

Ouachita Baptist University

## Scholarly Commons @ Ouachita

---

OBU Catalogs

University Archives

---

1962

### Ouachita Baptist College Bulletin General Catalogue Issue 1962-1963 and 1963-1964

Ouachita Baptist College

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



Part of the [Higher Education Commons](#), and the [Organizational Communication Commons](#)

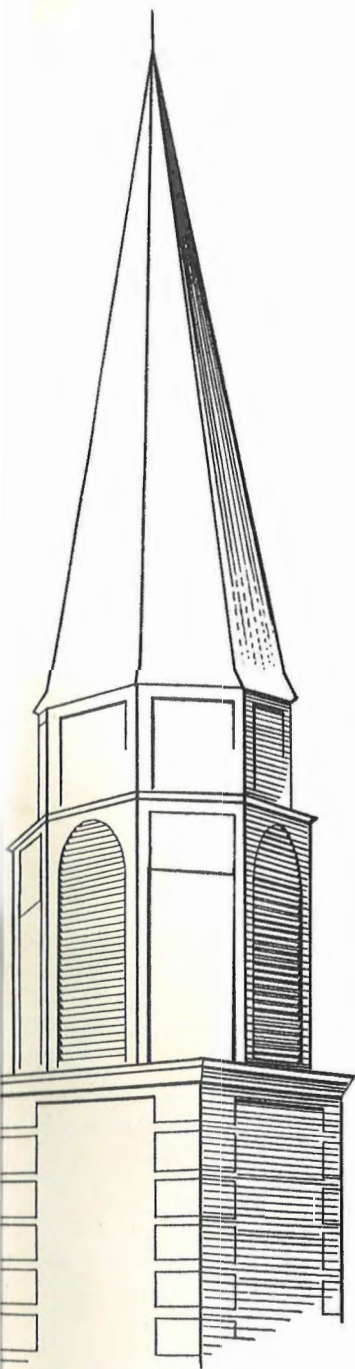
---

#### Recommended Citation

Ouachita Baptist College, "Ouachita Baptist College Bulletin General Catalogue Issue 1962-1963 and 1963-1964" (1962). *OBU Catalogs*. 29.

<https://scholarlycommons.obu.edu/catalogs/29>

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



# QUACHITA BAPTIST COLLEGE

*General Catalogue Issue*

*1962*

*1963*

## BULLETIN

**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 LXXVII**

**MARCH, 1962**

---

**Published monthly at Arkadelphia, Arkansas, by Ouachita Baptist College,  
Entered as second-class matter January 8, 1912, in the Post Office  
of Arkadelphia, Arkansas, under the Act of July 15, 1894.**

Bulletin  
of  
Ouachita Baptist College

General Catalogue Issue  
1962-63 and 1963-64

Seventy-seventh and Seventy-eighth  
Sessions

Arkadelphia, Arkansas  
1962

# Table of Contents

College Calendar .....	4
Board of Trustees .....	8
Administrative Officers and Staff .....	9
Faculty .....	10
Organization and Support .....	23
Student Life and Activities .....	27
Student Expenses .....	33
Student Aids .....	38
Admission .....	45
Academic Information .....	48
Requirements for Undergraduate Degrees .....	55
Courses of Instruction .....	59
General Education .....	60
Division of Business and Economics .....	63
Division of Education .....	72
Division of Fine Arts .....	91
Division of Humanities .....	115
Division of Natural Science .....	127
Division of Religion and Philosophy .....	145
Division of Social Science .....	154
Department of Military Science.....	164

# College Calendar

## Fall Semester, 1962

August 31- September 1	Faculty seminar
September 3, 8:30 a.m.	Convocation of all new students
September 3-4	Testing of all new students
September 5	Counseling of all students
September 6	Registration of freshmen and seniors
September 7	Registration of juniors and sophomores
September 8	Registration of graduate and special students
September 10	Classes to begin
September 21	Last day to register and last day for changes in registration
October 1-5	Spiritual Emphasis Week
October 29-November 1	Mid-semester examinations
November 21, 5 p.m., to 26, 8 a.m.	Thanksgiving vacation
December 19, 5 p.m., to January 3, 8 a.m.	Christmas vacation
January 14-18	Final examinations

## Spring Semester, 1963

January 18, 8:30 a.m.	Convocation of all new students
January 18-19	Testing of all new students
January 21	Counseling of all students
January 22	Registration of freshmen and seniors
January 23	Registration of juniors and sophomores
January 23	Registration of graduate and special students
January 24	Classes to begin
February 6	Last day to register and last day for changes in registration
February 25-March 1	Religious Emphasis Week
March 11	Last day for filing application for May graduation
March 18-21	Mid-semester examinations
March 22	Tiger Day
April 11, 5 p.m., to 16, 8 a.m.	Spring vacation
May 20-24	Final examinations
May 26, 4 p.m.	Commencement

## Summer, 1963

June 3-July 5	First term
June 14	Last day for filing application for August graduation
July 8-August 9	Second term
August 9, 5 p.m.	Commencement

## Fall Semester, 1963

September 6-7	Faculty seminar
September 9, 8:30 a.m.	Convocation of all new students
September 9-10	Testing of all new students
September 11	Counseling of all students
September 12	Registration of freshmen and seniors
September 13	Registration of juniors and sophomores
September 14	Registration of graduate and special students
September 16	Classes to begin
September 27	Last day to register and last day for changes in registration
October 7-11	Spiritual Emphasis Week
November 4-7	Mid-semester examinations
November 27, 5 p.m., to December 2, 8 a.m.	Thanksgiving vacation
December 18, 5 p.m., to January 2, 8 a.m.	Christmas vacation
January 20-24	Final examinations

## Spring Semester, 1964

January 24, 8:30 a.m.	Convocation of all students
January 24-25	Testing of all new students
January 27	Counseling of all students
January 28	Registration of freshmen and seniors
January 29	Registration of juniors and sophomores
January 29	Registration of graduate and special students
January 30	Classes to begin
February 12	Last day to register and last day for changes in registration
March 2-6	Religious Emphasis Week
March 16	Last day for filing application for May graduation
March 23-26	Mid-semester examinations
March 27	Tiger Day
March 26, 5 p.m., to 31, 8 a.m.	Spring vacation
May 25-29	Final examinations
May 31, 4 p.m.	Commencement

## Summer, 1964

June 8-July 10	First term
June 19	Last day for filing application for August graduation
July 13-August 14	Second term
August 14, 5 p.m.	Commencement

# 1962

SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30							DECEMBER						
NOVEMBER							S	M	T	W	T	F	S
S	M	T	W	T	F	S							1
				1	2	3	2	3	4	5	6	7	8
4	5	6	7	8	9	10	9	10	11	12	13	14	15
11	12	13	14	15	16	17	16	17	18	19	20	21	22
18	19	20	21	22	23	24	23	24	25	26	27	28	29
25	26	27	28	29	30		30	31					

# 1963

JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28		
MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31							JUNE						
MAY							S	M	T	W	T	F	S
S	M	T	W	T	F	S							1
			1	2	3	4	2	3	4	5	6	7	8
5	6	7	8	9	10	11	9	10	11	12	13	14	15
12	13	14	15	16	17	18	16	17	18	19	20	21	22
19	20	21	22	23	24	25	23	24	25	26	27	28	29
26	27	28	29	30	31		30						
JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31



# 1963

## SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	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					

## NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	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

## OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	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		

## DECEMBER

S	M	T	W	T	F	S
1	2	3	4	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				

# 1964

## JANUARY

S	M	T	W	T	F	S
			1	2	3	4
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	

## MARCH

S	M	T	W	T	F	S
1	2	3	4	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				

## MAY

S	M	T	W	T	F	S
					1	2
3	4	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						

## JULY

S	M	T	W	T	F	S
			1	2	3	4
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	

## FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	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

## APRIL

S	M	T	W	T	F	S
			1	2	3	4
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		

## JUNE

S	M	T	W	T	F	S
	1	2	3	4	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				

## AUGUST

S	M	T	W	T	F	S
						1
2	3	4	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 1962

Ernest L. Bailey, Cabot	William C. Hargis, Jr., Warren
Marvin Green, Stephens	John McClanahan, Blytheville
Luke E. Burch, Jr., Hughes	John Plumlee, Hot Springs
James S. Colvert, DeWitt	W. I. Walton, Arkadelphia

## Terms Expiring in 1963

Mrs. J. L. Bodie, Little Rock	Charles A. Gordon, Jr., Pine Bluff
Ben Elrod, Pine Bluff	Edward Maddox, Harrisburg
W. S. Fox, Pine Bluff	Paul Meers, Dardanelle
Marlin Gennings, Jonesboro	William J. Sewell, Searcy

## Terms Expiring in 1964

Chester Sturgis, Arkadelphia	Winston Beard, Little Rock
Alzey Holland, Fayetteville	E. M. Jones, Texarkana
Miss Emma Riley, Little Rock	Robert Parker, Camden
Roy Hilton, Harrison	Roy Bunch, Fayetteville

## Administrative Officers

Ralph A. Phelps, Jr., M.A., Th.D.	President
James W. Cady, Ed.D.	Dean of Faculty
Maurice Hurley, Ed.D.	Dean of Admissions and Student Affairs
A. B. Wetherington, Ed.D.	Director of Graduate Studies
Frances M. Crawford, B.A., B.M.	Registrar
James E. Orr, B.A.	Business Manager

## Administrative Staff

Jane Quick, B.A.	Secretary to the President
Juanita McMillan Barnett, B.S. in L.S.	Librarian
Henry Whitlow, B.A.	Assistant Librarian
Guy T. Nelson, B.A., M.A.	Assistant Registrar
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
Randolph Quick, B.A., M.A.	Director of Institutional Research
Linda Day, B.A.	Director of Religious Activities
Irene Conner, B.S.	Dietitian
J. W. Kennedy, M.D.	College Physician
Betty Ault, R.N.	College Nurse
Freeman Shell	Plant Engineer
Wayne Williams, B.A.	Bookstore Manager
Neno Flaig, B.A., M.S.E.	Counselor for Women
Jean Raybon, B.A.	Assistant to the Librarian
J. L. Carter	Golf Coach
Ruby Beard	Resident Counselor, New Girls' Dormitory
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
Ruth Kennedy	Resident Counselor-at-Large
Albert Riusech	Resident Counselor, Lakeside Dormitory
Penelope Riley	Resident Counselor, New Boys' Dormitory

# Faculty

**J. N. Benson, B.S.E.**

**Instructor in Physical Education**

B.S.E., University of Arkansas, 1956; *ibid.*, summers 1956, 1957, 1961. (1961)<sup>1</sup>

**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; University of Arkansas, summer 1961. (1946)

**George Truett Blackmon, Th.D.**

**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)

**Evelyn Bulloch Bowden, M.M.**

**Associate Professor of Music**

B.M., Ouachita Baptist College, 1931; B.A., *ibid.*, 1932; Juilliard School of Music, New York, summer 1934; M.M., American Conservatory, Chicago, 1940; Juilliard School of Music, summer 1945; Chicago Musical College, summer 1950; Potsdam State Teachers College, European Music-Art Tour, summer 1953; Union Theological Seminary, summer 1957; private instruction with Frank Mannheimer, summer 1961. (1936)

**Shirley DuVall Burleson, M.S.E.**

**Instructor in English and Mathematics**

B.S.E., Henderson State Teachers College, 1957; M.S.E., *ibid.*, 1960. (1960)

**James W. Cady, Ed.D.**

**Dean of Faculty and Professor of Education**

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

---

<sup>1</sup>The date in parentheses indicates first year of service at Ouachita Baptist College.

**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)<sup>1</sup>

**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)

**Wilbur W. Everett, Ph.D.**

Professor of Chemistry

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

---

<sup>1</sup>On leave of absence during 1961-62 academic year; study at University of Minnesota.

## Faculty

---

**Carolyn J. Farnsworth, M.A.**

Assistant Professor of English

B.A., Wake Forest College, 1956; M.A., East Tennessee State College, 1959; Lamar Tech, 1959, 1960; East Tennessee State College, summer 1961. (1961)

**Clyde H. Farnsworth, Ed.D.**

Professor of Economics and Business Administration

B.S., East Tennessee State College, 1929; B.A., Union University, 1934; M.A., Ohio State University, 1938; M.S., Mississippi State University, 1950; Southeastern Baptist Theological Seminary, 1951, 1952, 1953, 1954; Ed.D., Duke University, 1954; University of North Carolina, summer 1954; New York University, summer 1955. (1961)

**Edna Elizabeth Farnsworth, M.S.**

Associate Professor of Education

B.S., Union University, 1935; B.A., *ibid.*, 1945; M.S., Mississippi State University, 1949; *ibid.*, 1949, 1950, 1951; Duke University, 1953; Ohio State University, 1955; University of North Carolina, 1956. (1961)

**Neno Flaig, M.S.E.**

Counselor for Women and Instructor in English

B.A., Ouachita Baptist College, 1943; M.S.E., Henderson State Teachers College, 1961. (1960)

**Gerald Forbes, Ph.D.**

Professor of History

B.A., University of Oklahoma, 1936; M.A., *ibid.*, 1937; Ph.D., *ibid.*, 1939. (1961)

**Thomas Ross Fowler, B.S.**

Assistant Professor of Military Science

B.S., Texas Technological College, 1953; Captain, Regular Army. (1961)

**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)

**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). Resigned January, 1962.

**Carl Edward Goodson, Th.D.**  
Professor of Religion

B.A., William Jewell College, 1941; Th.M., Southern Baptist Theological Seminary, 1944; Th.D., Central Baptist Theological Seminary, 1951. (1961)

**Ronald Lee Hayworth, M.A.**  
Assistant Professor of History

B.A., Ouachita Baptist College, 1959; M.A., Baylor University, 1961. (1960)

**Fay Holiman, M.A.**  
Associate Professor of Humanities

B.A., Ouachita Baptist College, 1925; B.M., Chicago Musical College, 1928; M.A., University of Texas, 1933; Columbia University, summers 1939, 1948, 1952; European Tour, 1955; Columbia University, summer 1957; Ithaca College European Music Tour, summer 1961. (1943)

## Faculty

---

### **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, Ed.D.**

#### **Dean of Admissions and Student Affairs and Professor of Psychology**

B.A., University of Tulsa, 1940; M.A., *ibid.*, 1947; B.D., Southwestern Baptist Theological Seminary, 1949; Ed.D., University of Oklahoma, 1961. (1960)

### **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; Mathematics Institute, University of Kansas, summer 1961. (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)

### **Glen E. Kelley, Ed.D.**

#### **Associate Professor of Education**

B.A., Ouachita Baptist College, 1954; M.Ed., University of Arkansas, 1960; Ed.D., *ibid.*, 1962. (1961)

### **Lois Aileen Kemp, M.S.**

#### **Instructor in Physical Education**

B.A., Ouachita Baptist College, 1959; M.S., Baylor University, 1960. (1961)



**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, 1961; Lieutenant Colonel, United States Army Reserve. (1959)

**Ernest Kitchens, Jr., B.S.**  
**Assistant Professor of Military Science**

B.S., Mississippi Southern College, 1951; Captain, Regular Army. (1961)

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

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

**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)

**Carl John Marder III, B.F.A., B.R.E.**  
**Assistant Professor of Speech**

B.R.E., Southwestern Baptist Theological Seminary, 1956; B.F.A., Texas Christian University, 1957; North Texas State University, summer 1959; Dallas Theater Center, 1960-61. (1961)

**William Francis McBeth, M.M.**  
**Associate Professor of Music**

B.M., Hardin-Simmons University, 1954; M.M., University of Texas, 1957; Eastman School of Music, summers 1959, 1960, 1961. (1957)

## Faculty

---

**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 1959; University of Missouri, summer 1961. (1950)

**A. Wayne McGuire, M.A.**

**Assistant Professor of English**

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

**Kenneth S. Moxey, M.S.E.**

**Assistant Professor of Psychology**

B.A., William Jewell College, 1949; Central Baptist Seminary, 1949, 1950, 1951; M.S.E., Southern Illinois University, 1955; B.D., Southern Baptist Theological Seminary, 1958; University of Louisville, summer 1958; University of Missouri, summer 1961. (1961)

**Joseph Ryland Mundie, Ph.D.**

**Professor of Biology**

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

**Guy T. Nelson, M.A.**

**Assistant Registrar and Assistant Professor of History**

B.A., Baylor University, 1960; M.A., *ibid.*, 1961. (1961)

**Lillian G. Nowlin, M.A.**

**Instructor in Home Economics**

B.A., Texas State College for Women, 1937; M.A., *ibid.*, 1938; Henderson State Teachers College, summer 1961. (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)

**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)<sup>1</sup>

**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 and Professor of Religion**

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

**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)

---

<sup>1</sup>On leave of absence during 1961-62 academic year; study at Indiana University.

