkadelphia
 Coad, Barbara Jean Ballwin, Mo.
 Cobb, Julia Claudia Camden
 Collins, Lillian Joy Forrest City
 Condren, Anna Fort Smith
 Corder, Betty Joyce Hot Springs
 Corder, Carol June Helena
 Corder, Carolyn Ann Tinley Park, Ill.
 Crabbe, Carolyn Texarkana
 Croft, Marolyn Springdale
 Croisant, Carol Sue Muskogee, Okla.
 Crowder, Bonnie Sue Thornton
 Cummings, Carole North Little Rock
 Curtis, Kristi Malvern
 Dake, Betty June Midland
 Dane, Mary Jill Ozark
 Denton, Carolyn Glenwood
 Digby, Linda Kay North Little Rock
 Dorsey, Marjorie Gail Little Rock
 Douglas, Virginia Arkadelphia
 Elder, Linda Little Rock
 Ellen, Doris Carol El Dorado
 Elliott, Mary Kathleen Sweet Home
 Erwin, Barbara Hot Springs
 Farris, Carolyn Ann Magnolia
 Ferguson, Jo Ann Little Rock
 Forbus, Bonnie Sue Pine Bluff
 Francis, Tonia Hot Springs
 Fugatt, Patricia Sue Morrilton
 Fuller, Rebecca Arkadelphia
 Furlow, Marilyn Hampton
 Furlow, Patricia Little Rock
 Gallegly, Beverly Joan Little Rock
 Gambrell, Beatrice Pine Bluff
 Gilbert, Lou Ann Paris
 Gill, Linda Sue Dumas
 Givens, Nancy B. Jacksonville, Fla.
 Goforth, Molly Helen Piggott
 Hall, Rebecca J. North Little Rock
 Hallums, Barbara Jo Memphis, Tenn.
 Ham, Wanda Jean Arkadelphia

Roster of Students

Harcrow, Brenda	Warren	Osborn, Carolyn	Hope
Hardy, Wanda Sue	Hot Springs	Otwell, Mary A.	Waldo
Hardy, Alice Kay	Crossett	Pannell, Barbara	Malvern
Harrell, Eva	North Little Rock	Parham, Mary	Fordyce
Harrelson, Connie	Bernie, Mo.	Parker, Patricia	Little Rock
Harris, Jo Ann	Hensley	Passmore, Shirley	Oxley
Hassell, Cynthia Jayne	Judsonia	Payne, Mary	Hot Springs
Hawthorn, Ruby	Hot Springs	Petross, Linda	North Little Rock
Hays, Mildred	Smackover	Pierce, Martha	Little Rock
Hellen, Jo Ann	Benton	Poole, Jerri Sue	El Dorado
Helzer, Marian L.	West Helena	Pounds, Patricia	Lake City
Hendricks, Georgia Sue	Arkadelphia	Powers, Doris	Leachville
Higgs, Cynthia Suzanne	Carthage	Ray, Mary	Pine Bluff
High, Harriett	Waldo	Reynolds, Linda	Prattsville
Holloway, Charliadean	Curtis	Roark, Mary Ruth	Harrison
Holloway, Harriett	North Little Rock	Roberts, Carol	Little Rock
Hood, Patricia	Arkadelphia	Roe, Mary	Gurdon
Howard, Martha	Little Rock	Rogers, Dorothy	Mena
Hughes, Betty Jean	Jonesboro	Rucker, Mary Jean	Donaldson
Hunnicut, Sandra	Dumas	Sampson, Charlene	Malvern
Hutto, Suzanne	Damascus	Scrimshire, Martha	Perla
Jared, Patricia	Malvern	Seigler, Billye J.	Cove
Jennings, Patricia	North Little Rock	Self, Elizabeth	Holly Grove
Jenson, Nancy	Mabelvale	Selph, Janet	Benton
Johnson, Helen	Indio, Calif.	Selph, Ouita	Houston, Tex.
Johnson, Margaret	Little Rock	Shempert, Rhoda	Earle
Johnston, Glynda	Crossett	Shirley, Margo	Arkadelphia
Johnston, Judith	San Angelo, Tex.	Shoptaw, Mary N.	Texarkana
Jordan, Idelle	Arkadelphia	Simpson, Martha	Hot Springs
Keith, Alice	Hot Springs	Skipworth, Shirley	Jefferson
Kelley, Judith	Pinckneyville, Ill.	Smith, Karen	Memphis, Tenn.
King, Carolyn	Little Rock	Smith, Sue Ann	Hope
King, Linda Beth	Fort Smith	Smith, Sharon Lea	Little Rock
Laman, Lynda	Berryville	Smith, Terri	Little Rock
Landes, Flossie	Stamps	Smith, Veletta	North Little Rock
Larkin, Alice	Lonoke	Solesbee, Ruth	Greenwood
Looney, Glenda	Willis, Okla.	Sowell, Gloria	Hot Springs
Loveless, Nancy	Clarendon	Steed, Jean	Gurdon
Mainer, Janice	Pine Bluff	Steward, Mattie	Elaine
Mankin, Reta	Rogers	Stokes, Jo	Stuttgart
Martin, Brenda	Benton	Studstill, Julia	Dumas
May, Naomi Jill	Arkansas City	Sullivan, Jo Anne	Little Rock
Meeks, Virginia	Sparkman	Sykes, Brenda Joyce	Hughes
Miles, Patricia	Harrisburg	Taunton, Betty	Junction City
Miller, Linda Kay	Bauxite	Taylor, Linda	Piggott
Miller, N. Suzanne	Hot Springs	Thomas, Eula	Lonoke
Moore, Rebecca Kay	Hughes	Thomason, Emma Nelle	Arkadelphia
Morgan, Betty	Hot Springs	Thurman, Paula	Tillar
McDonald, Ola Sue	Berryville	Timm, Carolyn	Little Rock
McKinney, Ouida Nelle	Paragould	Toney, Kathryn	Berryville
McManus, Julia	Thornton	Trickey, Nancy	Morrilton
McMinn, Majorie	Little Rock	Uebe, Shirley	Harrison
McNeil, Robbie	Stuttgart	Vandiver, Margaret	Harrisburg
Nelson, Lena	Lonoke	Van Duyn, Mary	Stuttgart
Oglesby, Mary	McGehee	Vernon, Charlotte	Pine Bluff
Orsburn, Sandra	Okolona	Viala, Leann	Little Rock