## Faculty

---

### **Virginia Queen, M.M.**

#### **Associate Professor of Music**

B.A., B.M., Ouachita Baptist College, 1944; George Peabody College, private instruction with Walter Ihrke, 1945; private instruction with Rudolph Reuter, 1946, 1947, 1948, 1949; M.M., 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)<sup>1</sup>

### **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)

### **R. D. Rogers, M.A.**

#### **Associate Professor of Physical Education**

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

---

<sup>1</sup>On leave of absence during 1961-62 academic year; study at University of Oregon.

**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)

**Charles Kenneth Sandifer, M.A.**

**Associate Professor of Biology**

B.A., Ouachita Baptist College, 1949; M.A., George Peabody College, 1950; *ibid.*, summers 1955, 1956; Oregon State College, summer 1958; University of Colorado, summer 1960. (1961)

**David Edward Scott, M.S.M.**

**Associate Professor of Music**

B.M., Hardin-Simmons University, 1949; M.S.M., Southwestern Baptist Theological Seminary, 1954; Institute of European Studies in Vienna, summer 1959; North Texas State University, summer 1961. (1954)

**Frances Merle Scott, B.A.**

**Instructor in Music**

B.A., Hardin-Simmons University, 1944; private instruction with Oscar Seagle, New York City, 1945; Christiansen Choral School, Chicago, 1946; North Texas State University, summer 1961. (1959)

**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)

**George Everett Slavens, M.A.**

**Assistant Professor of History**

B.A., University of Missouri, 1955; M.A., *ibid.*, 1957; *ibid.*, 1959, 1960, 1961. (1961)

## 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)

### **Robert Carl Tabor, M.B.A.**

#### **Assistant Professor of Business**

B.B.A., Louisiana State University, 1959; M.B.A., *ibid.*, 1960; *ibid.*, 1961. (1961)

### **Hazel M. Thomas, M.S.**

#### **Associate Professor of Home Economics**

B.S., Arkansas State Teachers College, 1930; University of Arkansas, summer 1946; M.S., Oklahoma State University, 1951; University of Tennessee, summer 1955; Oklahoma State University, summer 1957; Sorbonne, University of Paris, summer 1961. (1948)

### **Bill Trantham, M.M.**

#### **Associate Professor of Music**

B.S., Southwest Missouri State College, 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Indiana University, summer 1958; Northwestern University, summers 1959, 1961. (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.*, summers 1956, 1958, 1959; *ibid.*, 1960-61. (1954)

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

B.S.E., Southern Illinois University, 1949; M.A., University of Kentucky, 1950; North Texas State University, 1961. (1960)

**Charles Eugene Wesley, M.M., M.Ed.**  
**Assistant Professor of Music**

B.A., Arkansas Polytechnic College, 1959; M.Ed., University of Arkansas, 1961; M.M., *ibid.*, 1962. (1961)

**Allen B. Wetherington, Ed.D.**  
**Director of Graduate Studies and Professor of Education**

B.A., Henderson State Teachers College, 1935; M.S., University of Arkansas, 1938; University of California, 1951; George Peabody College, 1951-52; Ed.D., North Texas State University, 1959. (1961)

**Henry Stephen Whitlow, B.A.**  
**Assistant Librarian**

B.A., Ouachita Baptist College, 1960; East Texas State College, 1961. (1961)

**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)

### Teaching Fellows

**Donald Hornbeck Boyer, B.M.E.**

Teaching Fellow in Music Education

B.M.E., Oklahoma Baptist University, 1957. (1961)

**W. Travis Ellis, B.A., B.D.**

Teaching Fellow in Religion

B.A., Howard Payne College, 1951; Baylor University, summer 1957; B.D., Southwestern Baptist Theological Seminary, 1961. (1961)

**Janis Lee Nutt, B.M.**

Teaching Fellow in Music Education

B.M., Ouachita Baptist College, 1961. (1961)

**Albert Riusech, B.A.**

Teaching Fellow in American Civilization

B.A., Ouachita Baptist College, 1958. (1961)

**Annie Laurie Rodgers, B.A.**

Teaching Fellow in American Civilization

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

**Harry E. Woodall, B.A.**

Teaching Fellow in Religion

B.A., Ouachita Baptist College, 1960, graduate study, *ibid.*, 1961. (1961)

**Charles W. Wright, B.M.E., B.A.**

Teaching Fellow in Music Education

B.A., Ouachita Baptist College, 1960; B.M.E., *ibid.*, 1961. (1961)



# 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. Jameson, 1913-16; Dr. C. E. Dicken, 1916-26; Mr. A. B. Hill, 1926-29; Dr. C. D. Johnson, 1929-33; Dr. J. R. Grant, 1933-49; Dr. S. W. Eubanks, 1949-51; Dr. Harold A. Haswell, 1952-53; Dr. Ralph A. Phelps, Jr., 1953 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 has been 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.

## Organization and Support

---

The institution gives specialized attention to every student and tries to help him, regardless of the length of his stay on the campus, to experience growth in Christian ideals and character, to develop his mental and physical abilities, to think critically and creatively, 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, and of modern or colonial styles of architecture. Nine 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 \$897,991. The buildings and grounds are valued currently at \$5,238,924.

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 is administered by the President of the College.

**Instructional Program.** The instructional program of the College is administered by the Dean of Faculty with a faculty of seventy-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 Admissions and Student Affairs, 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 Education 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. After a period of intensive study of the need and facilities for such a program, the faculty voted on April 6, 1959, to institute a graduate program in the areas of religion and American civilization. The first classes began in September, 1959. Classes in work leading to the Master of Music Education degree were first offered in September, 1961.

The 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 Catalog 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 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 hours of academic credit for assignments based on the tour.

**Former Students Association.** The College maintains a Former Students Office which gathers and publishes information concerning its graduates and former students.

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

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

# 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 Admissions and Student Affairs. Unmarried students living off campus will occupy quarters approved by the College through the office of the Dean of Admissions and Student Affairs.

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, New 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 Admissions and Student Affairs.

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, sixteen apartments in the Ouachita Apartments, and the four Cannon 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 Admissions and Student Affairs. 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 Admissions and Student Affairs 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 Admissions and Student Affairs, 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 two weeks 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 group discussion 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 Omegia Eta; for women, E.E.E., Upsilon Kappa Phi, Gamma Phi, and the Hi Hats. 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 Admissions and Student Affairs 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 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.

**Christian Commission Union.** This organization is composed of laymen who are dedicated to some form of Christian service as an avocation and students who have dedicated their lives to home and foreign mission work. Missionary activities and personal Christian living are the prime objectives of the weekly devotional programs and the extension work in neighboring 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 Ouachita Singers, 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.

### Placement for Graduates

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

### Athletics

Ouachita strives for excellence in both intercollegiate and interamural 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 \$930<sup>1</sup> 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 \$60 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.	
Meals in dining hall .....	170.00
Conger Hall .....	80.00
New Dormitory for Women.....	80.00
All other dormitories .....	70.00
Total minimum cost .....	\$465.00

<sup>1</sup>The inclusive fee will vary according to dormitory.

## Expense Statement

---

### 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
---------------------------------	------

### 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
Pipe organ practice, 1 hour daily .....	15.00
Pipe organ practice, 2 hours daily .....	30.00
Electric organ practice, 1 hour daily .....	10.00
Electric organ practice, 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 .....	5.00
--------------------------------	------

### 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

## 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
--	-------

## 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 a former 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 may not hold two scholarships concurrently.

**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.

**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 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 March 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, 1920, 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 six 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.

## Student Aids

---

**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 recipients will be chosen from students who are planning a church-related vocation and are in need of financial aid. 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 Admissions and Student Affairs 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 minis-

## Student Aids

---

ters. 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 Arkadelphia school district.

**Employment.** Ministerial students are assisted in securing part-time churches by the Chairman 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 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

Transfer students may not enter Ouachita Baptist College unless they are eligible to return to the institution from which they came. Students from accredited junior or senior colleges will receive full credit for work done in such institutions, subject to certain limitations herein stipulated.

No 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. No grade of D will be accepted in Freshman English.

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 Admissions and Student Affairs. 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 Admissions and Student Affairs. This application blank and an official transcript of all previous high school or college work should be in the office of the Dean of Admissions and Student Affairs no later than August 15 for admission for the fall 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 Admissions and Student Affairs 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 by permit to enter comes from the office of the Dean of Admissions and Student Affairs.

# 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 beginning of the third week of classes. Students registering late may have to carry less than the average load and will be asked to pay a fine of 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 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 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 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 of classes and prior to the third week of classes involves a fee of one dollar for each course. Beginning with the third week of classes, 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 Faculty. Permission to add or drop a course during the first two weeks of classes of a semester may be granted by the Dean of Faculty. In cases of unusual circumstances students may secure permission to drop a course after the second week of classes by making application to the Dean of 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. 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.
- Dr indicates that a student officially dropped a course with a passing grade.

## Academic Information

---

**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 101, 102, 201, and 202 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 twenty-seven 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, the Registrar, 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. Upon readmission, following the absence of one semester from the campus after academic suspension, a student must remove his probationary status during his first semester in residence, or be suspended from the College. If a student leaves Ouachita Baptist College while on probation and returns to Ouachita after the absence of one or more semesters, he will return under the same probationary status as if his residence at the College had not been interrupted.

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

### Regulations Governing Special Studies

A student may be permitted to take a maximum of six hours in special studies courses with not more than three of these in his core. Application for a special studies course is to be made by filling out a form, available in the Registrar's office, describing work to be done, which form should be approved by the instructor, the departmental chairman, and the Dean of Faculty. Evidences of work done—final papers, art work, and specific lessons—are to be filed with the Dean of Faculty by the instructor at the completion of the course. Special studies courses should not parallel other courses in the catalogue.

### 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

## Academic Information

---

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 Admissions and Student Affairs and will be excused only if the absence is approved in advance by him.

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 Admissions and Student Affairs. 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.

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

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. Four semester hours credit is required in physical education, but not more than four may apply toward the 128 hours required for graduation. 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. Transfer students may earn the required four hours in physical education by supplementing their regular physical education activity courses with sufficient hours of health and safety courses. The same activity course may not be taken more than twice.

## Requirements for Undergraduate Degrees

Junior and senior students may receive credit for two of the eight required physical education activity courses by successfully completing proficiency examinations in the courses. Only one activity proficiency examination may be taken during a semester. Application for the examination will be made during registration.

3. Semester hours totaling at least 124 exclusive of physical education activity courses and including:
  - a. General Education, forty-four hours.<sup>1</sup>
    - 101 Physical Science<sup>2</sup>
    - 102 Applied Mathematics<sup>2</sup>
    - 103 Freshman English
    - 104 Freshman English
    - 105 European Civilization
    - 106 Our Hebrew Heritage
    - 107 Our Christian Heritage
    - 201 Life Science<sup>2</sup>
    - 202 American Civilization
    - 203 Humanities
    - 301 Humanities
    - 302 Man and His World<sup>3</sup>
    - 303 Philosophy for Living<sup>4</sup>
    - 401 Contemporary Affairs

<sup>1</sup>Tests will be given at the beginning of each semester for all new students who have not participated in the summer testing program and for all transfer students transferring less than sixty hours credit acceptable at Ouachita. Transfer students who have less than sixty hours credit acceptable at Ouachita, and who have had identical entrance tests at another institution within the last three years, may be exempt. 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 unless credit for the course has been allowed from another college or university.

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.

<sup>2</sup>The 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.

<sup>3</sup>The 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.

<sup>4</sup>The 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.

- b. Military Science, four hours.<sup>5</sup>
- c. An area of concentration, forty-five hours.
- d. Courses numbered 300 or above, forty-two hours.
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 Dr 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.

### 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 second semester of his sophomore year and end of the first semester of his junior year. A student must have a degree plan on file prior to the beginning of the second semester of his 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 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

---

<sup>5</sup>All 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.

## Requirements for Undergraduate Degrees

---

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.<sup>1</sup> The area may include, with the permission of the faculty advisor and the Dean of 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 education, 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.

---

<sup>1</sup>Students with a core in Home Economics may earn forty-three hours credit in the Home Economics department to satisfy vocational regulations.

## 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 Faculty.

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 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.

### Graduate Program

Three Master of Arts degree programs constitute the graduate program: religion, music education, and American civilization. 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.

# 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. Freshman English.

This course is designed to help the student express his ideas clearly, coherently, and effectively. A review of the fundamentals of grammar is followed by a study of the principles of rhetoric with frequent opportunities given the student to write short compositions. **Fall, Spring. (8)**

## 104. Freshman English.

A continuation of the course which includes an introduction to literature and the writing of a research paper. **Fall, Spring. (8)**

**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 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)**

## General Education

---

### 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; candidates 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 and Economics

Dr. Farnsworth, Chairman

The Division of Business and Economics 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 make 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, Business Administration, Economics, and Secretarial Science. An area of concentration will include a core in any one of the four departments with related studies selected from other departments in the division and appropriate courses from other divisions of the college.

## Department of Accounting

Associate Professor Williams, Chairman

Assistant Professor Tabor

This department seeks to train the students 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, 406; Business Administration 202, 203, 302, 304, 308; Mathematics 201 or Business Administration 305; 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 application of funds. Prerequisite: Accounting 301. Spring. (3)

**303. Elementary Cost Accounting.**

Basic principles of cost accounting with emphasis on job order cost 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, 1962 and alternate years. (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, 1963 and alternate years. (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 CPA examinations. Advanced accounting theory for partnerships, joint ventures, installment sales, consignments, branch accounting fiduciaries, budgets, consolidated 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 Business Administration**

**Professor Farnsworth, Acting Chairman**

**Associate Professor Williams**

**Assistant Professor Carroll**

**Assistant Professor Tabor**

This department seeks to provide a background necessary for a career in accounting, finance, management, marketing, 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 business administration:** Accounting 201a,b; Business Administration 202, 203, 302, 304, 308; Economics 201a,b, 302, 305; plus electives to total at least forty-five semester hours to provide the basic background needed in the chosen area of emphasis.

The student is expected to select the majority of his related courses from the Departments of Accounting, Economics, and Secretarial Science; however, certain courses in mathematics, psychology, social science, and speech may be considered as related courses in most areas of concentration. The student should consult his advisor concerning related and elective courses.

**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. **Fall.** (3)

**202. Business Law.**

A general survey of laws affecting business operations, with emphasis on contracts; negotiable instruments; sales and bailments; suretyship and insurance; principal 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. Fall 1962 and alternate years. (3)

**302. Principles of Management.**

An analysis of the principles, problems, and patterns of business management and operation. Prerequisite: Business Administration 101 or Economics 201a,b. Fall. (3)

**303. Credits and Collections.**

The problems of credits and collections in marketing and finance.

Prerequisite: Business Administration 101 or 308. On demand. (3)

**304. Marketing.** See Economics 304. Fall. (3)

**305. Statistics.** See Economics 305. Spring 1964 and alternate years. (3)

**306. Industrial Psychology.** See Psychology 306. Fall. (3)

**307. Personal Finance.** See Economics 307. On demand. (3)

**308. Corporation Finance.**

The financial structure, problems, and capitalization of corporations.

Prerequisite: Economics 201a,b. Spring. (3)

**309. Retailing.**

Principles, practices, and problems of retail merchandising. Prerequisite: Business Administration 101 or 304. Spring 1964 and alternate years. (3)

**403. Personnel Management.**

The selection, testing, training, and management of personnel. Prerequisite: Economics 201a,b and Business Administration 101 or 302. Spring 1964 and alternate years. (3)

**404. Salesmanship and Sales Management.**

Analysis of the salesman's responsibilities; survey of sales practices and techniques; the recruiting, training, and directing of the sales force. Prerequisite: Economics 201a,b and Business Administration 101 or 304. Spring 1963 and alternate years. (3)

**407. Principles of Insurance.**

The principles of life, fire, casualty, marine insurance; the economic and social services of insurance; types of policies and coverages; legal phases; and basic insurance practices. Spring 1964 and alternate years. (3)

**491. Special Studies in Business.**

Advanced research in problems of business for seniors concentrating in one of the areas of business administration. (1-3)

**Department of Economics**

**Professor Farnsworth, Chairman**

**Assistant Professor Carroll**

**Assistant Professor Tabor**

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, 302, 305, 306, 401, 402, and 405; Accounting 201a,b; Business Administration 201 or Business Administration 302, and Business Administration 304 and 308; 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, characteristics, 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)

**303. Transportation.**

The history, rates, regulations, and control of railway, truck, ocean, and air transportation. Prerequisite: Economics 201a,b. Spring 1963 and alternate years. (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. Fall. (3)

**305. Statistics.**

Elementary theory, presentation, and analysis of statistics in economics and business. Prerequisite: Business Administration 201 or adequate mathematics background. Spring 1964 and alternate years. (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 and alternate years. (3)

**307. Personal Finance.**

Managing personal and family finances pertaining to budgeting, consumer buying, personal credit, saving and investment, home ownership, and insurance. On demand. (3)

**401. Comparative Economic Systems.**

A comparative study of the theories of capitalism, socialism, communism, and fascism. This course is intended to give the student an appreciation of the American way of life. Prerequisite: Economics 201a,b. Spring 1964 and alternate years. (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 1963 and alternate years. (3)

**403. American Economic History.**

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 institutions; the growth of big business and industrial consolidation. On demand. (3)

**404. Constitutional Government and the Free Enterprise System.**

See Political Science 404.

**405. Business Cycles and American Industrial Development.**

The factors contributing to the location and development of business and industry, business cycles and business cycle theories, forecasting, and trends in industrial development. Prerequisite: Economics 201a,b. Spring 1964 and alternate years. (3)

**406. Public Finance.**

The principles of taxation, kinds of taxes, and problems of tax administration, the nature and extent of public expenditures, modern theories of taxation, and fiscal policy as they apply in the United States. Prerequisite: Economics 201a,b. On demand. (3)

**409. Current Economic Problems.**

An analysis of the economic problems confronting the nation. On demand. (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 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 executive secretary, office manager, or 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; Business Administration 101, 202, 203; 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 business administration.

**Requirements for a teaching core in commercial subjects:** Secretarial Science 201, 202, 204, 301a,b, 302, 402; Accounting 201a,b; Business Administration 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. Instructions 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 emphasis 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. (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. 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. Fall. (3)

# Division of Education

Dr. Wetherington, Chairman

The curricula of the Teacher Education Program are designed to offer a broad general education and specialization in the areas of the language arts, science, fine arts, social studies, teaching competencies, and human and spiritual values. The primary purpose of the Teacher Education Program at Ouachita Baptist College is the development of specialized scholarship in subject matter areas, vocational preparation through professional education courses, and competence in the teaching-learning process through responsible student teaching.

The Teacher Education Program is a college-wide responsibility coordinated through a Teacher Education Council composed of representatives from all academic divisions. The Chairman of the Division of Education is the Chairman of the Teacher Education Council, and he is responsible for coordinating the total Teacher Education Program.

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

## Objectives of Teacher Education

The basic concepts of teacher education at Ouachita are implied in the above statement of purpose. In order to implement these concepts, faculty members strive to stimulate each student to achieve the following major objectives:

1. To develop and impart ideas clearly and effectively.
2. To be able to apply the scientific approach to problem solving, and to participate in, as well as appreciate, creative endeavor.
3. To acquire the basis for objective evaluation of the physical, mental, emotional, social, and moral development of children and youth.
4. To develop the art and science of teaching through scholarship and professional skill.
5. To develop an understanding of curriculum planning, the means and techniques of motivating and guiding learning, and the methods of evaluating the outcomes of the teaching-learning process.

6. To understand and appreciate the contribution of education in the evolution of our culture and the requirements, opportunities, and responsibilities of teaching as a profession.

## The Teacher Education Program

### Admission

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

### Procedures

A prospective teacher will express his interest in the teacher education program by enrolling in Education 201, Introduction to Education. The purpose of Education 201 is two-fold: (1) This course is designed to acquaint the student with the requirements, opportunities, and responsibilities of teaching as a profession; and (2) the course includes the compilation of pertinent data on each student, individual and group counseling, and the administration of tests to be used as a basis for evaluating the student's potentiality as a teacher. Prerequisites for Education 201 are Criteria 1 and 3 listed below.

### Policies

The Director of Teacher Education will coordinate the development of the applicant's record based on the data secured through Education 201. This record will be presented to the Teacher Education Council as the applicant's profile of potentiality as a teacher. The Council will give approval, disapproval, or postpone admission of the applicant to the Teacher Education Program. The Council shall maintain official minutes concerning its decisions. The student and his counselor must be given the reasons for postponement or disapproval of admission. A student who is refused admission may apply again after he has completed at least one additional semester and removed the deficiencies stated by the Council.

### Criteria

1. Have a minimum 2.0 cumulative grade average on a 4.0 scale in all course work completed and a 2.0 grade average or above in freshman English or make a satisfactory score on the English Proficiency Examination.

## Division of Education

---

2. Receive a satisfactory evaluation of academic and personal qualities by counselor, the principal of or a teacher in the high school from which student graduated, the appropriate department head in the Division of Education, and the Dean of Admissions.
3. Show evidence of high moral and ethical standards, good health, and freedom from serious physical handicaps.
4. Complete and file a preliminary degree plan as a part of Education 201.
5. Approval for admission by Teacher Education Council.

### Criteria for Approval to do Student Teaching

Application for approval to do student teaching should be filed with the Director of Teacher Education at least sixty days prior to the semester in which student teaching is to be done. The Teacher Education Council's approval or disapproval of a student for student teaching will be based upon the following criteria:

- A. Student Teaching at Elementary Level—grades 1-6:
  1. Senior standing with a cumulative 2.2 grade average or above, on a 4.0 scale, in all work taken. This is above minimum requirements of the college for graduation.
  2. An average grade of 2.5 or above in subject area concentration and professional education.
  3. A satisfactory score on a comprehensive examination in area of concentration and the English Proficiency Examination.
  4. Participate in an interview discussion seminar with a faculty committee, which shall make an evaluation of the student's potential as a teacher.
  5. Sufficient hours previous credit in professional education courses at Ouachita to result in a total of at least 24 hours in professional education at the completion of student teaching.
  6. Have completed the requirements in area of concentration for prospective elementary teachers.
- B. Student Teaching at Secondary Level—grades 7-12:
  1. Senior standing with a cumulative 2.2 grade average or above in all work taken.

2. An average 2.5 or above in each teaching field and in professional education, and a satisfactory score on a comprehensive examination in teaching field(s) and the English Proficiency Examination.
3. Participate in an interview discussion seminar with a faculty committee which shall make an evaluation of the student's potential as a teacher.
4. Sufficient hours previous credit in professional education courses at Ouachita to result in a total of at least 18 semester hours in professional education at the completion of student teaching.
5. Have completed institutional requirements in an area of concentration which includes a core of at least twenty-four hours in a subject matter field. Generally, a prospective teacher's degree plan will provide for a first teaching core of at least twenty-four hours and a second teaching core of fifteen to eighteen hours. In specialized areas, however, the prospective teacher may be allowed to concentrate in one teaching core.

The Division of Education includes the Departments of Elementary Education, Health and Physical Education, Psychology, and Secondary Education, including Library Science. The Teacher Education Program includes curricula in elementary education, health and physical education, psychology, and secondary education with an area of concentration to include a teaching core in one or more of the following: art, commercial subjects, English, foreign language, journalism, librarianship, mathematics, physical education, public school music, social studies, speech, science, and vocational home economics.

### Department of Elementary Education

Associate Professor Watson, Chairman

Professor Wetherington

Associate Professor Farnsworth

The teacher education curriculum for prospective elementary teachers is designed to provide a broad background in general education, an area of content courses, and professional education courses which include study of the school, the teaching-learning process, and directed teaching.

## Division of Education

---

The curriculum sequence for prospective elementary teachers embraces the following:

1. **General Requirements:** General Education, 44 semester hours<sup>1</sup>; physical education activity, four semester hours; and institutional requirements for the Bachelor of Science Degree in Education which requires a core of 24 semester hours in professional education.
2. **Content Courses:** A minimum of 48 semester hours; American history and government, six semester hours including General Education 202 and Political Science 101 or 201; Art 303a and b; Geography 101 or 201; Music Education 110 and 210; Physical Education 306 and 308; Psychology 201 and 307; Sociology 201; Speech 101 and 304; Elementary Education 306 and 406; and directed electives, four semester hours.
3. **Professional Education:** Twenty-four semester hours including Elementary Education 201, 302, 304, 401, 402, 404, and 410E; and Educational Psychology 205 and 305.
4. **Electives** to make a total of 128 semester hours.

### Suggested Program for a Core in Elementary Education

		Freshman 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
Geography 101 or Speech	201 101	Fundamentals of Speech	3
Music Education	110	Basic Music for Classroom Teachers	2
Physical Education		Activity	.5
Military Science	101a,b	(Men)	1

---

<sup>1</sup>General Education courses are listed on page 60.

Sophomore Year

			Fall	Spring
General Education	201	Life Science		4
General Education	202	American Civilization	3	
General Education	203	Humanities I		4
Education	201	Intro. to Education	2	
Psychology	201	General Psychology	3	
Psychology	205	Psychology of Learning		2
Sociology	201	Introduction to Sociology		3
Library Science	201	Reference	3	
Music Education	210	Music Methods for Classroom Teachers		2
Physical Education		Activity	.5	.5
Military Science	201a,b	(Men)	1	1
Electives				

Junior Year

			Fall	Spring
General Education	301	Humanities II		4
General Education	302	Man and His World		4
General Education	303	Philosophy for Living	2	
Political Science	101	or 201	3	
Psychology	305	Educational Psychology	2	
Psychology	307	Developmental Psychology		3
Speech	304	Speech Correction		3
Physical Education	306	Physical Educa. Methods	3	
Art	303a,b	Pub. Sch. Arts and Crafts	2	
Elementary Education	306	Arithmetic and Science in Elem. School	3	
Physical Education		Activity	.5	.5

Senior Year

			Fall	Spring
General Education	401	Contemporary Affairs	2	
Elementary Education	401	Teaching Social Studies	2	
Elementary Education	402	Teaching Language Arts	3	
Elementary Education	406	Children's Literature	3	
Physical Education		Activity	.5	.5
Electives			6	
Physical Education	308	Health and Safety		3
Elementary Education	302	Evaluative Procedures		2
Elementary Education	304	Elementary Curriculum		3
Elementary Education	404	Multisensory Aids		2
Elementary Education	410E	Student Teaching		6

**201. Introduction to Elementary Education.**

A course designed to acquaint the student with the field of elementary education and to help determine through testing and counseling the student's strengths and weaknesses as a prospective elementary teacher and for admission to the Teacher Education Program. Prerequisite: Criteria 1 and 3. Fall, Spring. (2)

**205. Psychology of Learning.**

See Psychology 205. Fall, Spring. (3)

**302. Evaluative Procedures.**

This course is designed to acquaint the student with the tools of evaluation and their application and use in solving the problems of instruction and administration. Spring, on the professional block. (2)

**304. The Elementary Curriculum.**

Principles of curriculum construction in the elementary school and the role of the teacher in planning the curriculum. Spring, on the professional block. (3)

**305. Educational Psychology.** See Psychology 305. Prerequisite: Psychology 205. Fall, Spring. (2)

**306. Arithmetic and Science in the Elementary School.**

Materials and teaching units in arithmetic and science for grades one through six. Fall. (3)

**307. Developmental Psychology.**

See Psychology 307. Prerequisite: Psychology 201. Spring. (3)

**401. Teaching the Social Studies in Elementary Grades.**

A presentation of materials and techniques for teaching the social studies with added emphasis on unit making. Fall. (2)

**402. Teaching the Language Arts in Elementary Grades.**

A study of 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)



**404. Multisensory Aids.**

A course designed to acquaint the student with methods of developing and using resource materials to motivate learning in the classroom and through individual study. It includes a study of library materials, audio-visual aids, teaching machines, programmed learning, and other multi-sensory devices. Spring, on the professional block. (2)

**406. Children's Literature.**

An extensive survey of children's literature and a study of the criteria for the selection of literature for children in the elementary grades. Fall. (3)

**409. The Philosophy and Science of Teaching.**

A critical examination of the qualities of a "good teacher" with emphasis on how to achieve better learning through teaching for critical thinking. Fall. (3)

**410E. Student Teaching.**

Provides opportunity for observation, participation, and responsible teaching experiences off-campus in a public school system. During off-campus experience all expense involved except the college supervision is the responsibility of the student. Prerequisite: Meet criteria for approval to do student teaching. Spring, on the professional block. (6)

**491. Special Studies in Elementary Education. (1-3)**

**Department of Health and Physical Education**

**Associate Professor Vining, Chairman**

**Associate Professor Rodgers**

**Assistant Professor Gill**

**Instructors Benson, Kemp**

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 intercollegiate sports. Such participation enriches personality by developing desirable attitudes toward health, social-mindedness, sportsmanship, competition, cooperative effort, institutional loyalty, and other values and skills that carry over into later life.

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

**Requirements for an area of concentration with a core in health and physical education:** forty-five hours of which at least twenty-nine must be in the Department of Health and Physical Education and the remainder from related fields. Specifically required from this department are courses 301, 307, 308, 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 a teaching core in physical education:** Physical Education 301, 307, 308, 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)

**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))

**308. 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. Spring, on the professional block. (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, sportsmanship, 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. 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)**
- W42. Rhythms. Fall, Spring. (.5)**
44. **Marksmanship. Fall, Spring. (.5)**

**Department of Psychology**  
**Professor Hurley, Chairman**  
**Associate Professor Donnels**  
**Assistant Professor Moxey**

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

**Requirements for an area of concentration with a core in psychology:** Those majoring in psychology must take Psychology 201, and should include Psychology 203, 303, 304, 305, 307, and 401 with enough additional hours to total twenty-four in the department. Additional courses will be taken in related fields to total forty-five hours. Sociology 203 and 301, Religion 405, and Philosophy 101 are recommended for inclusion in these courses.