Roster of Students

Wagon, Tommie Camden
 Waldrum, Renner...Mt. Pleasant, Tex.
 Wallace, Michele Russellville
 Walters, Betty Pine Bluff
 Ward, Frances Little Rock
 Watson, Joy Crossett
 Waymack, Carolyn Pine Bluff
 Whitlock, Lynda Tuckerman
 Williams, Betty Greenwood
 Williams, Marlon McGehee
 Williams, Nancy Shreveport, La.
 Willis, Valery Morrilton
 Wilson, Janet Little Rock
 Wingfield, Mary Gurdon
 Wofford, Linda Van Buren
 Wright, Mary Sue Arkadelphia
 Yarbrough, Carolyn Hope
 Younes, Betty Ann Harrison
 Youngblood, Stella Cove

Cooper, Gary Max Almyra
 Cooper, Rex Yates Arkadelphia
 Creasey, Bert M. Hot Springs
 Darr, Johnnie Charleston
 Davenport, Hoyt W....North Little Rock
 Davidson, Fred Robert . Donaldson
 Davis, Doyne Little Rock
 Davis, Joe Arkadelphia
 Dempsey, Hank El Dorado
 Dennis, Thomas Hot Springs
 Dodd, Paul Greenwood
 Dodson, Edward Arkadelphia
 Dooley, Bud Crossett
 Dooley, Paul Muskogee, Okla.
 Duke, George Winston Hope
 Dunn, Henry Lefors, Tex.
 Edwards, James Judsonia
 Emerson, Aubry L. DeQueen
 Estes, James Arkadelphia
 Eubanks, William Fort Smith
 Evans, Johnny Dale Essex, Mo.
 Ewins, Howard .. Fort Lavaca, Tex.
 Ferguson, Jerry DeWitt
 Files, Wayne R. Thornton
 Fitzgerald, J. Dennis Sheridan
 Foshee, James Mountain Pine
 Francis, Frank Hot Springs
 French, LeRoy .. Alamogordo, N.M.
 Fulmer, Winston Arkadelphia
 Gifford, William C. Leola
 Gray, Jack Harrisburg
 Griffith, Edward Jacksonville
 Guice, L. Michael Arkadelphia
 Guthrie, Carl Memphis, Tenn.
 Hall, Carl Memphis, Tenn.
 Hall, Larry Clinton
 Hamil, Charles Sandford, Fla.
 Harris, Bob Eugene Earle
 Hawkins, Ernest Arkadelphia
 Heflin, Jay Little Rock
 Hegl, George Conway
 Hendrix, David Hope
 Hobgood, John Arkadelphia
 Hodnett, Kenneth Thornton
 Holland, Charles Fort Smith
 Howell, Bobby Joe Arkadelphia
 Hudson, Earl Hot Springs
 Hunt, William J. . North Little Rock
 Jackson, Charles Morrilton
 Jenkerson, Harold Esther, Mo.
 Johnson, Richard Little Rock
 Jones, Millard Arkadelphia
 Jones, Royce Malvern
 Kilbury, Larry DeWitt
 King, David Hope
 Knight, Merle Sparta, Ill.

Sophomore Men

Allen, Delbert Siloam Springs
 Askew, James DeKalb, Tex.
 Atwood, Billy Sheridan
 Baker, Thomas Arkadelphia
 Baldrige, Bill ... North Little Rock
 Bates, Joe El Dorado
 Bennett, Kenneth Carlisle
 Berry, Jim Fort Smith
 Black, Darrell Warren
 Blackmon, James DeKalb, Tex.
 Bohannon, Bobby Mineral Springs
 Booth, David Hazen
 Bostian, Ray England
 Bowers, Sam Arkadelphia
 Boyd, Raymond Rogers
 Boyette, Hal Fort Smith
 Brickey, Ralph Fayetteville
 Brinkley, Harley Benton
 Brown, Doyle Harrisburg
 Brown, Mel Trumann
 Bryant, Wendell Donaldson
 Buck, Henry Arkadelphia
 Bunger, James Malvern
 Burris, Danny Barling
 Burton, Henry Norphlet
 Carey, Ledford Shreveport, La.
 Carney, George Bono
 Carroll, Robert Murfreesboro
 Cheatham, Doug Malvern
 Cloud, Earl Benton
 Clubb, Larry San Antonio, Tex.
 Coad, Norman Collingville, Ill.

Koenig, Joe Taneyville, Mo.
 Laseter, Webb III Hope
 Lawhon, Edward .. Wichita Falls, Tex.
 Lawrence, Frank Dardanelle
 Lillard, Ralph Siloam Springs
 Linkous, Dwight Stephens
 Malesky, Gary San Antonio, Tex.
 Manning, James R. Shreveport, La.
 Marshall, James Benton
 Massey, Thomas ... Columbia, Tenn.
 Mathis, James North Little Rock
 May, Jack Arkansas City
 Miller, Jimmie El Dorado
 Mitchell, Harris F. Pine Bluff
 Mitchell, Robert Fayetteville
 Mitchell, Thad Havis ... Pine Bluff
 Moore, John Stephens
 Moore, Ronnie Hot Springs
 Moorman, Walter Fort Smith
 Muse, Billy Kennett, Mo.
 Myrick, Basil Fort Smith
 McCallum, Billy Arkadelphia
 McClenny, James Mt. Ida
 McClung, Alan Denver, Colo.
 McCuiston, Richard El Dorado
 McKinney, James Forrest City
 McQueen, Danny Little Rock
 Neel, James Gaylon ... Arkadelphia
 Nelson, Brian Lonoke
 Nelson, Clifton Dean Crossett
 Newton, Billy Smackover
 Niemeyer, Thomas ... St. Louis, Mo.
 Norris, Ronnie Jones Mill
 North, Joel Little Rock
 Ogle, Sammy El Dorado
 Percy, Loyd Norwalk, Calif.
 Porter, James Helena
 Preslar, Otis Sparta, Ill.
 Pruitt, Horace Beebe
 Ray, J. C. Star City
 Red, Richard North Little Rock
 Renfro, Larry Maryville, Tenn.
 Roberson, Roland El Dorado
 Robertson, Kenneth D. .. San Jose, Calif.
 Rogers, Gene Louis Mena
 Rosamond, Henry Blytheville
 Rosewell, Donald Malvern
 Ross, Wendell Little Rock
 Rowe, Roy Hope
 Rowland, James .. Shreveport, La.
 Sanchez, Joseph ... San Antonio, Tex.
 Sanders, Cal Stephens
 Schimming, Francis Amity
 Schlueter, Martin
 North Hollywood, Calif.
 Scott, Marvin Malvern