**201. General Psychology.**

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

**203. History and Systems in Psychology.**

A survey of the schools of psychology in this century with some attention given to their historical background. Prerequisite: Psychology 201. Spring. (3)

**205. Psychology of Learning.**

A study of the problems of human learning with some consideration given to learning theories. Fall, Spring. (2)

**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 abnormal variance. Prerequisite: Psychology 201. 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.**

A study of the principles of human behavior applied to the teaching-learning process. Prerequisite: Psychology 205. Fall, Spring. (2)

**306. Industrial Psychology.**

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

**307. Developmental Psychology.**

A study of the physical, mental, and social development of people from birth to adulthood. Prerequisite: Psychology 201. Fall, Spring. (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, Psychology 201. Fall. (3)

**402. Introduction to Counseling Psychology.**

An investigation of counseling viewpoints as represented by selected modern approaches. Prerequisites: Psychology 201 and 401. Spring. (3)

**491. Special Studies in Psychology.**

A course designed to broaden the student's psychological knowledge through directed study or research. Prerequisites: 12 hours of psychology, senior standing, instructor's permission. (1-3)

**Department of Secondary Education**

**Associate Professor Glen Kelley, Chairman**

**Professors Cady, Wetherington**

The Teacher Education Program for prospective secondary teachers includes (1) curricula provisions: general requirements, specialized teaching core(s), the professional education sequence; and (2) institutional requirements for a specific under-graduate degree.

**A. Provisions of curricula for Secondary Teachers.**

1. General requirements: General Education, 44 semester hours<sup>1</sup>; plus four semester hours of physical education activity, Physical Education 308.
2. Teaching Specialization: A first teaching core of at least twenty-four hours and a second teaching core of fifteen to eighteen hours is generally required. However, the prospective teacher will be allowed to concentrate in one teaching core in the specialized areas of music and vocational home economics, and in other areas which may be recommended by the student's counselor and approved by the Director of Teacher Education. Specific requirements for a teaching core in the various areas of concentration are outlined in the appropriate sections of the catalogue. Ouachita's teaching core requirements equal or exceed teaching field requirements for a secondary certificate in Arkansas.
3. Professional Education: A minimum of eighteen hours as follows: Educational Psychology 205 and 305, and Secondary Education 201, 302, 306, 404, and 410H.

---

<sup>1</sup>General Education courses are listed on page 60.



## B. Institutional Requirements for Undergraduate Degrees.

In addition to the teacher education curricula outlined in Item A, prospective secondary teachers must meet specific degree requirements as stated in appropriate sections in the catalogue.

Degree requirements for the Bachelor of Science in Secondary Education include the curricula provisions in Item A above, plus an additional six hours selected from Secondary Education 307, 308, and 409.

## Bachelor of Science in Education Degree, Secondary

## Freshman 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
Teaching Area and Electives			3	6

## Sophomore 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		Activity (Men and Women)	.5	.5
Psychology	205	Psychology of Learning		2
Secondary Education	201	Introduction to Education	2	
Teaching Area and Electives			9	6

## Junior Year

			Fall	Spring
General Education	301	Humanities II	4	
General Education	302	Man and His World		4
General Education	303	Philosophy for Living		2
Physical Education		Activity (Men and Women)	.5	.5
Psychology	305	Educational Psychology	2	
Teaching Areas and Electives			10	10

Division of Education

			Senior Year	
			Fall	Spring
General Education	401	Contemporary Affairs	2	
Physical Education		Activity (Men and Women)	.5	.5
Physical Education	308	Health and Safety		3
Secondary Education	302	Evaluative Procedures		2
Secondary Education	308	High School Curriculum	3	
Secondary Education	306	High School Methods		2
Secondary Education	307	The Teacher and the School	3	
or	409	The Philosophy and Science of Teaching	3	
Secondary Education	404	Multisensory Aids		2
Secondary Education	410H	Student Teaching		6
Teaching Area and Electives			8	

**201. Introduction to Secondary Education.**

A course designed to acquaint the student with the field of secondary education and to help determine through testing and counseling the student's strengths and weaknesses as a prospective secondary teacher and for admission to the Teacher Education Program. **Fall, Spring. (2)**

**205. Psychology of Learning.** See Psychology 205. **Fall, Spring. (2)**

**302. Evaluative Procedures.**

This course is designed to acquaint the student with the tools of evaluation and their application and use in solving problems of instruction and administration. **Spring, on the professional block. (2)**

**305. Educational Psychology.**

See Psychology 305. Prerequisites: Psychology 205. **Fall, Spring. (2)**

**306. Methods in Secondary School Teaching.**

A course in teaching methods, in the procedures and practice, for stimulating, guiding, and directing learning.

**Spring, on the professional block. (2)**

**307. The Teacher and the Secondary School.**

A course designed to introduce the student to the extra-class responsibilities of the teacher including the guidance function, cooperation in the administration of the school, and co-curricular activities. **Fall. (3)**

**308. The Secondary School Curriculum.**

A course in the principles and practices in the development of the secondary school program. A study of the objectives, organization, and content of the secondary school curricula. Fall. (3)

**404. Multisensory Aids.**

A course designed to acquaint the student with methods of developing and using resource materials to motivate learning in the classroom and through independent study. It includes a study of library materials, audio-visual aids, teaching machines, programmed learning and other multisensory devices. Spring, on the professional block. (2)

**409. The Philosophy and Science of Teaching.**

A critical examination of the qualities of a "good teacher" with emphasis on how to achieve better learning through teaching for critical thinking. Fall. (3)

**410H. 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. Secondary Education 302, 306, 404, and Physical Education 308 to be taken during professional semester with student teaching. Prerequisites: Meet criteria for approval to do student teaching. Spring, on the professional block. (6)

**491. Special Studies in Secondary Education. (1-3)**

## **Library Science**

The objectives of library science are to give classroom teachers a background for using the library resources as instructional materials and to offer undergraduate courses to qualify librarians of small elementary and high schools to administer school libraries effectively.

**201. Reference.**

A study of the basic reference collection in the library. Selection, evaluation, and use of reference materials will be stressed. Fall. (3)

**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 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. Spring 1963 and alternate years. (3)

**401. 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. Prerequisites: Nine hours library science. Fall 1963 and alternate years. (3)

**402. Library Practice.**

Library practice under the supervision of a trained librarian is included as an integral part of the student teaching experience. Spring. (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 commercial art:** Art 101, 102, 201, 202a,b, 204, 301, 302a,b, Journalism 801, and enough courses from related fields to total at least forty-five semester hours.

**Requirements for a teaching core in art:** Art 101, 102, 202a,b, 204, 301, 302a,b, 303a,b, 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 1963 and alternate years. (3)

### **201. Drawing II.**

Continuation of Art 102. Spring 1964 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. 1962-63 and alternate years. (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. The first semester deals with ancient and medieval art, the second with Renaissance and modern art. 1963-64 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. 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 unex-

cused 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 DEGREE<sup>1</sup>**

- A. An instrumental core provides a balanced education in music around a specialized training in piano, organ, violin, violoncello, or woodwind 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 DEGREE<sup>1</sup>**

- 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.

---

<sup>1</sup>Candidates 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 308.



### 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 generally 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.

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.

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

**COURSES OF STUDY FOR THE BACHELOR OF MUSIC DEGREE**

**I. INSTRUMENTAL CORE**

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

<b>FRESHMAN YEAR</b>		<b>SOPHOMORE YEAR</b>	
Applied Music (Principal) <sup>2</sup>	6	Applied Music (Principal)	6
Applied Music (Secondary) <sup>3</sup>	3	Applied Music (Secondary)	3
Ear Training 102a,b	4	Ear Training 201a,b	4
Harmony 103a,b	4	Harmony 202a,b	4
Music Organization	1	Music Organization	1
Survey of Music Literature		History of Music 204,	
104	3	205	4
General Education and		General Education	
Electives	12	and Electives	11
	33		33
<b>JUNIOR YEAR</b>		<b>SENIOR YEAR</b>	
Applied Music (Principal)	6	Applied Music (Principal)	6
Form and Analysis 303	3	Twentieth Century	
Piano Pedagogy 406 <sup>4</sup>	2	Music 403	3
French or German	6	Music Organization	1
Orchestration 304	2	Recital	0
Music Organization	1	Counterpoint 301a,b	4
General Education		General Education	
and Electives	13	and Electives	20
	33		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 follows: either French, six hours (junior year), and German, six hours (senior year); or twelve hours of French or German.
4. Vocal Pedagogy 405 to be taken in lieu of Piano Pedagogy 406.

## III. CORE IN CHURCH MUSIC EDUCATION

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music (Principal) <sup>2</sup>	6	Applied Music (Principal)	6
Applied Music (Secondary) <sup>3</sup>	3	Applied Music (Secondary)	3
Ear Training 102a,b	4	Ear Training 201a,b	4
Harmony 103a,b	4	Harmony 202a,b	4
Music Organization	1	Introduction to Church Music Education 203	2
General Education and Electives <sup>4</sup>	15	History of Music 204, 205	4
	33	Music Organization	1
		General Education and Electives	10
			34
JUNIOR YEAR		SENIOR YEAR	
Applied Music (Principal)	6	Applied Music (Principal)	6
Form and Analysis 303	3	Choral Arranging 404	2
Choral Literature 309	2	Hymnology 408	2
Church Music Education 310, 311	4	Twentieth Century Music 403	3
Liturgies of the Jewish and Christian Religions 314	2	Choral Conducting 411	2
Brass and Woodwinds 312a,b	2	The Church Organ and Service Playing 413	2
String Methods 313a,b	2	Supervised Field Work 414-15	2
Music Organization	1	Music Organization	1
General Education and Electives	12	General Education and Electives	15
	34		35

<sup>2</sup>See page 106 for a summary of applied requirements.

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

<sup>4</sup>Wind, 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 <sup>5</sup>	6	Applied Music	6
Ear Training 102a,b	4	Ear Training 201a,b	4
Harmony 102a,b	4	Harmony 202a,b	4
Survey of Music Literature 104	3	Music History 204, 205	4
Music Organization	1	Music Organization	1
General Education and Electives	14	General Education and Electives	13
	<hr/>		<hr/>
	32		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 403	3
Counterpoint 301a,b	4	Music Organization	1
Brass and Winds 312a,b	2	Thesis <sup>6</sup>	
String Methods 313a,b	2	General Education and Electives	20
Music Organization	1		
General Education and Electives	11		<hr/>
	<hr/>		34
	33		

COURSES OF STUDY FOR THE BACHELOR OF MUSIC

EDUCATION DEGREE

I. INSTRUMENTAL CORE

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music <sup>7</sup>	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 and Electives	18	Music Organization	1
	<hr/>	General Education and Electives	14
	33		<hr/>
			33

<sup>5</sup>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.

<sup>6</sup>May be substituted by recital.

<sup>7</sup>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.

Division of Fine Arts

JUNIOR YEAR		SENIOR YEAR	
Applied Music	6	Applied Music	6
Form and Analysis 303	3	Orchestral Conducting 410	2
Public School Music 306	2	Public School Music 412	2
Orchestration 304	2	Music Organization	1
Brass and Winds 312a,b	2	Education 410	6
String Methods 313a,b	2	Professional Education	9
Music Organization	1	General Education and	
Education <sup>8</sup>	6	Electives	7
General Education and			
Electives	10		33
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 34		

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		Ear Training 102a,b	4
Literature 104	3	Harmony 103a,b	4
Music Organization	1	Music Organization	1
General Education and		General Education and	
Electives	25	Electives	20
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 32		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 32
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	
History of Music		Music 403	3
204, 205	4	Music Organization	1
Music Organization	1	General Education and	
General Education and		Electives	24
Electives	16		
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 32		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 33

<sup>8</sup>Part of the requirements for teacher certification by the Arkansas State Department of Education are to be met in these courses.

Department of Theory-Composition

Associate Professor McBeth, Chairman

Professor Luck

Associate Professor Lyon

Assistant Professor Wesley

**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. (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. Fall. (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; transposi-

tion; modulation; harmonic analysis. The playing of cadential combinations including all of the important progressions. (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. Fall. (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. Fall. (2)

**401a. Composition.**

General orientation into the field of composition. Introduction to harmonic and melodic materials of the twentieth century. Fall. (2)



**401b. Composition.**

Free composition in the twentieth century idiom. Prerequisite: Composition 401a. 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. Fall. (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. (3)

**510. Advanced Music History.**

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

**Department of Music Education**

**Professor Luck, Chairman**

**Instructor Scott**

**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. Spring. (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. **Spring. (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.**

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)**

**410. Orchestral Conducting.**

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

**413. Music Education Seminar.**

Concentrated courses of a workshop nature covering various areas in the field of music pedagogy. These areas will normally be set up for summer school sessions of one week duration. (1-5)

**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. (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. (3)

**503. Advanced Conducting.**

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

**504. Pedagogy of Theory.**

A course in the teaching of theory. (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. Fall. (3)

**595. Thesis. (3)**

Department of Church Music

Associate Professor Scott, Chairman

**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. Fall. (2)

**310. Elementary Church Music Education.**

This course is designed to help the student establish his own basic philosophy of church music which will undergird the proposed plan of musical instruction and its integration with the whole church program. 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)

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

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

**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. Spring. (2)

**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

Assistant Professor Wesley

Instructor 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 and one-half hours credit.

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

Private lessons, one and one-half hours credit.

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

Private lessons, three hours credit.

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

Summer session (each five week term).

Private lessons, one-half hour credit.

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

Private lessons, one hour credit.

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

**PIANOFORTE**

**151a,b. Preparatory Piano.**

Basic principles of touch and tone. Major and minor scales. Studies from Hanon, Czerny, Herz, and Gurlitt. Easy pieces by such composers as Bach, Haydn, Mozart, Chopin, Kabalevsky, Bartok, and MacDowell. (1.5,1.5)

**152a,b. Secondary Piano (Class)**

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

**153a,b. Secondary Piano.**

Individual piano instruction for students concentrating on applied music other than piano, who through previous instruction, have attained an elementary keyboard proficiency. Technical studies and compositions according to the individual student's needs. (1.5,1.5)

**154a,b. Class Piano.**

Group instruction on electronic instruments for non-music degree students, with emphasis on sight reading and keyboard harmony. (1.5,1.5)

**155a,b. Piano I.**

Two and Three Part Inventions by J. S. Bach; sonatas by Beethoven such as Opus 2, No. 1, and others of similar difficulty; compositions from other periods. Technical drill; sight-reading. (1.5-3, 1.5-3)

**252a,b. Piano II.**

Three Part Inventions, Preludes and Fugues from the Well Tempered Clavier by J. S. Bach; sonatas by Beethoven such as Opus 10, No. 3, and others of similar difficulty; compositions from other periods. Technical drill; sight-reading. (1.5-3, 1.5-3)

**351a,b. Piano III.**

English Suites and Partitas, Preludes and Fugues from the Well Tempered Clavier by J. S. Bach; sonatas by Beethoven such as Opus 81, No. 2, and others of similar difficulty; other compositions of comparable difficulty. Technical drill; sight-reading. (1.5-3, 1.5-3)

**451a,b. Piano IV.**

Preludes and four-voiced Fugues from the Well Tempered Clavier by J. S. Bach; sonatas by Beethoven, Schumann, Schubert, Persichetti, Kabalevsky, and others; other compositions of similar difficulty. Technical drill. (1.5-3, 1.5-3)

**551. Piano V.**

Advanced piano for graduate students. (1-6)

## ORGAN

### Private Lessons Only.

#### 161a,b. Organ I.

Technical study based on Peeter's "Ars Organi," Woodward's "An Organ Primer" and Dupre's "Seventy-Nine Chorales." Shorter preludes and fugues of J. S. Bach. Hymn playing.

Prerequisite: completion of preparatory grade in piano or its equivalent. (1.5-3,1.5-3)

#### 261a,b. Organ II.

Works of J. S. Bach with special emphasis on "The Liturgical Year." Mendelssohn Sonatas, No. II, IV, or V. Compositions by contemporary composers. General service playing. Technical study as needed. (1.5-3, 1.5-3)

#### 361a,b. Organ III.

Trio Sonatas of J. S. Bach. Earlier works of Cesar Franck. Shorter works by Karg-Elert, Sowerby and others. (1.5-3,1.5-3)

#### 461a,b. Organ IV.

Larger preludes and fugues of J. S. Bach. Vierne and Widor Symphonies. Compositions by Bingham, Reger, Tournemire and others. (1.5-3,1.5-3)

#### 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 Voice.

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

**171a,b. Secondary Voice (Class).**

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

**172a,b. Secondary Voice.**

Individual vocal instruction for students concentrating in applied music other than voice who have had previous study or have completed 171ab, with emphasis on proper breathing and tone production. (1.5,1.5)

**173a,b. Voice I.**

First year. Exercises in correct breathing, use of vowels and consonants, and resonance of tone. Study of rhythm and time patterns. Scalewise vocalizations for extension and flexibility, correction of common vocal faults. Songs in English and Italian. Emphasis on tone quality and interpretation. (1.5-3,1.5-3)

**174a,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. (1.5-3,1.5-3)

**371a,b. Voice III.**

Third year. Exercises in embellishments, 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. (1.5-3,1.5-3)

**471a,b. Voice IV.**

Fourth year. Emphasis on style and interpretation, on beauty and artistry of tone. More difficult songs from Baroque classic, romantic,



and modern literature; arias from opera and oratorio. Senior voice recital required. (1.5-3,1.5-3)

**571. Voice V.**

Advanced voice for graduate students. (1-6)

**STRING INSTRUMENTS**

**174a,b. Preparatory Strings.**

Instruction for students without previous preparation in fundamentals of violin, viola, cello, and string bass with regard to proper playing positions, and intonation. Playing of one and two octave scales and pieces within the range of the student's ability. (1.5,1.5)

**181a,b. String Instruments I.**

Exercises to develop bowing and fingering technique, intonation, phrasing, and correct posture for violin, viola, cello, and string bass. Studies and solo literature from masterpieces for the designated instrument. (1.5-3,1.5-3)

**281a,b. String Instruments II.**

More detailed studies in scales and arpeggios. Exercises and solo literature from masterpieces for the designated instrument. Further development of technique. (1.5-3,1.5-3)

**381a,b. String Instruments III.**

More advanced technical studies. Sonatas, concertos, and solos from standard repertoire for the instrument. (1.5-3,1.5-3)

**481a,b. String Instruments IV.**

Continuation of III. Student prepares a recital. (1.5-3,1.5-3)

**581. String Instruments V.**

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

**WIND INSTRUMENTS**

**191a,b. Preparatory Grade.**

For students without previous preparation, this course emphasizes correct embouchure, breath control, tone quality, articulation, and under-

## Division of Fine Arts

---

standing of technical problems peculiar to the instrument, such as the flute, oboe, clarinet, bassoon, trumpet, cornet, French horn, trombone, baritone, and tuba. (1.5-3,1.5-3)

### 192a,b. Wind Instruments I.

First year study of flute, oboe, clarinet, bassoon, French horn, tuba, trumpet, cornet, trombone, or baritone. Studies and solo literature from masterpieces for the instrument. Exercises to develop correct position, embouchure, breath control, tone quality, and technical facility. Emphasis on scales, chords, and interval patterns for the instrument. (1.5-3,1.5-3)

### 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. (1.5-3,1.5-3)

### 391a,b. Wind Instruments III.

Further technical studies, sonatas, concertos, representative solos and orchestral selections. (1.5-3,1.5-3)

### 491a,b. Wind Instruments IV.

Continuation of III. Student prepares a recital. (1.5-3,1.5-3)

### 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. 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 is open to any student desiring choral experience at the college level. Its repertoire includes a wide range

of literature from simple folk songs to extended compositions in large forms. (.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)

**113. The Ouachita Singers.**

Admittance into this organization will be achieved through audition or a personal interview with the director. Public performances and annual tour. (.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.

## Division of Fine Arts

---

### 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 Humanities

**Mr. Sandford, Acting Chairman**

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

The division includes the Departments of English, Modern 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**

**Associate Professors Holiman, Rasberry**

**Assistant Professors Black, Farnsworth, McGuire**

**Instructors Burleson, 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 a teaching core in English: English 201, 202, 203, 204, 301 or 407, 303, 304, three additional hours in American and/or English literature; 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

## Division of Humanities

---

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 English. Fall, Spring. (3)

### 102. Composition and World Literature.

A special course offered for students showing a marked proficiency on entrance examinations in English. 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 English. 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. (3)

### 204. Advanced Composition.

An intensive analysis of the principles of writing and related studies—logic, semantics, literature, and grammar. Designed to serve as advanced

training in expository writing, an introduction to creative writing, and preparation for teaching writing in high school English courses. Spring. (3)

**301. History of the English Language.**

The origins of the English language and the principal phenomena of its later development. Fall 1963 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. Spring 1964 and alternate years. (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 1963 and alternate years. (3)

**307. The Romantic Movement.**

Studies in Keats, Shelley, Byron, Wordsworth, and Coleridge. Fall. (3)

**308. Victorian Literature.**

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

**401. The English Novel from Richardson to the Present.** Fall 1962 and alternate years. (3)

**402. The American Novel from Cooper to the Present.** Spring 1963 and alternate years. (3)

**406. The American Renaissance.**

A study of American literature and civilization based on the Transcendentalist Movement, Hawthorne, Melville, and Whitman. Fall 1963 and alternate years. (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. Fall 1962 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 Seminary in American Civilization.**

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

**595. Thesis. (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 complete the required courses in 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, 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. Prerequisite: Journalism 102. 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. Fall, 1963 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 and alternate years. (3)

**303. Introduction to Radio-Television.** See Speech 303. Spring. (3)

**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 1964 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 selection and development of a theme, planning the book in detail, pictorial coverage, writing and editing copy. 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 1963 and alternate years. (3)

**491. Special Studies in Journalism.**

Directed research in Journalism. (1-3)

**Department of Modern 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 year with famous literary works, travelogues, and biographies in translation. A secondary purpose is to teach sufficient German to enable the student to read scientific reports in that language.

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. Related fields may include courses in speech, history, sociology, English, and other modern languages.

**Requirements for a teaching core in French:** at least twenty hours of French including French 201a,b or its equivalent, 301, 302, 303, 304, 401, 403; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

**Requirements for a teaching core in German:** at least eighteen hours of German 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.<sup>1</sup>

**Requirements for a teaching core 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.<sup>1</sup>

## French

### 201a,b. Elementary French.

A course in the fundamentals of pronunciation and grammar. Recordings and tapes are used for aural and oral practice. Selections on culture and civilization are read on an elementary level. (3,3)

### 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. (3)

---

<sup>1</sup>The 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.

**304. Contemporary Literature.**

Directed reading of outstanding literary works of the twentieth century, including selections from both magazine materials and anthologies. Prerequisite: French 301. Spring 1964 and alternate years. (2)

**401. Great Masterpieces.**

A study of major works from Rabelais to Chateaubriand. Fall. (3)

**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. Intermediate German.**

Reading of selected passages of German literature. (3,3)

**303. Advanced Composition and Conversation.**

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

**304-5. Scientific German.**

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

**403. Advanced Readings.**

A course designed for advanced students who wish to read extensively in a particular field of literature. Prerequisite: twelve 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 Speech and Drama

Associate Professor Holt, Chairman

Assistant Professors

Pennington, Marder

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

The department 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, 301, and enough additional hours from the depart-

ment to total twenty-four hours, plus enough courses in related fields to total forty-five hours. No more than two credit hours in Contest Debate can be applied on a core in speech.

**Requirements for an area of concentration with a core in drama:** Drama 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 a teaching core in speech and drama:** Speech 101, 102, 201, 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, Spring. (3)

### 102. Voice and Diction.

A study of articulation and pronunciation, including an introduction to phonetics. Attention to voice production and its relationships to effective speech. Fall. (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. Discussion and Debate.

A study of the theory and practice of discussion and debate, with an emphasis upon debate as a method of decision-making in a democratic society. Prerequisite: Speech 101. Fall. (2)

### 301. Public Speaking.

A study of the theory and practice of speechmaking, with an emphasis upon persuasive speaking. Prerequisite: Speech 101. Fall, Spring. (3)

**302. Advanced Oral Interpretation of Literature.**

A course in selecting and arranging program materials, with emphasis upon 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. Problems in voice disorders, articulation disorders, and disorders of rhythm are stressed. Prerequisite: Speech 102. 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. Prerequisite: 6 semester hours of speech. 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, Spring. (3)

**202. Acting Workshop.**

A course in which the student studies and applies the techniques of acting. 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. Spring 1964 and alternate years. (2)

**303. Church Drama Workshop.**

A course of theory and practice with plays suitable for presentation in the church, with particular emphasis on the spiritual impact of religious drama of high standards. Spring. (2)

**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 project. Fall. (2)

**401. History of the Theater.**

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

**403. The American Stage.**

An appraisal of the role of theater in American society; its significance in America's history, and its trends for the future. Fall. (3)

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

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

**491. Special Studies in Drama.**

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



# 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.<sup>1</sup>

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
17.5 hours		17.5 hours	
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	
16.5 hours		15.5 hours	

<sup>1</sup>The 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.

## Division of Natural Science

### 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	
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	
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	201	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
	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 303 and 303.

## Division of Natural Science

---

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, 304, 305.

First Semester		First Year	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	

First Semester		Second Year	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				
<hr/>			<hr/>	
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 304 and 305. Students completing all of the requirements for an area of concentration

in professional chemistry may substitute German 201a,b 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
	16.5 hours		17.5 hours

#### Third Year

First Semester		Second Semester	
Physical Education		Physical Education	
Mathematics	302	Art	203b
Mathematics	303	Mathematics	305
Mathematics	304	Speech	301
Art	203a	Physics	303
General Education	202	General Education	302
General Education	301	General Education	303
	18.5 hours	General Education	401
			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,  $1\frac{1}{2}$  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 TEACHING CORES IN THE SCIENCES

Requirements for a teaching core 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 a teaching core 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 a teaching core 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 a teaching core 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 a teaching core 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 a teaching core 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 Professor Sandifer

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

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.

Pre-requisite 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.

Pre-requisite: 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 include 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. Spring 1963 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. Prerequisite: Biology 102. Spring 1964 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, 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 four 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. Lecture one hour, laboratory eight hours per week. Prerequisite: Chemistry 301b. Fall. (3)

**403. Qualitative Organic Analysis.**

A course in systematic identification of organic compounds, including several preliminary experiments, followed by unknowns of both pure sub-

stances and mixtures. Lecture one hour, laboratory eight hours per week. Prerequisite: Chemistry 201, 301b. 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 201, ten hours of physics. Fall. (3)

**405. Atomic and Nuclear Physics. See Physics 405. Prerequisite: Chemistry 302b. 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. 101; 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 201, 205, 302, 305, 306, 404, 410.

**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. Fall, 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 101. 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, Spring. (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. Fall, Spring. (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. 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)

**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. Fall, 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. Costume Illustration. See Art 304. 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. Nutrition.**

A study of the application of nutritional theory to both normal and pathological conditions. Lecture two hours and laboratory two hours per week. Prerequisites: Home Economics 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. Fall. (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. (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, Spring. (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. Fall. (3)

**407. Home Economics Methods.**

The philosophy of home economics education and its adaptation to the secondary schools. Includes techniques for handling home experiences, adult education, and visitation as promoted in vocational home economics. Fall. (3)

Department of Mathematics

Professor Seward, Chairman

Associate Professor Jones

Instructor Burleson

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 or two years of high school algebra. Fall. (3)

**202. Calculus and Geometry.**

Introductory study of calculus and analytic geometry. Prerequisite: Mathematics 101 or 102 or permission. 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 1964 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: Art 203a. 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. Fall, Spring. (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 1962 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 1962 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. On demand. (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. Fall 1963 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. Fall 1963 and alternate years. (1-2)

**405. Atomic and Nuclear Physics.**

A study of the structure of matter and of nuclear radiation. Prerequisites: Physics 202 and Mathematics 203. Spring. (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 Blackmon, Coppenger, Goodson, Phelps, Sutley**

**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.

Students electing to take a core in the Department of Religion will pursue one of the following patterns as to core and related fields in addition to the general requirements.

## Division of Religion and Philosophy

---

### PASTORATE<sup>1</sup>

#### Core Requirements

Religion 101	Ministerial Ethics	2 <sup>2</sup>
Religion 204	Sermon Preparation	3
Religion 205	Pastoral Duties	2 <sup>2</sup>
Religion 208	Principles of Biblical Interpretation	2
Religion 310	Christian Doctrine	3
Religion 407	Living Religions and Sects	3
From Religion 201, 207, 301, 302, 401, 402, 403, New Testament Greek 401 or 402		6
From 303, 304, or 305		2 or 3 <sup>3</sup>
From 307, 312, or 405		3
		—
		26 hours <sup>4</sup>

#### Related Fields Requirement

Speech 101	Fundamentals of Speech	3
From Philosophy 101, 201, 403, or 409		3

In addition, from one or two departments other than religion, sufficient hours must be taken for a combined total of forty-five hours in religion and the related fields, of which twenty must be junior-senior hours.

### RELIGIOUS EDUCATION

#### Core Requirements

Religion 208	Principles of Biblical Interpretation	2
Religion 310	Christian Doctrine	3
Religion 407	Living Religions and Sects	3
Religion 202, 203, 306, 307, and 312		13
From other religion courses		5
		—
		26 hours

#### Related Fields Requirement

Journalism 311	Religious Journalism	3 <sup>5</sup>
Drama 303	Church Drama	3
Church Music 203	Introduction to Church Music Education	2
Speech 101	Fundamentals of Speech	3

<sup>1</sup>Ministerial students who anticipate pursuing graduate work above the B.D. degree in seminary should begin German or French the sophomore year at Ouachita and begin Greek the junior year.

<sup>2</sup>Students who do not receive the ministerial grant-in-aid may elect other courses.

<sup>3</sup>Students who receive the ministerial grant-in-aid must take Religion 305.

<sup>4</sup>At least twelve of the hours in the core must be of junior-senior level.

<sup>5</sup>Substitutions in special cases may be allowed for any of the required courses in the related fields.

In addition, from one or two departments other than religion, sufficient hours must be taken for a combined total of forty-five hours in religion and the related fields, of which twenty must be junior-senior hours.