Scrivner, Dana ... Millington, Tenn.
 Shibley, Sallh Nazareth, Israel
 Shoptaw, Jewell Texarkana
 Smith, Gary Lepanto
 Snyder, Donald Dean .. Desloge, Mo.
 Srouji, Suheil Nazareth, Israel
 Stacks, Edward Arkadelphia
 Stanton, James Saratoga
 Strong, David Little Rock
 Swigert, Glen Long Lane, Mo.
 Taylor, Larry Little Rock
 Teague, Warfield Arkadelphia
 Travis, Steve Judsonia
 Tucker, Jesse Star City
 Tyson, Alan Forrest City
 Van Duyn, Thomas Stuttgart
 Vick, Dave Fort Smith
 Wagner, Lonnie Mountain Pine
 Ward, Joe Little Rock
 Warman, Cletis Maynard
 Watkins, William David Hope
 Watson, Dewey Arkadelphia
 White, Robert England
 Williams, Tommy J. North Little Rock
 Williamson, Joe El Dorado
 Wilson, Charles H. North Little Rock
 Wilson, John North Little Rock
 Wilson, Milton Jonesboro
 Wilson, Thomas Morrilton
 Wong, Dale .. Wakiawa Oahu, Hawaii
 Wood, John Bentonville
 Worley, Frank Texarkana, Tex.
 Yates, Floyd Malvern

Sophomore Women

Adams, Marcia Arkadelphia
 Baker, Mary Jim Malvern
 Ballou, Virginia Little Rock
 Barker, Doris Stuttgart
 Barnes, Martha Sparkman
 Barnett, Judy Arkadelphia
 Beason, Eulavene Malvern
 Berry, Bonnie Warren
 Biddy, Judy Parkin
 Black, Eunice Big Fork
 Blackmon, Rebecca Morgan Fordyce
 Blasingame, Linda ... North Little Rock
 Bounds, Lemona Malvern
 Bowen, Willa Sue Pangburn
 Bray, Margaret Pine Bluff
 Breitenberg, Katybeth . Hot Springs
 Brinley, Diane Hillsboro, Mo.
 Brown, Sara Lonoke

Roster of Students

Burris, Betty	Fort Smith	Kersh, Lillian Rebecca	McGehee
Butler, Kay	North Little Rock	Koon, LouL	Harrisburg
Carey, Carolyn Jean	Louann	Lewallen, Linda	Hot Springs
Cate, Alice Louise	Snyder, Tex.	Lollar, Mandy	St. Petersburg, Fla.
Chambliss, Patricia Key	Bearden	Loomis, Mickey	Arkadelphia
Chavez, Lela	Norwalk, Calif.	Manasco, Rosella	Cove
Childers, Sandra	Arkadelphia	Mansfield, Alyce Jo	Malvern
Clary, Carolyn	Star City	Mason, Della Kay	West Helena
Clem, Barbara	Malvern	Meador, Emily Sue	Pine Bluff
Clinton, Linda	El Dorado	Meeks, Devona	Camden
Compton, Dora	Little Rock	Meurrier, Fairy Ann	Hughes
Condren, Angela	Fort Smith	Miller, Mary Joyce	Augusta
Conner, Mona Marsha	El Dorado	Mitchell, Kirma	Winthrop
Craig, Dona	Mena	Morgan, Joyce	Grand Prairie, Tex.
Crawford, Judy	Arkadelphia	McAllister, Jenny	Camden
Crosslin, Gay	Little Rock	McClelland, Susan	Buckville
Crowley, Carlene	Hazen	McGrew, Martha	Little Rock
Daggett, Janie Ross	Little Rock	Neal, Iris	Hampton
Daily, Bess	Marked Tree	Oenning, Elaine	Blytheville
Dalrymple, Sonja	Newport	Parsons, Ann	Hot Springs
Davidson, Carolyn	Norphlet	Pennington, Sue	Pine Bluff
Denny, Linda	Fort Smith	Phillips, Betty	Marked Tree
Dixson, Anna Belle	Lincoln	Pumphrey, Retha	Sheridan
Dodson, Ann	St. Albans, W. Va.	Pye, Betty Ruth	El Dorado
Eighmy, Ruby	Arkadelphia	Reaves, Alice	Little Rock
Elledge, Ann	Arkadelphia	Robertson, Rebecca	Jonesboro
Elliff, Sandra	Kansas City, Mo.	Rogers, Polly	Stamps
Elms, Rose Mary	Bearden	Rogers, Rose	El Dorado
Emery, Annjanette	Fort Smith	Roller, Arla	Alton, Ill.
Epperson, Ledra Kay	El Dorado	Rubly, Elizabeth	Malvern
Estes, Lois	Pine Bluff	Schneider, Joy	Lonoke
Fallin, Elsie	El Dorado	Seward, Patty	Arkadelphia
Fann, Mona E.	Knoxville, Tenn.	Shackleford, Ann	Arkadelphia
Fielding, Jo Ann	North Little Rock	Shepherd, Jackie	Arkadelphia
Garner, Dianna	Little Rock	Smith, Mary Lee	Bee Branch
Garris, Mary Lucy	Wesson	Smock, Lucy	Bentonville
Gill, Marjory Sue	Dumas	Spencer, Dorothy	North Little Rock
Gossett, Rosemary	Hot Springs	Stanton, Mary Ridgell	Little Rock
Goyne, Elizabeth	Malvern	Stewart, Carolyn	Norfolk
Greene, Martha	Pine Bluff	Stone, Patsy	Arkadelphia
Gregory, Joe Dell	Lexa	Strother, Lynda	North Little Rock
Griffin, Doris Kay	Carlisle	Taylor, Frances	Bearden
Hardy, Lurlyne	Arkadelphia	Taylor, Mary	Blytheville
Harold, Dona Ludena	Corning	Thompson, Jo Ann	North Little Rock
Hayes, Mary Frances	Little Rock	Thresher, Sue	Fort Smith
Hester, Linda	Lonoke	Tinsley, June	Memphis, Tenn.
House, Mary Marthell	Hot Springs	Trece, Carol	Arkadelphia
Huffman, Ina Jean	Willow	Trussell, Geraldine	Shreveport, La.
Hunnicut, Martha Lynn	Magnolia	Tyson, Linda	Augusta
Jarboe, Sarah	Lake Village	Venable, Ruth	Lincoln
Johnson, Martha Manuel	Pine Bluff	Waidrum, Lynda	Paragould
Jones, Tommie Jo	Arkadelphia	Walls, Edwina	England
Jones, Wilma	Wenatchee, Wash.	Ward, Frankie	Arkadelphia
Jordan, Jill	Fordyce	Warmath, Mary Frances	El Dorado
Karam, Mary Anne	Des Arc	Whitaker, Judith	Eudora
Kerby, Barbara	Little Rock	Whitlow, Nancy	Jonesboro, Ill.