**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, Spring. (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 1963 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 1963 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 1963 and alternate years. (3)

**208. Principles of Biblical Interpretation.**

An evaluation of various methods of interpreting the Scriptures. Designed primarily for ministerial students, this course seeks to set out some guiding principles for understanding Biblical teachings. Spring 1964 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 1964 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 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 1963 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 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 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. (3)

**308. Biblical Archaeology.**

A study of the archaeological discoveries relating to the Old and New Testaments. Spring 1964 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. Spring 1963 and alternate years. (3)

**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 1964 and alternate years. (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. (3)**

**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. 1962-63 and alternate years. (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. 1963-64 and alternate years. (3,3)

**506. Trends in Contemporary Religious Thought.**

A study and critique of the main currents in Christian thought in the twentieth century. Fall. (3)

**507. Advanced Reading Seminar in Religion.**

Directed reading and discussion of definitive works in various fields of the Christian religion. On demand. (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. Fall. (3)

**595. Thesis. (3)**

**NEW TESTAMENT GREEK**

**301a,b. New Testament Greek: Grammar.**

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: Translation.**

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.**

An elementary study of the basic problems of philosophy which seeks to introduce the student to the spirit of reasoned inquiry needed for all analytical thinking. Fall. (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. (2)

**203. Philosophy of Science.**

An analysis of the main philosophies of science, and relation of philosophy and science, and the contributions of each to the other. Spring 1963 and alternate years. (3)

**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 and alternate years. (3)

**401. Western Political Heritage: Concepts of Political Philosophy.**

See Political Science 401. Fall 1962 and alternate years. (3)

**402. Christian Ethics.**

This course attempts to fulfill two functions: to present a groundwork of Christian ethical principles and to discuss their application to the major issues of Christian ethical conduct in today's society. Fall 1963 and alternate years. (3)

**403. 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)

**409. Philosophy of Religion.**

A study of the various philosophies of religion found in the history of ideas. Spring. (3)

**491. Special Studies in Philosophy.**

Independent study in philosophy. Admission by consent of professor. (1-3)

# Division of Social Science

Dr. Riley, Chairman

The social sciences seek to provide an enlightenment to fit the times for the majors in this area. The division includes the Departments of History, Political Science, and Sociology and strives to disseminate and advance knowledge in these fields of learning through imaginative instruction and the encouragement of research. Courses in geography are also offered in this division.

## 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 a teaching core in social studies: History 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

Professor Forbes, Chairman

Professors Daily, Riley

Assistant Professors

Hayworth, Nelson, Nutt, Slavens

The general purpose of courses in history is to develop understanding of the problems and contributions of the past as well as an insight into present events. Courses are designed to prepare students for graduate study, for teaching positions, and for training for law, civil service, social work, and other fields requiring a background of history.

Requirements for an area of concentration with a core in history: at least twenty-four hours in this department of which at least nine must be in American and nine in European history. General Education 105 and

202 do not meet this requirement. 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 panoramic view and analysis of civilizations ancient and medieval, their contributions to the modern world. Spring. (3)

**203. American Colonial History.**

The background, founding, organization, institutions, and expansion of the Thirteen Colonies and their spiritual, cultural, and political gifts to the United States. Fall 1962 and alternate years. (3)

**204. The American West.**

The conquest of the West and the role of the frontier in developing America. Fall. (3)

**301. Greek and Roman History.**

The rise, duration, and fall of two world civilizations, their strengths and weaknesses, and their contributions to later times. Fall 1963 and alternate years. (3)

**302. Renaissance and Reformation.**

The middle ages to the Seventeenth Century with emphasis on the revival of learning, the Protestant revolt, and the religious wars. Fall 1963 and alternate years. (3)

**303. Nineteenth Century Europe.**

Europe from the French Revolution to the First World War, emphasizing political, intellectual, social, and religious revolutions—and the growth of armed alliances. Fall 1962 and alternate years. (3)

**304. Development of the American Constitution. See Political Science 304. Spring 1963 and alternate years. (3)**

**305. History of the Far East.**

Cultural, economic, and political life of China, Japan, and other oriental nations, with attention to the rise of nationalism in Southeastern Asia. Fall 1962 and alternate years. (3)

**308. History of Latin America.**

The colonial period, and the causes and results of the twentieth century emergence of Latin America. Spring 1963 and alternate years. (3)

**401. Western Political Heritage.** See Political Science 401. Fall 1962 and alternate years. (3)

Political Science 401. Fall 1962 and alternate years. (3)

**402. History of Russia.**

Evolution of Russia since the Ninth Century, the development under communist rulers and the cold war. Prerequisite: six hours of history. Spring 1964 and alternate years. (3)

**403. History of England.**

England since William of Normandy, with stress on the ties and developments that have affected the United States. Prerequisite: six hours of history. Spring 1964 and alternate years. (3)

**404. Twentieth Century Europe.**

Europe from 1914 to the present, with attention to the search for national security and international stability. Prerequisite: six hours of history. Spring 1963 and alternate years. (3)

**405. American Foreign Policy.**

Diplomatic problems and policies from the American Revolution to the present. Prerequisite: six hours of history. Spring. (3)

**408. American Social and Intellectual History.**

Forces, ideas, and issues not usually included in political history. Prerequisite: six hours of history. Spring. (3)

**409. The American South.**

Economic, political, and social forces making the South a peculiar section and problems of the New South. Prerequisite: six hours of history. Fall. (3)

**410. Contemporary American History.**

The Twentieth Century domestic problems, international challenges, and America's role as a world leader. Prerequisite: six hours of history. Fall 1963 and alternate years. (3)

**491. Special Studies in History.**

Directed research in American and/or world history. Admission by consent of professor. (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. Fall. (3)

**595. Thesis. (3)**

**Department of Political Science**

**Professor Riley, Chairman**

**Professor Forbes**

**Assistant Professors Hayworth, Nelson, Slavens**

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

The training of citizens who are morally responsible and who understand government and act positively within it is of first concern. Special emphasis is given to those preparing for graduate study, teaching positions, law, civil service, and social work whose pre-professional programs require political science.

Requirements for an area of concentration with a core in political science: at least twenty-four hours in this department; plus at least three hours each in the four fields of history, sociology, economics, and geography, and enough hours from related fields to total forty-five hours.

**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. Spring 1963 and alternate years. (3)

**302. 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 1964 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 1963 and alternate years. (3)

**401. Western Political Heritage: Concepts of Political Philosophy.**

A consideration of the turning points of Western political thought. Major thinkers and ideas are studied in relation to their social and economic background. Fall 1962 and alternate years. (3)



**402. American Political Thought.**

Problems and thought of selected men and historical periods; to discover the criticism and formulation of a democratic, constitutional theory. Spring. (3)

**403. American Politics: Parties and Elections.**

An evolutionary evaluation of the processes by which social pressures are translated into public policy in America. Political parties and interest groups are discussed from their structural and functional aspects. Fall. (3)

**404. Constitutional Government and the Free Enterprise System.**

A careful examination of the social, cultural, and economic institutions of our Republic as they have been influenced and shaped by legislative acts and judicial decisions and interpretations. Comparisons will be drawn between our Republic and other politico-economic systems. Fall. (3)

**405. American Foreign Policy. See History 405. Spring. (3)**

**491. Special Studies in Political Science.**

Directed research in political science. Admission by consent of professor. (1-3)

**501. Seminar in American Politics.**

A study of the panorama of the American political scene from colonial time to the present. Emphasis will be given to political issues and ideas. (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. Fall. (3)

**595. Thesis. (3)**

Department of Sociology

Associate Professor Quick, Chairman

Instructor Sandford

Sociology, broadly speaking, is concerned with the scientific study of the social life of man. As such it is empirically founded. It depends on systematic research to derive insight and to test the validity of hypotheses. It strives constantly to develop generalizations on the nature of group life and personal behavior.

Training in sociology and social psychology aids the recipient in achieving effective participation and leadership in the social groups of his community. Sociology, as pre-professional training, also provides a broad liberal background for the understanding of, and professional employment in, the field of human relations as related to agriculture, business, engineering, government, law, medicine, religion, social welfare work, teaching, and administrative leadership at all levels.

The primary purposes of the department are: (1) to achieve an understanding of men as social beings, (2) to train and develop competent scholars who will carry on independent research on basic issues throughout their lifetime and become challenging teachers in colleges and universities, and, (3) develop well-rounded individuals who will assume significant roles in nonacademic occupations.

Requirements for an area of concentration with a core in sociology: at least twenty-four hours in this department plus at least three hours each in the fields of political science, history, and economics, and enough hours from related fields to total a minimum of forty-five hours.

**201. Introduction to Sociology.**

An introduction to the systematic study of society; an overview of sociology. An orderly approach to the analysis and explanation of human behavior as it is manifest in culture, personality, and social organization. Emphasis is placed on the acquisition of basic conceptual tools and sociological principles and their application in the decision making process. Fall, Spring. (3)

**203. Social Factors in the Development of Personality.**

Theories of personality organization; social development and behavior of the person in an environment of social conflict; organizing concepts

used in observing and interpreting character development and behavior; the nature of culture and how it controls and orders human behavior; the structure and function of the human nervous system in relation to behavior. Spring 1964 and alternate years. (3)

**204. Dating and Courtship.**

A careful and systematic analysis is made of the phenomena of proper mate selection, especially at the college level. This includes the role that science plays in helping social beings to satisfy their basic needs and, at the same time, aids in avoiding divorce in later years. Fall. (2)

**301. Social Psychology.**

Leadership and the sociological aspects of group influence; the nature and the scope of motives, attitudes, norms, and roles in human relations. Personality development, patterning of self-other attitudes, and adaptation to cultural role prescriptions. Character knowledge of one's self as it is related to multiple group membership and maturity. Fall 1963 and alternate years. (3)

**302. Rural Sociology.**

The sociology of the land; peasant and folk societies and cultures; patterns of rural settlement like the farm, the plantation, the ranch, and others; rural personality types; the changing character of rural life; regional planning in the world community is briefly reviewed. Fall 1962 and alternate years. (2)

**303. The Sociology of Interest Groups.**

A study of present day interest groups and the strategies which they use to survive in a fiercely competitive world. Includes in-group and out-group coalitions formally and/or informally united to achieve specific goals or objectives. Attention is given to such major human behavior areas as occupations, schools, churches, recreation, dating and cliques. Fall 1962, Spring 1964.

**305. Marriage and the Family.**

A sociological perspective of the processes involved in the development of the marriage institution; family development from teen age to old age; marital adjustments and maladjustments; parenthood; integration of family and community; and the later years of married life. Spring. (2)

**306. Urban Sociology.**

A study of the structure and function of urban environment and their effects upon human behavior. Emphasis is placed upon urban pathologies and their relationship to city planning, growth, and development. A study of social organization of the urban community, conditions of urban life including slums and housing, social resources, the urban personality, and the news media of television and motion pictures. Spring 1963 and alternate years. (3)

**401. Social Pathology.**

Consideration is given to the role that change plays in bringing about personal and social disorganization. A study of costs and casualties as the price paid for survival and/or participation in an acquisitive society; status-seeking; waste of human resources; cultural limitations in the decision making process; and disorganization as found in families, social classes, and political and religious organizations. Fall 1962 and alternate years. (3)

**402. Social Control.**

A basic course in the study of the role that power plays in social organization; a survey of various agencies of social control (economic, political, military) and the methods by which these groups can be made effective in directing the behavior of others. Problems brought about by over-organization (bureaucracy) and under-organization. The democratic vs. the authoritarian method of social control is reviewed extensively. Spring 1963, Fall 1963. (3)

**403. Ethnic Relations.**

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group and minority differences; acquiring prejudice; character structure; reducing group tensions; promotion of social stability; special emphasis is given to a study of the economic, political, and social position of the contemporary American Negro. Spring 1963, Fall 1963. (3)

**404. Criminology.**

An examination of the nature, causes, and treatment of anti-social behavior, including neurotic, psychopathic, cultural, and political crime

(war). Relation to broader issues of human personality and social policy are stressed; crime as a form of deviant behavior and its relation to societal values and social structure; causes of delinquency are stressed. Spring 1964 and alternate years. (3)

**405. Research Problems.**

Techniques of research in sociology including such basic items as research design, questionnaire construction, collection of data and problems associated with it, processing coding, analysis, and a brief review of statistics as a tool in social research; the interview as a fundamental tool in field exploration; graphic presentation, organization, and analysis of data. On demand. (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. Ernest Kitchens, Jr.

Capt. John W. Crosby, Jr.

Capt. Thomas R. Fowler

MSgt. Carl Blazin

MSgt. Carl R. Nelson

SFC Otis R. Morris

SSgt. Donald W. Moffat

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 early enough in their college careers to permit them to qualify for a commission by the time of graduation are required to enroll in the basic course 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. able to qualify for appointment as Second Lieutenant prior to reaching twenty-eight years of age. Under provisions of the contract between the College and the Department of the Army, a student enrolling in the basic course is required to complete that course as a prerequisite for his graduation, unless relieved of this obligation by regulations prescribed by the Secretary of the Army.

Veterans with six months honorable active service may receive credit for Military Science 101 and 102. Veterans with twelve months honorable active service may receive credit for Military Science 101, 102, 201, and 202.

### 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 designated 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 advance 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 course 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 and a loyalty oath; b. maintain satisfactory scholastic

## Department of Military Science

---

standing in all academic and military subjects; c. demonstrate continuously the mental, moral, and physical attributes of leadership.

### 101. Military Science I.

Organization of the Army and ROTC, individual weapons, marksmanship, and leadership laboratory. Lecture one hour per week and laboratory two hours per week. Fall. (1)

### 101b.<sup>1</sup> Military Science I.

American military history and leadership laboratory. Lecture two hours per week and laboratory two hours per week. Fall. (1)

### 102. Military Science I.

United States Army and national security, and leadership laboratory. Lecture one hour per week and laboratory two hours per week. Spring. (1)

### 201. Military Science II.

American military history and leadership laboratory. Lecture two hours per week and laboratory two hours per week. Fall. (1)

### 201a.<sup>2</sup> Military Science II.

Map and aerial photograph reading, introduction to operations, basic tactics and techniques, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. Spring. (1)

### 202. Military Science II.

Map and aerial photograph reading, introduction to operations, basic tactics and techniques, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. Spring. (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)

---

<sup>1</sup>Being offered for students making up 101b failed or incomplete in spring, 1961, or earlier.

<sup>2</sup>Being offered for students making up 201a failed or incomplete in fall, 1961, or earlier.