Wiley, Mary Alton, Ill.
 Williams, Charlotte Little Rock
 Wimmer, Brenda Benton
 Wingfield, Judith Arkadelphia
 Worrell, Beverly Jacksonville
 Wright, Alice Geraldine .. McCrory

Junior Men

Adams, Andy Warren
 Adams, Ronnie Arkadelphia
 Allen, Debie Nashville
 Armstrong, Gaines Hot Springs
 Bacon, Bob Malvern
 Ballard, Glenn Hope
 Batson, Jim Searcy
 Bearce, Earl ... Appleton City, Mo.
 Beaty, Bill Little Rock
 Blackmon, Kenneth Arkadelphia
 Blackmon, Thomas DeKalb, Tex.
 Blankenship, Curtis Warren
 Bond, Ralph Pine Bluff
 Bonner, Charles Camden
 Bowen, David North Little Rock
 Bowen, James Conway
 Brandt, Edward Carlisle
 Brown, Jerry Pine Bluff
 Brownlee, John Fordyce
 Bryan, Newton Malvern
 Burkes, Thomas Tomball, Tex.
 Cagle, Thomas Gordon..... El Dorado
 Campbell, James Fordyce
 Cameron, C. H. Princeton
 Carney, John Dexter, Mo.
 Clary, Samuel Pine Bluff
 Coffield, Charles Stuttgart
 Cole, Thomas E. Parkin
 Coleman, Robert Fisher
 Congleton, Gerald Pine Bluff
 Cook, John Paul Fort Smith
 Cottrell, Henry Junction City
 Cox, Jerry Earle
 Daniel, Doyle Hot Springs
 Davenport, Kenneth, Jr.
 North Little Rock
 Davis, Donald Newport
 Deaton, Max Wyndell ... Sparkman
 Dipert, Dan Damascus
 Doggett, Charles Camden
 Doyle, Lynn Curtis Carlisle
 Duke, Howard T. Glenwood
 Duncan, James Egbert, Jr..... Fouke
 Dungan, Hubert El Dorado
 DuVall, Bryan Wilson, Jr..... Benton

Ellyson, Keith Jerome ... Hot Springs
 Estes, James H. Arkadelphia
 Flynn, George Frank Austin, Tex.
 Franz, Phillip E. Thayer, Mo.
 Gannaway, Cullen Lee .. Arkansas City
 Garrett, David Willow Springs, Mo.
 Goodrum, John Richard . Fayetteville
 Goodwin, Jay W. El Dorado
 Grigsby, Grady Anthony ... Malvern
 Haak, Robert Texarkana
 Hall, Thomas, Jr. North Little Rock
 Hall, William Marcus ... Fort Smith
 Harrison, Lawrence Smackover
 Hawkins, Dolan Gene... Eureka Springs
 Hayes, William Dean Stuttgart
 Heldebrand, Lowell Camden
 Herzfeld, James A. Benton
 Hicks, Billy Washington
 Hill, Benjamin .. Cape Girardeau, Mo.
 Hogan, Joseph Howard..... Camden
 Hooten, Jerry Bob ... Hopland, Calif.
 Huckabay, Don Michael . Clarksville
 Jackson, Charles Dermott
 Jackson, Johnny Waldo
 Jeu, Frederick North Little Rock
 Johnson, John Pine Bluff
 Jolly, Ralph Overland, Mo.
 Jones, Clyde El Dorado
 Jordan, David Arkadelphia
 Kell, Carl Rogers
 Kelley, Robert El Dorado
 Kelly, David Blytheville
 Kelly, Ron Hot Springs
 Kennedy, Warner William .. Camden
 Kittler, William Carlisle
 Knight, Arley El Dorado
 Kuhl, Herbert David . North Little Rock
 Kyle, George Malvern
 Landers, William..... Liberal, Kan.
 Larson, Larry Norphlet
 Lee, Junior Manila
 Light, Daniel ... St. Albans, W. Va.
 Little, James Jones Mill
 Lovett, John Wilson
 Lowe, Frank Kennett, Mo.
 Loyd, Richard Shreveport, La.
 Lung, Sing-Yue .. Hong Kong, China
 Malone, Haskel Emmett
 Mathis, Melren Springdale
 Mattix, Kenneth Dale Jonesboro
 Moore, Claris Curtis Hughes
 Moninger, Jim Hot Springs
 Morrison, Robert El Dorado
 Murphree, Tommy El Dorado
 McBrayer, Edward Arkadelphia
 McCain, Bill Manila

McClung, Lynn Denver, Colo.
 McGehee, Charles Mansfield
 McKinney, Rhea ... Seminole, Okla.
 McMillion, Jerry Hughes
 McMoran, Darrell Searcy
 Newsom, Kenneth El Dorado
 Nichoalds, George...North Little Rock
 Norris, Lavon Strong
 Owen, David Malvern
 Paxton, Lester El Dorado
 Pearson, Carl Magnolia
 Peterson, James Sidney . Texarkana
 Petty, Charles England
 Porter, Paul North Little Rock
 Powers, Boley Fort Smith
 Queen, Charles Judsonia
 Ray, Charles Arkadelphia
 Ray, David Arsenal
 Reed, Don Valley Springs
 Reynolds, Phil El Dorado
 Rison, David Perryville
 Roberts, Tommy.....Farmerville, La.
 Rogers, Larry L. Oden
 Rose, Walter Melbourne
 Sanders, Bob Arkadelphia
 Sebastian, Elmer Danville, Ky.
 Sipes, Leon Houston, Tex.
 Sivils, Lloyd Crossett
 Smiley, Dennis Fort Smith
 Smith, Bailey Dallas, Tex.
 Smith, William Doyle Pea Ridge
 Smith, William R. Stuttgart
 Stanton, Teddy Little Rock
 Stephens, Charles Murfreesboro
 Tatum, Phil Tyrnza
 Taylor, Bennie Don El Dorado
 Taylor, Glen Malvern
 Taylor, Jon Amity
 Terrell, Al Henry Murfreesboro
 Toppass, Oscar Rich Hill, Mo.
 Traywick, Winifred Arkadelphia
 Turner, Tom Little Rock
 Tyson, James Augusta
 Uth, Anton Conrad . Memphis, Tenn.
 Veazey, Robert Shreveport, La.
 Ward, Shelby El Dorado
 Washburn, Franklin North Little Rock
 Watkins, Derrel .Berrien Springs, Mich.
 Webb, Dee Nashville
 Wells, Marion Ray Marianna
 Whitlow, James Jonesboro, Ill.
 Whitlow, Samuel Jonesboro, Ill.
 Wilkins, James Searcy
 Williams, Alfred Camden
 Williams, James Carey...Walnut Ridge
 Wood, Donald Hot Springs

Wooderson, Roland ... Houston, Tex.
 Wright, Winifred McCrory
 Young, Richard . Charleston, W. Va.

Junior Women

Ahn, Mary Booneville
 Aycock, Nancy El Dorado
 Bailey, Becky Batesville
 Beard, Charlotte Malvern
 Belknap, Letha ... North Little Rock
 Bishop, Carolyn Nashville
 Bolgiano, Frances ... Leesville, La.
 Braden, Peggy Leachville
 Brandt, Patsy Gurdon
 Brooks, Nancy Fort Smith
 Brown, Joyce Sulphur Springs
 Burrow, Patsy Walnut Ridge
 Carson, Patricia .. North Little Rock
 Christian, Christine Van Buren
 Conwell, Celia Azle, Tex.
 Daniel, Diana Hot Springs
 Eldridge, Nellie Ruth ... McGehee
 Ensminger, Vikl Arkadelphia
 Evans, Linda Batesville
 Fong, Hing Hughes
 Fowlkes, Sara M. McCrory
 Freeman, Marineal Stuttgart
 Garner, Carolyn Sue ... Little Rock
 Grim, Carole Ruth Berryville
 Grounds, Jerry Fort Smith
 Harper, Janet Sue Little Rock
 Harris, Emma Ruth Ward
 Harrison, Gail Muskogee, Okla.
 Harvey, Sandra England
 Hendrix, Gloria Ellen .. Arkadelphia
 Hester, Linda Lonoke
 Hines, D. June Prescott
 Hoover, Wilma Louise Mena
 Horne, Frances Sparkman
 Howard, Margaret Arkadelphia
 Howard, Shirlene Tyrnza
 Hyler, Carol Audrey Tulsa, Okla.
 Ingram, R. Joyce Blytheville
 Jacks, Carolyn Star City
 Johnson, Addie Jonesboro
 Johnson, Ruth Carlisle
 Jones, Flo Gene Hot Springs
 Keith, Martha Malvern
 Kellum, Mary Nell ... Kenosha, Wis.
 Kim, Edwina Wahiawa, Hawaii
 King, Norma Sue ... Reseda, Calif.
 Kiser, Edna Big Fork

Roster of Students

Langley, Rosemary Searcy
 Liles, Bonita Mena
 Long, Shirley Helena
 Martin, Barbara Kay Star City
 Matlock, Justlyn Little Rock
 Maynor, Frances .. Texarkana, Tex.
 Metcalf, Ruth DeWitt
 Moore, D. Jean Benton
 Moseley, Dianne Warren
 McCarty, Rosalie Arkadelphia
 McCloy, Wanda McGehee
 McEntire, Doris Jean Clinton
 McKenzie, Margaret Hughes
 Nichols, Carol Fountain Hill
 Nutt, Janis Mineral Springs
 Palmer, Julia P. ... Memphis, Tenn.
 Perry, Nancy Fort Smith
 Pierce, Sandra Clarksville
 Pinkerton, Betty Malvern
 Pittard, Martha Pine Bluff
 Price, Chris Little Rock
 Price, Julia Texarkana
 Reed, Wanda Norfolk
 Riddle, Norma Mansfield
 Rogers, Martha Pine Bluff
 Ryan, Judith St. Louis, Mo.
 St. John, Sara El Dorado
 Sanders, Linda Little Rock
 Seay, Tilda Lee Lake City
 Seward, Dorothy Arkadelphia
 Skaggs, Wanda Searcy
 Sturgis, Nan Arkadelphia
 Taylor, Joy Fort Smith
 Ussery, Mary Etta Watson
 Vaughn, Mika Booneville
 Walker, Mary Lou .. Mountain Home
 Wallis, Sondra Clinton, Mo.
 Watts, Linda Star City
 Westerman, Verna Weiner
 Wolber, Frances Arkadelphia
 Womack, Ruth Ann Norphlet
 Woods, Mary Chicago, Ill.
 Woods, Sammye El Dorado
 Wynn, Opal Fayetteville
 Zimmerman, Opal... San Antonio, Tex.