**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. (8)

**401. Military Science IV.**

Operations, logistics, Army administration, and leadership laboratory. Lecture three hours per week and laboratory two hours per week. Fall. (8)

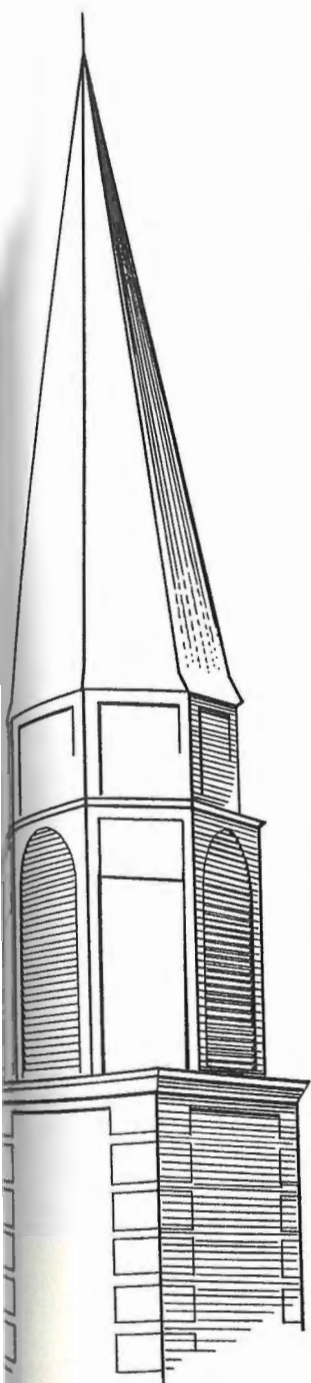
**402. Military Science IV.**

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)

# Index

Absences .....	54	Food Services .....	27
Academic Honors .....	50	Former Students Association .....	26
Academic Load, Student's .....	48	French .....	121
Academic Regulations .....	48	General Education Courses .....	60
Accounting, Department of .....	63	Geography .....	163
Accreditation .....	24	German .....	122
Administrative Officers .....	9	Grading System .....	49
Administrative Staff .....	9	Graduate Studies .....	25
Admission Requirements .....	45	Grants-in-Aid .....	40, 43
Aims of the College .....	23	Greek .....	151
Applications for Admission .....	45	Guidance Program .....	28
Area of Concentration .....	57	Health and Physical Edu- cation, Department of .....	79
Art, Department of .....	91	History, Department of .....	154
Artists Series .....	32	Home Economics, Depart- ment of .....	137
Athletics .....	32	Honor Roll .....	50
Auditor, Enrollment as .....	52	Honors, Degrees with .....	50
Baptist Student Union .....	30	Housing .....	27
Bible .....	145	Humanities, Division of .....	115
Biology, Department of .....	133	Infirmary .....	36
Board and Room .....	27	Job Placement .....	32
Business Administration, Dept. of .....	65	Journalism, Department of .....	118
Business and Economics, Division of .....	63	Library .....	24
Calendar, College .....	4	Library Science .....	89
Changes in Registration .....	48	Loan Funds .....	38
Chapel .....	30, 54	Mathematics, Depart- ment of .....	141
Chemistry, Department of .....	135	Medical Services .....	28-36
Church Music, Department of .....	106	Medical Technician Courses .....	120
Class Attendance .....	54	Military Science, Depart- ment of .....	164
Classification of Students .....	52	Ministerial Discounts .....	43-145
Clubs, Academic .....	31	Modern Languages, Department of .....	120
Clubs, Social .....	29	Music, Applied, Depart- ment of .....	107
Conduct, Student .....	29	Music, Departments of .....	93
Correspondence Courses .....	46	Music Education, Department of .....	108
Counseling .....	28	Music Organization .....	31, 112
Course Descriptions .....	59	Natural Science, Division of .....	127
Credit by Examination .....	52	Numbering of Courses .....	59
Credit Hour .....	49	Organ .....	109
Debate .....	124	Organization and Support .....	23
Degrees Offered .....	55	Organizations, Student .....	29
Degrees, Requirements for Undergraduate .....	55	Orientation Program .....	28
Drama Courses .....	125	Overseas Tour .....	26
Dramatics .....	123	Payment of Accounts .....	35
Economics, Department of .....	67	Philosophy, Department of .....	152
Education, Division of .....	72	Physical Education, Aca- demic Courses .....	80
Elementary Education, Department of .....	75	Physical Education, Activity Courses .....	83
Employment, Student .....	44	Physics, Department of .....	142
Endowment .....	24	Piano .....	107
Engineering Program .....	131	Placement of Graduates .....	32
English, Department of .....	115	Political Science, Department of .....	157
Expenses, Student .....	33		
Faculty .....	10		
Fees .....	33		
Financial Aids .....	38		
Fine Arts, Division of .....	91		

Pre-Law Courses .....	154	Social Life, Student .....	29
Pre-Medical Courses .....	127	Social Science, Division of .....	154
Pre-Pharmacy Courses .....	128	Sociology, Department of .....	160
Probation, Academic .....	50	Spanish .....	123
Professional Chemists .....	180	Special Studies .....	53
Psychology, Department of .....	84	Speech Courses .....	124
Publications, Student .....	32	Speech and Drama, Department of .....	123
Purpose, Statement of .....	23	Standards of Conduct .....	29
Quality Credits .....	49	String Instruments .....	111
Reading, Remedial .....	28	Student Activities .....	27-29
Refunds .....	36	Student Aids .....	38
Registration .....	48	Student Government .....	30
Regular Session .....	25	Summer Session .....	25
Religion and Philosophy, Division of .....	145	Teacher Education .....	73
Religion, Department of .....	145	Theory—Composition, Department of .....	101
Religious Activities .....	30	Transcripts .....	53
Reservations, Housing .....	27	Transfer Students .....	46
Room and Board .....	27	Trustees, Board of .....	8
ROTC .....	164	Tuition and Fees .....	33
Scholarships .....	40	Violin .....	111
Second Degree .....	55	Voice .....	109
Secondary Education, De- partment of .....	86	Wind Instruments .....	111
Secretarial Science, Department of .....	70	Withdrawal from the College .....	53



# QUACHITA BAPTIST COLLEGE

*Graduate Catalogue Issue*

*1962*

## BULLETIN

OUACHITA  
BAPTIST COLLEGE

Undergraduate Program  
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 LXXVII

MAY, 1962

---

Published monthly at Arkadelphia, Arkansas, by Ouachita Baptist College.  
Entered as second-class matter January 8, 1912, in the Post Office  
of Arkadelphia, Arkansas, under the Act of July 15, 1894.

Bulletin  
of  
Ouachita Baptist College

Graduate Catalogue Issue 1962

Announcements for 1962-63

Arkadelphia, Arkansas

1962

# College Calendar

## Fall Semester, 1962

August 31 - September 1	Faculty seminar
September 3, 8:30 a.m.	Convocation of all new students
September 3-4	Testing of all new students
September 5	Counseling of all students
September 6	Registration of freshmen and seniors
September 7	Registration of juniors and sophomores
September 8	Registration of graduate and special students
September 10	Classes to begin
September 21	Last day to register and last day for changes in registration
October 1-5	Spiritual Emphasis Week
October 29-November 1	Mid-semester examinations
November 21, 5 p.m., to 26, 8 a.m.	Thanksgiving vacation
December 19, 5 p.m., to January 3, 8 a.m.	Christmas vacation
January 14-18	Final examinations

## Spring Semester, 1963

January 18, 8:30 a.m.	Convocation of all new students
January 18-19	Testing of all new students
January 21	Counseling of all students
January 22	Registration of freshmen and seniors
January 23	Registration of juniors and sophomores
January 23	Registration of graduate and special students
January 24	Classes to begin
February 6	Last day to register and last day for changes in registration
February 25-March 1	Religious Emphasis Week
March 11	Last day for filing application for May graduation
March 18-21	Mid-semester examinations
March 22	Tiger Day
April 11, 5 p.m., to 16, 8 a.m.	Spring vacation
May 20-24	Final examinations
May 26, 4 p.m.	Commencement

# 1962

SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													
NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

# 1963

JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28		
MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						
JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31



# Board of Trustees

## Terms Expiring in 1962

Ernest L. Bailey, Cabot	William C. Hargis, Jr., Warren
Luke E. Burch, Jr., Hughes	John McClanahan, Blytheville
James S. Colvert, DeWitt	John Plumlee, Hot Springs
Marvin Green, Stephens	W. I. Walton, Arkadelphia

## Terms Expiring in 1963

Mrs. J. L. Bodie, Little Rock	Charles A. Gordon, Jr., Pine Bluff
Ben Elrod, Pine Bluff	Edward Maddox, Harrisburg
W. S. Fox, Pine Bluff	Paul Meers, Dardanelle
Marlin Gennings, Jonesboro	William J. Sewell, Searcy

## Terms Expiring in 1964

Winston Beard, Little Rock	Earl M. Jones, Texarkana
Roy Bunch, Eudora	Robert A. Parker, Camden
Roy Hilton, Harrison	Miss Emma Riley, Little Rock
Alsey Holland, Fayetteville	Chester Sturgis, Arkadelphia

## Administrative Officers

Ralph A. Phelps, Jr., M.A., Th.D.	President
James W. Cady, M.S.E., Ed.D.	Dean of Faculty
A. B. Wetherington, M.S.E., Ed.D.	Director of Graduate Studies
W. Maurice Hurley, M.A., Ed.D.	Dean of Students
Frances M. Crawford, B.A., B.Mus.	Registrar
James Orr, B.A.	Business Manager
Juanita McMillan Barnett, B.S. in L.S.	Librarian

## Graduate Council

Vester E. Wolber, Th.D., Chairman  
James W. Cady, Ed.D.  
Gerald Forbes, Ph.D.  
James T. Luck, Ed.D.  
Ralph A. Phelps, Jr., Th.D.  
B. C. Riley, Ed.D.  
Herman Sandford, M.A.  
A. B. Wetherington, Ed.D., *ex officio*

# The Graduate Faculty

**George Truett Blackmon, Th.D.**  
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)

**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)

**Gerald Forbes, Ph.D.**  
Professor of History

B.A., University of Oklahoma, 1936; M.A., *ibid.*, 1937; Ph.D., *ibid.*, 1939. (1961)

**Carl Edward Goodson, Th.D.**  
Professor of Religion

B.A., William Jewell College, 1941; Th.M., Southern Baptist Theological Seminary, 1944; Th.D., Central Baptist Theological Seminary, 1951. (1961)

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

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

**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)

**William Francis McBeth, M.M.**  
Associate Professor of Music

B.M., Hardin-Simmons University, 1954; M.M., University of Texas, 1957; Eastman School of Music, summers, 1959, 1960, 1961. (1957)

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

**President of the College and Professor of Religion**

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

**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)

**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)

**David Edward Scott, M.S.M.**

**Associate Professor of Music**

B.Mus., Hardin-Simmons University, 1949; M.S.Mus., Southwestern Baptist Theological Seminary, 1954; Institute of European Studies in Vienna, summer 1959; North Texas University, summer 1961. (1954)

**Bill Trantham, M.M.**

**Associate Professor of Music**

B.S., Southwest Missouri State College, 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Indiana University, summer 1958; Northwestern University, summers 1959, 1961. (1960)

**Allen B. Wetherington, Ed.D.**

**Director of Graduate Studies and Professor of Education**

B.A., Henderson State Teachers College, 1935; M.S.E., University of Arkansas, 1938; University of California, 1951; George Peabody College, 1951-52; Ed.D., North Texas University, 1959. (1961)

**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)

# General Information

## Origin

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 graduate programs in American civilization and in religion, with the first classes to begin in September, 1959. In September, 1961, after the graduate programs in American civilization and in religion had been in operation for two years, the college began a program of studies leading to the Master of Music Education degree.

## Aims

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 general 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 furnish a sound basis for further graduate study.

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 becoming candidates for a higher degree.

## Administration

The policies of the graduate program are determined by the Graduate Council and are administered by the director of graduate studies. The general administration of the graduate program is under the regular administrative officers of the college. Departments offering courses in the graduate program include Art, Economics, English, History, Music, Philosophy, Political Science, Religion, Sociology, and Speech and Drama.

## The Graduate Faculty

The graduate faculty will be composed of those faculty members who hold a degree as high or higher than the degree being given and who are teaching a course or courses directed primarily toward students who are enrolled for graduate credit. The director of graduate studies is the presiding officer of the graduate faculty.

## Research Facilities

**Library.** Riley Library, serving both the college and the community, has at present more than 50,000 volumes, plus a pamphlet collection of about 5,000 film strips, about 700 recordings, and other audio-visual materials. About four hundred periodicals are received, of which the more important are preserved in bound volumes.

Since 1958 the library has utilized a policy of open shelves, making it possible for every student to have direct access to books in the stacks as well as those shelved in the general reading room. A special collection of microfilmed materials is located in the Historical Room. Microfilm and microcard readers are available for use of these and other microfilmed materials.

Bibliographic facilities include the Cumulative Book Index, Bibliographic Index, and various special subject bibliographies. Indexes available are Reader's Guide to Periodical Literature, International Index, Education Index, Business Periodicals Index, Music Index, Essay and General Literature Index, Art Index, and Public Affairs Information Service, as well as numerous other special indexes.

Ouachita is a member of the Arkansas Foundation of Associated Colleges Cooperative Library Project. Books may be borrowed on inter-library loan from any of the other six member colleges and from the Arkansas State Library Commission. Borrowing privileges are extended to Ouachita Baptist College students by Henderson State Teachers College of Arkadelphia. Efforts are also made to secure needed materials from other sources according to the American Library Association Code for Inter-Library Loans.

Eight study carrels are available for individual use by graduate students. Application for assignment should be made in writing to the librarian.

**Faculty research grants.** Through the generosity of the Arkansas Foundation of Associated Colleges, funds have been made available to the faculty of Ouachita Baptist College, enabling them to engage in research either on the campus during the academic year and summer or on the campus of some university. These funds make it possible for the instructional staff to participate in faculty improvement efforts, general research, preparation of course syllabi, and work toward advanced degrees.

## Food and Housing

Graduate students will be housed in college dormitories and apartments. The college dining hall will be available for their use.

## Placement

The college placement service will be available to those who enroll in the Division of Graduate Studies. The director of placement will assist students in securing employment.

## Fees

Tuition per semester hour .....	\$12.00
Admission fee .....	10.00
Testing fee .....	5.00

Graduation fee, includes rental of the master's degree hood and cap and gown .....	25.00
Thesis binding, per copy .....	4.00

### Fees for music students

Private lessons, music, per half-hour lesson .....	1.50
One lesson per week, per semester .....	29.00
Two lessons per week, per semester .....	58.00

### Practice periods, per semester

Piano practice room, 1 hour daily .....	5.00
Piano practice room, 2 hours daily .....	10.00
Pipe organ practice, 1 hour daily .....	15.00
Pipe organ practice, 2 hours daily .....	30.00
Electric organ practice, 1 hour daily .....	10.00
Electric organ practice, 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

## Fellowships

Ouachita Baptist College has established several graduate fellowships for students seeking the Master of Arts degree in American civilization and in religion and for students seeking the Master of Music Education degree. The fellowships will be awarded on the basis of merit. Each fellow will receive a stipend of \$675 plus tuition for twenty-four semester hours.

Each teaching fellow is to teach a regularly scheduled course or the equivalent, assist the department in which he is majoring as needed, and devote the remaining time to graduate work and research.

The number of fellowships awarded each year will be determined by the need of the college for teaching fellows, finances available for fellowships, and the number of qualified applicants.

Applications for fellowships must be filed with the director of graduate studies.

# Academic Information

## AREAS OF SPECIALIZATION

Graduate work leading to three degrees may be taken at Ouachita Baptist College:

1. The Master of Arts degree in American civilization with a choice of concentration in one of the following basic areas: American culture and history, American language and literature, or American society and thought.
2. The Master of Music Education degree.
3. The Master of Arts degree in religion.

## ADMISSION TO GRADUATE STUDIES

There are a number of general requirements that apply to all applicants for admission to graduate study. In addition there are certain special admission requirements for each degree. It should be noted that admission to graduate study does not imply admission to candidacy for a degree.

### General Admission Requirements

The general prerequisites require that the applicant:

1. Hold the bachelor's degree or its equivalent from an approved college or university.
2. Provide the director of graduate studies at least two weeks before entrance with complete transcripts of all college and university work and with completed application forms.
3. Satisfactorily complete a psychological examination, a standardized English usage test and an essay in the student's major field on a subject announced at the time of the examination.
4. Present an academic record which in the judgment of the Graduate Council qualifies him to undertake graduate studies.
5. Present a record of undergraduate training substantially equivalent to that given by Ouachita Baptist College in the specific subject matter field in which the student expects to do graduate work, and present adequate undergraduate training in closely related or supporting subjects sufficient to sustain advanced work in the field of his choice. A student not possessing these qualifications will be required to make up the deficiencies in a manner prescribed by the Graduate Council.