Senior Men

Alexander, Bobby Beirne
 Anderson, Arthur Harrison
 Ashcraft, Michael Malvern
 Baker, Billy Mack Malvern
 Baker, John Heber Springs
 Blackwood, James... North Little Rock

Blackwood, Jimmy Arkadelphia
 Bolgiano, Milton Leesville, La.
 Brinley, Clyde Cedar Hill, Mo.
 Brooks, Larry El Dorado
 Bryan, Bill Greenwood
 Buckner, Wordy Crossett
 Carpenter, Walter Ray Mt. Ida
 Clayton, John Rogers
 Cockrill, Ray Mountain Home
 Coleman, Ernest Fort Smith
 Collier, John Jacksonville
 Collins, L. A. Bald Knob
 Coonis, William Urbana, Mo.
 Cowardin, Fred Vinita, Okla.
 Cowley, Ronald .. North Little Rock
 Davis, Jimmy Lake City
 Dawley, Donald Arkadelphia
 Denton, Bobby Glenwood
 Dove, Thomas Ray Mena
 Downs, Joe, Jr. Texarkana
 Duffer, Bobby Ray... Memphis, Tenn.
 Eagan, Lynval Earle... Siloam Springs
 Emrick, Charles Hot Springs
 Fawcett, Bobby Austin
 Feazel, Robert Joe Paragould
 Files, A. Wayne Rohwer
 Fincher, Bobby Stephens
 Flanagan, Harris Arkadelphia
 Fox, Thurston Little Rock
 Frank, Zelick Jackson, Mich.
 Gannaway, Edgar Joe... Arkansas City
 Gibbons, Harold Texarkana
 Green, Harold B. Stuttgart
 Griffin, Gerald Malvern
 Hall, Dewey Biscoe
 Harrison, E. T. Hughes
 Heath, Darrel Finley, Okla.
 Herndon, Doyle .. Kansas City, Mo.
 Hickman, James Washington
 Hixson, Laddie .. Poplar Bluff, Mo.
 Holbert, Donald Little Rock
 Hollis, Glenn Bearden
 Holt, David Blytheville
 Jackson, Clyde Bradley
 Jennison, Kenneth... Carthage, Mo.
 Jester, Luther Gurdon
 Johns, Harold Texarkana, Tex.
 Johnson, Clark Daniel .. Fort Smith
 Johnson, George Carlisle
 Johnson, William D. Piggott
 Jones, Joseph¹ Quitman, Tex.
 Joplin, Paul Lamar Magnolia
 Jordan, Lindsey Texarkana
 Keenen, Marvin Rogers
 Kimbell, James Magnolia
 Kite, Billy Seale, Ala.

Laffoon, Glen Cabool, Mo.
 Lewis, James Hope
 Lilly, Bill Fort Smith
 Lingo, Johnny Hope
 Love, Gene Arkansas City
 Manning, James Gary Arkadelphia
 Mashburn, David .. Memphis, Tenn.
 Miller, Robert Little Rock
 Moore, Billy Crossett
 Mullins, Cager Van Buren
 McBride, Albert . Dyersburg, Tenn.
 McClenning, Terry ... Detroit, Mich.
 McCurry, Franklin El Dorado
 McDaniel, James ... St. Louis, Mo.
 McDonald, Edward Newport
 McGough, John Pine Bluff
 McMichael, Jerry Hot Springs
 Nix, Joe Arkadelphia
 Norton, Dick DeQueen
 Norwood, Bill Mineral Springs
 Ogletree, Richard Hot Springs
 O'Kelley, Andrew Belrne
 Olaimy, Amal Nazareth, Israel
 Osborn, William Hope
 Parker, Steve Norwalk, Calif.
 Parson, David Camden
 Perry, Jim Muskogee, Okla.
 Pinkerton, Bobby Arkadelphia
 Plyler, Richard Gurdon
 Poff, Johnny Gainesville, Tex.
 Purtle, Perry Hope
 Riddle, Wayne Van Buren
 Riley, Ray Middlesboro, Ky.
 Ring, Jesse Walnut Ridge
 Robertson, Kenneth G. Tillar
 Rogers, Richard Holly Springs
 Rosa, Don Mountain View
 Runyan, Frank Little Rock
 Scott, Norman Crossett
 Scott, Robert Bastrop, La.
 Scott, Thomas Yates Benton
 Scroggings, Dean .. Columbia, Tenn.
 Shelton, Dewayne Malden, Mo.
 Short, James Arkadelphia
 Sims, William Stamps
 Southall, Charles Thornton
 Strickland, Huey Pine Bluff
 Strickland, Terrell Thornton
 Sykes, Worthy Cabot
 Taylor, Thomas Parkin
 Thomas, Jerry Petersburg, Va.
 Tittle, Charles Hope
 Vaughan, Billy Camden
 Vining, Thomas Eudora
 Ward, Elder Arkadelphia
 Ward, Jim El Dorado

Weich, Charles Arkadelphia
 Whitten, Ernest Hope
 Williams, Ralph Arkadelphia
 Wilmoth, Charles Bauxite
 Wofford, William Arkadelphia
 Wright, Charles McGehee
 Zimmerman, Leland ... Arkadelphia
 †Deceased

Senior Women

Anderson, Veta Harrison
 Atchison, Bonnie Pine Bluff
 Atwell, Sylvia Sparkman
 Baucum, Wanda Magnolia
 Beason, Deweylene Malvern
 Bledsoe, Virginia El Dorado
 Boldosier, Patricia Norphlet
 Bowden, Marcla Hope
 Brown, Patricia Blytheville
 Burton, Jacqueline Tupelo
 Clayton, Lois Clarendon
 Corrington, Barbara ... Hot Springs
 Couch, Gloria Antoine
 Curtis, Bette Marianna
 Cypert, Iah Mae Little Rock
 Davis, Ruth Ellen Stephens
 Dixon, Wanda Hope
 Dunsworth, Lyda Helena
 Elam, Martha Anne Hope
 Evans, Cynthia Gail Newport
 Fouts, Annis Mountain Home
 Freeman, Sue Arkadelphia
 Grant, Virginia Alma
 Halbert, Jane Malvern
 Hayworth, Barbara ... Arkadelphia
 Holthoff, Beth Gould
 Horton, Mary Charlene Hope
 House, Evelyn Texarkana
 Hutto, Kathryn Damascus
 Jewell, Sally Nashville
 Johnson, Billie Bob DeWitt
 Jones, Judy Arkadelphia
 Jones, Linda Oil Trough
 Kelly, Mary Ashdown
 Lipford, Mina Cabot
 Long, Tomazine Paragould
 Miller, Melissa El Dorado
 Morris, Mary Texarkana, Tex.
 Morrow, Vivian Gadsden, Ala.
 Moses, Sarah Arkadelphia
 McBride, Virginia Dyersburg, Tenn.
 McOwen, Eddie Lou Pine Bluff
 Nation, Polly Pine Bluff

Roster of Students

Noble, Mary Nell Van
 Nutt, Wynelle Mineral Springs
 Payne, Juanita Eureka, Mo.
 Peeler, Jacque Nashville
 Pickett, Flo Norwalk, Calif.
 Plattner, Drollene .. St. Albans, W. Va.
 Poff, Karla Gainesville, Tex.
 Potts, Mary Lois Valley Springs
 Pryor, Patsy Hot Springs
 Rankin, Phyllis Eudora
 Raybon, Jean Arkadelphia
 Roberson, Glenda Raye .. El Dorado
 Rodgers, Annie Laurie . Arkadelphia
 Rodgers, Diana Arkadelphia
 Rowe, Rowena Sun Down, Tex.
 Schlueter, Patsy Pine Bluff
 Seay, Margy Lake City
 Self, Glenna Warren
 Smith, Pat Morrilton
 Spearman, Beverly..Texarkana, Tex.
 Spears, Nan Pine Bluff
 Surman, Linda West Helena
 Tibbit, Judith Texarkana
 Venable, Mary Lincoln
 Vincent, Ann Wichita, Kan.
 Ward, Berdell Cahoon .. Pine Bluff
 Weatherall, Corinne McGehee
 Wood, Shirley Newport
 Woodell, Caroline Arkadelphia
 Wyrostek, Jean.....East St. Louis, Ill.
 Zimmerman, Marguerite
 North Little Rock

Special Men

Buck, Alton Earl Arkadelphia
 Burleson, James Arkadelphia
 Crowley, William Robert Arkadelphia
 Currey, Glen Allen Arkadelphia
 Dixon, Charles Arkadelphia
 Downs, Charles Arkadelphia
 Eaker, Lex Pine Bluff
 Ekzut, Ernest Arkadelphia
 Fuzzell, Norman Arkadelphia
 Gentry, Jack Marianna
 Goff, Billy Earle
 Hardin, Wayne Arkadelphia
 Herzog, Joe Edward Hot Springs
 Heskett, John West Helena
 Huie, Robert Dotson, Jr...Arkadelphia
 Johnson, Harlow D., Jr.....Nashville

Measel, John William ... Texarkana
 Moffat, Donald Arkadelphia
 Montgomery, Gale P. .. Arkadelphia
 Reeder, Frank Arkadelphia
 Sandford, Herman Arkadelphia
 Scrimshire, Bill Malvern
 Smith, Robert F. Carlisle
 Thomas, Gilbert Hope
 Vowan, Lawrence Jones Mill
 Wilson, David Arkadelphia
 Wright, Sonnie Douglas ... Nashville

Special Women

Aldridge, Patricia Arkadelphia
 Blackwood, Gladys...North Little Rock
 Burkes, Ruby Lakeview, Tex.
 Burrows, Marion Arkadelphia
 Carey, Jewell Hot Springs
 Clayton, Dorcas Jane.....Russellville
 Coffield, Suzanne Stuttgart
 Cooper, Reba Kirksey ... Arkadelphia
 Cowardin, Betty....Casa Grande, Ariz.
 Day, Linda Arkadelphia
 Duncan, Donna Mae ... Arkadelphia
 French, Helen .. Alamagardo, N. M.
 Harper, Irma Arkadelphia
 Harrison, Carol .. Jacksonville, Fla.
 Jackson, Rebecca Hughes
 Keeton, Pat Arkadelphia
 Landers, Maxine.....Monument, N.M.
 Luck, Matilde Arkadelphia
 McMichael, Emma Ann...Hot Springs
 McMoran, Frances Thornton
 Newton, Irene Muskogee, Okla.
 Ogletree, Dora Hot Springs
 O'Kelley, Rosalie Beirne
 Pennington, Patsy Okolona
 Ring, Berniece Walnut Ridge
 Robertson, Martha Little Rock
 Sandford, Juanita Arkadelphia
 Smith, Betty Hazen
 Stiles, Patricia Malvern
 Sumerlin, Katherine ... Arkadelphia
 Sutley, Ellajane Arkadelphia
 Tarpley, Carolyn Arkadelphia
 Trussell, Priscilla Little Rock
 Vowan, Helen Jones Mill
 Wright, Bobbie Arkadelphia
 Wright, Shirley Arkadelphia

Graduate Students
1960-61

Men

Coad, Daniel	Ballwin, Mo.
Dodson, Dennis	Scott
King, William Jack	Arkadelphia
Kluck, Carl	Arkadelphia
Lumpkin, Doyle	Sparkman
Moore, Homer	Stuttgart
McElroy, Roger	Hot Springs
Rodgers, Paul	Arkadelphia
Ryan, James	Little Rock
Shell, Frank	Melbourne
Shirley, Homer	Sidney
Smith, Wayne	Arkadelphia
Williams, Larry	Paragould
Woodall, Harry	Malvern
Wright, Don	Arkadelphia

Women

Edwards, Geraldine	Hot Springs
Gillaspie, Margaret	Arkadelphia
Hill, Betty	Ferndale, Mich.
Nelson, Margaret	Arkadelphia
Rodgers, Artie Mae	Arkadelphia

DEGREES AND HONORS AWARDED

May 22, 1960

BACHELOR OF ARTS

Magna Cum Laude

Thomas Perry Dixon
Clarence A. Hamilton
Jimmy Dale Peacock
Julius Eugene Petty

BACHELOR OF ARTS

Cum Laude

Bettye Jean Adney
J. Winston Bryant
James Conrad Carroll
Oscar J. Carson
Charles A. Chambliss
John C. Highfill
Bill Knabe
Marjorie McCann
Arlene Moore O'Neel
George O'Neel
Homer Shirley

BACHELOR OF ARTS

Peter M. Abbott
Donald Lee Applegarth
Betty Jean Pickett Barefoot
Dewey Franklin Barefoot
Eva Louise Bequette
Jerry Lynn Berry
William Wilson Binford, II
Benjamin W. Bledsoe
Harrison B. Butcher
Charles Byrd
Jack Harris Carnes
James Ronald Condren
Tom Davis
William Irvin Dawson
Joseph Peyton Dempsey
Bernard Eugene Dolby

Hunter Douglas
John Rogers England
Anita Lorene Garrett
Theodore R. Gifford
Margaret Elizabeth Gillaspie
Joyce Ann Graham
Horace E. Gray
Ronald Dale Gross
Jere Louise Hagood
Mary Lois Hargett
James E. Heard
Oscar Huston
Johnny Ray Irish
Lucy May Jacobs
Doyne A. Johnson
Earl Myers Jones, Jr.
Homer Dale Keeton
Fred L. Knickerbocker
Dorothy Jean Leonard
Bobby Allen Love
Robert Corbin Lowry
Nancy Carolyn Magby
James Andrew Massey
Katherine Ann Reynolds Massey
Arthur Middleton
Robert Daniel Miles
Mel Mintz
Robert Gilbert Mize
Edith Ann Moore
John Edington McCown
Roger Leon McElroy
Billy Joe Nichols
James Powell Pogue
James Calvin Ponder
James Robert Rankin
James Edward Ready
John C. Robbins, Jr.
Reuben C. Setliff, III
Robert Lawrence Sharp
Clarence Shell, Jr.
Carolyn Ora Smith
Roy Edward Snider, Jr.

Jerry Dale Sparks
Afif Strouji
Paula Sturgeon
Feaster Kenneth Taylor
Marvin L. Venable, Jr.
Shirley Juan Vest
Richard King Walls
John C. Ward
George Hideo Watanabe
Everett Eugene Weatherly
Barbara Nannette Webb
Barbara Jo Ann White
Valinda Rose Whittle
Frank J. Wiggins, Jr.
Larry Don Williams
Glenda Lou Nell Willis
R. V. Wilson, Jr.
Betty Elaine Witherington
Lawrence Wong
Charles Wade Wright
Joseph David Young

BACHELOR OF MUSIC

Minerva Ann Phillips

**BACHELOR OF MUSIC
EDUCATION**

Theresa Henthorne Brown
Lillie Mae McKnight
Helen Reed

BACHELOR OF SCIENCE

Cum Laude

Robert Graves
Ruth Ann Thomas
Benjamin Yue

BACHELOR OF SCIENCE

James Truett Blackmon
Morris Evans Bolgiano
Richard W. Calhoun
Ina Jean Colwell
Richard Stewart Fulford
Eldon Byron Good

Carolyn Jane Jones
Jamie Sue Maddox
Mathis G. Martin
James David McCrary
William Henry Smith
Phillip A. Snodgrass
Tommy Joe Williams
Betty Wong

**BACHELOR OF SCIENCE
IN EDUCATION**

Magna Cum Laude

Donald Allen

**BACHELOR OF SCIENCE
IN EDUCATION**

Cum Laude

Sue McSpadden

**BACHELOR OF SCIENCE
IN EDUCATION**

Kay Jean Dobson
Sally Beth Guthrie
Robert Samuel Koonce
Wilma Jean Long
Freeda Faye McArthur
Norma Sue Whitten

DOCTOR OF DIVINITY

Robert L. Smith

DOCTOR OF LAWS

Birkett L. Williams

**DISTINGUISHED ALUMNUS
AWARDS**

Nell Irene Mondy
Erwin L. McDonald

DEGREES AND HONORS AWARDED

August 12, 1960

BACHELOR OF ARTS

Magna Cum Laude

Louise Best Sugg

BACHELOR OF ARTS

Cum Laude

Betty Jane Hill
Harry E. Woodall

BACHELOR OF ARTS

Tom E. Benberg
Betty Baldwin Berry
Stuart Wesley Bratcher
Wilbert Brett
Neal Guy Childers
Earl Dean Cooper
Mable Carolyn Croft
Robert W. Faulkner
Walter Gilbreath
Harold Harrison Green
Warren Jay Haley
John M. Hurd
Stuart A. Kersey
Jimmie Holder Kuykendall
Jerry Lynn Mize
Nancy Louise McClain
Chester A. Rogers
Bill J. Scrimshire
Peggy Ruth Shirley
Paul George Stender
Joseph Andrew Sterling
Joel R. Stubblefield
Kathleen Stubblefield
Thomas Cleburne Vining, Jr.
Jack Walker
Betty Krudwig Whitlow
Henry Stephen Whitlow
James A. Wood

BACHELOR OF MUSIC

Robert Alan Hall

BACHELOR OF MUSIC
EDUCATION

Cum Laude

Emily June Balcom

BACHELOR OF MUSIC
EDUCATION

James W. Bureson
Lois Jean Loyd

BACHELOR OF SCIENCE

Cum Laude

Nancy Lee Webb

BACHELOR OF SCIENCE

E. Elmer Griever, Jr.

BACHELOR OF SCIENCE
IN EDUCATION

Samuel L. Gladney
Charlena Long Goff
Lucy May Jacobs
Altha M. Murphy
Glenn Cooper Reid

DOCTOR OF DIVINITY

Loyd L. Hunnicutt

DOCTOR OF LAWS

Carleton Harris

DISTINGUISHED ALUMNUS
AWARD

Edwin Hermond Westmoreland

CANDIDATES FOR ARMY COMMISSIONS, 1961

January 13, 1961

Cockrill, Ray M.
Fox, Thurston S.
*Herndon, Doyle L.

Riddle, Arthur W.
Riley, Ray A.
Scroggins, Ambrose D.
Strickland, Huey P.
*Sykes, Worthy F.
Thomas, Jerry L.
Williams, Ralph M., Jr.

May 28, 1961

Ashcraft, Michael Q.
Blackwood, James C.
Brooks, Larry H.
Cowley, Ronald E.
Dawley, Donald D., Jr.
Flanagin, Harris
Hollis, Glenn D.
*Laffoon, Glen A.
*Lingo, Johnny
Mashburn, David T., Jr.
*Moore, Billy F.
McDaniel, James E.
Osborn, William B.
Plyler, Richard D.

July 28, 1961

*Jennison, Kenneth R.
Strickland, Terrell D.

August 11, 1961

Buckner, John W., Jr.
Collier, Edgar M.
*Holbert, Donald L.
Joplin, Paul L.
Love, Earnest E.
Mullins, Cager W., Jr.
Poff, Johnny W.

ENROLLMENT

First and Second Semesters, 1960-61

	Men	Women	Total
Freshmen	242	204	446
Sophomores	177	140	317
Juniors	164	87	251
Seniors	126	74	200
Total Regular Students	<u>709</u>	<u>505</u>	<u>1,214</u>
Special Students	26	38	64
Graduate Students	14	5	19
	<u>749</u>	<u>548</u>	<u>1,297</u>
Summer Students, 1960, not in school 1960-61	35	32	67
Grand Total	<u>784</u>	<u>580</u>	<u>1,364</u>

*Distinguished Military Students

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