## Special Admission Requirements

### 1. For the Master of Arts degree in American civilization.

Applicants who expect to become candidates for the Master of Arts degree in American civilization must present twenty-four semester hours in one or in any combination of the following fields of study: American culture and history, American language and literature, and American society and thought. American culture and history includes courses in art, history, and music; American language and literature includes courses in American literature, speech, and drama; and American society and thought includes courses in economics, education, philosophy, political science, religion, and sociology.

Courses which are designed to increase directly the student's understanding of American civilization, rather than those courses which are designed as tool or methods courses, are included in the requirements for admission.

### 2. For the Master of Arts degree in religion.

Students who expect to become candidates for the Master of Arts degree in religion must have twenty-four hours in religion.

### 3. For the Master of Music Education degree.

The general requirement of a bachelor's degree is further defined for students who expect to become candidates for the Master of Music Education degree as being a Bachelor of Music, Bachelor of Music Education, or an equivalent degree.

Since the ultimate objective of the graduate program in Music Education is the preparation of a music teacher well versed in the culture and traditions of a free society while at the same time he is well schooled in professional principles and techniques, it is of great importance that the student have a background in depth before he receives the Master of Music Education degree. If his undergraduate training is such that it appears no additional liberal arts study is necessary to provide such a background no requirements other than those stipulated for a degree will be made. The Graduate Council, however, has the prerogative of requiring a student with apparent deficiencies in liberal studies to remedy these before he is admitted to candidacy for the degree.

The graduate music faculty will administer a program of tests to all seeking admission to the graduate program in music education. The test results will be used to determine whether a student may be deficient in any given area of music.

### The Student's Advisory Committee

At the time of the student's admission to graduate studies, the director of graduate studies, in consultation with the appropriate department chairman, will appoint the student's major professor, who will thereby become a member of the student's Advisory Committee. The major professor will act as the student's advisor, signing his trial schedule and assisting him in preparing a tentative degree plan.

By the time of the student's application for admission to candidacy, the director of graduate studies, in consultation with the major professor and the student, will have appointed the other two members of the student's Advisory Committee and the chairman of the committee. This committee will advise the student in the preparation of his final degree plan, which will be due at the time of admission to candidacy. The committee will also advise in the writing of the student's prospectus and evaluate the finished product. Finally, the student's Advisory Committee will direct the writing of the student's thesis and formally approve it before it is presented to the director of graduate studies.

### REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE MASTER OF ARTS DEGREE AND THE MASTER OF MUSIC EDUCATION DEGREE

Having met the requirements for admission to graduate studies, a student who satisfies the following requirements will be notified of his admission to candidacy by the director of graduate studies:

1. The student must make application for admission to candidacy to the director of graduate studies.
2. The student must have earned twelve hours of graduate credit with a grade point average of at least 3.0 and have completed the seminar in methods of research.
3. The student's degree plan must be completed by the student, approved by his major professor, and approved by the director of graduate studies.
4. The student must have maintained the college standards of personal conduct during his graduate studies.
5. The student's application for admission to candidacy must be approved by the Graduate Council.

### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE AND THE MASTER OF MUSIC EDUCATION DEGREE

There are a number of general requirements that apply to all candidates for the master's degree. In addition there are certain special requirements for each of the three programs.

#### General Degree Requirements

1. A minimum of thirty semester hours must be completed after admission to graduate studies with a grade average of B or better.

2. At least fifteen of the thirty semester hours must be in courses on a 500 level.
3. The student must complete a minimum of twenty-four semester hours at Ouachita Baptist College; not more than six semester hours may be transferred from another institution. All required work for the degree must normally be completed within a period of five years.
4. The student must write and successfully defend a thesis. In the writing of the thesis the student will follow these steps: First, the student must submit a thesis prospectus to the chairman of his Advisory Committee. Second, if the student's Advisory Committee accepts the thesis prospectus, the director of graduate studies will arrange a seminar at which the student will defend the proposed thesis. The defense seminar, which will include the student's Advisory Committee and the Graduate Council, will be furnished by the student with copies of the prospectus at least three days before the seminar. Third, after the candidate has successfully defended his prospectus, it is assumed that he will, under the supervision of his Advisory Committee, develop his prospectus into a completed thesis. Campbell's Form and Style in Thesis Writing will be used as the manual of style in the writing of the thesis. The thesis in its final form must be approved and signed by the student's Advisory Committee. Four copies of the approved thesis must be filed with the director of graduate studies at least twenty-one days before the date on which the student expects to be graduated. Fourth, when the director of graduate studies has read and approved the thesis, he will arrange a seminar during which the student will defend his thesis before the Graduate Council.
5. At the completion of the residence requirements and the acceptance of a satisfactory thesis, the student must successfully complete an oral, comprehensive examination.
6. The student must fulfill the requirements for admission to graduate studies and admission to candidacy.

### Special Degree Requirements

#### 1. For the Master of Arts degree in American civilization.

In addition to completing the general requirements above, the candidate for the Master of Arts degree in American civilization must complete a minimum of twelve semester hours in one of the three areas of American studies and a minimum of six semester hours in each of the two remaining areas of American studies.

**2. For the Master of Music Education degree.**

In addition to completing the general requirements above, the candidate for the Master of Music Education must concentrate his studies in music education; the remaining courses may be selected from music theory—composition, music history, and applied music.

**3. For the Master of Arts degree in religion.**

In addition to completing the general requirements above, the candidate for the Master of Arts degree in religion will be expected to have, in addition to his major studies in religion, at least six hours and not more than nine in American studies. The related studies may be considered as a part of the thirty semester hours.

### 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 payments with the Business Office.

### 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 director of graduate studies. Permission to add or drop a course during the first three weeks of a semester may be granted by the director of graduate studies. In cases of unusual circumstances students may secure permission to drop a course after the three weeks period by making application to the director of graduate studies. 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.

## The Student's Academic Load

The maximum load for the graduate student is fifteen semester hours. There are no exceptions to this regulation.

### 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.
- X indicates that a student's required work is incomplete. A grade of X automatically becomes F unless the deficiency is made up during the twelve months following formal completion of the semester; however, this time limit does not apply in the case of the thesis. A student must continue to enroll in the thesis course until the thesis is successfully completed.
- 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.

No grade lower than C may count toward a graduate degree. The graduate student must maintain at least a B average to remain in the graduate program.

### 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; (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.

## Courses of Instruction

Courses numbered 500 to 599 are restricted to graduate students. Courses numbered 300 to 499 may be taken by graduate students on the approval of the student's Advisory Committee and with the understanding that additional work beyond that required of undergraduates be required of the graduate students.

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

Unless otherwise indicated, all courses are open to all students. Stated prerequisites may be waived only with the 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.

# American Civilization

The specific purposes of the graduate program in American civilization are as follows:

1. To expand the student's knowledge of and to deepen his appreciation for American civilization.
2. To advance the student's preparation in depth in the teaching fields of humanities, social sciences, and religion.
3. To encourage the student to explore ideas and principles essential for intelligent citizenship and responsible leadership.
4. To furnish the student with material which is vocationally useful in such fields as journalism, law, theology, social work, government services, library work, radio and television, business, and teaching.

## AMERICAN CULTURE AND HISTORY

### Art

#### 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)

### History

#### 405. American Foreign Policy.

Diplomatic problems and policies from the American Revolution to the present. Prerequisite: six hours of history. Spring. (3)

#### 408. American Social and Intellectual History.

Forces, ideas, and issues not usually included in political history. Prerequisite: six hours of history. Spring. (3)

#### 409. The American South.

Economic, political, and social forces making the South a peculiar section, and the problems of the New South. Prerequisite: six hours of history. Fall. (3)

**410. Recent American History.**

Twentieth century domestic problems, international challenges, and the role of the United States as a world leader. Prerequisite: six hours of history. Fall 1963-64 and alternate years. (3)

**501. Seminar in American History to 1865. Fall. (3)**

**502. Seminar in American History Since 1865. Spring. (3)**

## Music

**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)

## AMERICAN LANGUAGE AND LITERATURE

### American Literature

**402. The American Novel from Cooper to the Present.**

Spring 1962-63 and alternate years. (3)

**406. The American Renaissance.**

A study of American literature and civilization based on the Transcendentalist Movement, Hawthorne, Melville, and Whitman. Fall 1963-64 and alternate years. (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)

## Drama

**403. The American Stage.**

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



## Speech

### 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)

## AMERICAN SOCIETY AND THOUGHT

### Economics

### 403. American Economic History.

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 institutions, the growth of big business and industrial consolidation. On demand. (3)

### Philosophy

### 403. 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)

### Political Science

### 402. American Political Thought.

Problems and thought of select men and historical periods. To discover the criticism and formulation of a democratic, constitutional theory. Prerequisite: Political Science 201. Spring. (3)

### 403. American Politics: Parties and Elections.

An evolutionary evaluation of the processes by which social pressures are translated into public policy in America. Political parties and interest groups are discussed from their structural and functional aspects. Prerequisite: Political Science 201. Fall. (3)

### 405. American Foreign Policy. See History 401.

**404. Constitutional Government and the Free Enterprise System.**

A careful examination of the social, cultural, and economic institutions of our Republic as they have been influenced and shaped by legislative acts and judicial decisions and interpretations. Comparisons will be drawn between our Republic and other politico-economic systems. Fall. (3)

**501. Seminar in American Politics.**

A study of the panorama of the American political scene from colonial times to the present. Emphasis will be given to political issues and ideas. (3)

## Religion

**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)

**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)

## Sociology

**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. Spring 1962-63 and alternate years. (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. Fall 1963-64 and alternate years. (3)

## General

**591. Special Studies in American Civilization.**

A course of advanced research for graduate students concentrating in American civilization. (1-3)

**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. (6)**

# Music Education

The specific purposes of the graduate program in music education are as follows:

1. To enlarge the student's knowledge of the field of music education.
2. To advance the student's preparation for the teaching of music.
3. To provide the individual engaged in the teaching of music with academic stimulation to do more creative work in his teaching.

## Music Education

### 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)

### 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. (3)

### 503. Advanced Conducting.

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

### 504. Pedagogy of Theory.

A course in the teaching of theory. (3)

**591. Special Studies in Music Education.**

A course of advanced research for graduate students concentrating in music. (1-3)

**592. Research Seminar in Music Education.**

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

**595. Thesis. (6)**

## Music Theory-History

**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)

**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. (3)

**510. Advanced Music History.**

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

## Applied Music

**551. Piano V.**

Advanced piano for graduate students. (1-6)

**561. Organ V.**

Advanced organ for graduate students. (1-6)

**571. Voice V.**

Advanced voice for graduate students. (1-6)

**581. Strings V.**

Advanced study in strings for graduate students. (1-6)

**590. Wind Instruments V.**

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

# Religion

The specific purposes of the graduate program in religion are as follows:

1. To guide the student in obtaining a more comprehensive grasp of religious knowledge.
2. To invigorate and stimulate men already actively engaged in the Christian ministry.
3. To lay a broad groundwork for the teaching of religion.

## 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 Thesalonians, Corinthians, Galatians, and Romans. Fall. (3)

## 402. Later Epistles of Paul.

A careful study of the prison epistles, Ephesians, Colossians, Philip-pians; 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 1963-64 and alternate years. (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.**

A survey of the various types of religious philosophy found in the history of ideas. Spring 1963-64 and alternate years. (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. 1962-63 and alternate years. (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. 1963-64 and alternate years. (3,3)

**506. Trends in Contemporary Religious Thought.**

A study and critique of the main currents in Christian thought in the twentieth century. Fall. (3)

**507. Advanced Reading Seminar in Religion.**

Directed reading and discussion of definitive works in various fields of the Christian religion. On demand. (3)

**591. Special Studies in Religion.**

A course of advanced research for graduate students concentrating in religion. (1-3)

**592. Research Seminar in Religion.**

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

**595. Thesis. (6)**

OUACHITA BAPTIST COLLEGE  
COMMENCEMENT

FRIDAY, AUGUST 10, 1962

5:00 P. M.

FIRST BAPTIST CHURCH  
ARKADELPHIA, ARKANSAS

Ralph A. Phelps, Jr.

President

# PROGRAM

President Ralph A. Phelps, Jr., Presiding

\*PROCESSIONAL, "Chorale" ..... Bartlett  
Miss Evelyn Bowden, Organist

INVOCATION ..... Marvin Green  
Chairman, Board of Trustees

HYMN: "Holy, Holy, Holy" ..... Dykes  
Dr. J. T. Luck, Director

VOCAL SOLO, "Great Peace Have They Which Love the Law" ..... Roger  
John Wordy Buckner, Class of 1962

COMMENCEMENT ADDRESS ..... Rev. Emil Williams  
Pastor, First Baptist Church, Russellville

CONFERRING OF DEGREES AND HONORS ..... Dean J. W. Cady

BENEDICTION ..... Rev. Carl W. Kluck  
Pastor, Second Baptist Church

\*RECESSIONAL: Chorale Prelude on "Praise to God" ..... Willan

\*Audience will remain seated for Processional and Recessional.



## CANDIDATES FOR DEGREES

### BACHELOR OF ARTS:

Ledford H. Carey, Shreveport, La., Religion  
Gerald Lee Congleton, Pine Bluff, Speech  
Rex Yates Cooper, Arkadelphia, Drama  
William Henry Cottrell, Junction City, Religion  
Bobby Charles Denton, Glenwood, Religion  
Mary Sullivan Gill, Little Rock, Economics  
John Richard Goodrum, Atlanta, Ga., Religion  
Jay Willard Goodwin, El Dorado, Business Administration  
Martha Jeanne Greene, Pine Bluff, Home Economics  
Ernest Dalton Hawkins, Kennett, Mo., Religion  
Barbara Beard Hayworth, McGehee, History  
Lowell Edwin Heldebrand, Camden, Accounting  
Arley C. Knight, El Dorado, Accounting  
Joe Paul Koenig, Taneyville, Mo., Religion  
H. David Kuhl, N. Little Rock, Business Administration  
Jenny Beth McAllister, Camden, English and French  
Lynn Ray McClung, Denver, Colo., Business Administration  
Judy Carole McDonald, N. Little Rock, Voice  
Jerry Dean McMillion, Hughes, Physical Education  
Thomas R. Murphree, El Dorado, Physical Education  
Billy Ray Newton, Muskogee, Oklahoma, Religion  
Francis G. Schimming, Amity, Religion  
Heber Earl Shreve, Hot Springs, Religion  
Leon M. Sipes, Houston, Texas, Sociology  
Lloyd Milton Sivils, Crossett, Business Administration  
John Waymon Somers, Rutherford, Tennessee, Religion  
Nancy Aycock Tyson, El Dorado, Drama  
Vernon C. Wickliffe, Flint, Michigan, Religion  
Frances Cantrell Wolber, Arkadelphia, Psychology  
Sandra Harvey Wright, England, English

### BACHELOR OF SCIENCE:

Kenneth Wayne Blackmon, Arkadelphia, Chemistry  
Lela Ann Elledge, Arkadelphia, Home Economics  
Frances Ann Horne, Sparkman, Home Economics  
Charles Edward Jackson, Dermott, Chemistry  
William H. Kittler, Carlisle, Biology  
Monta Susan McClelland, Buckville, Chemistry  
Alice Jeannette Reaves, Little Rock, Home Economics  
Salih H. Shibley, Nazareth, Israel, Math  
Winifred Thomas Wright, McCrory, Chemistry

## BACHELOR OF SCIENCE IN EDUCATION:

Katybeth Breitenberg, Hot Springs, Elementary Education  
Christene Christian, Van Buren, Secondary Education  
Linda Kay Lewallen, Hot Springs, Elementary Education  
Judith Overton Nall, Gould, Elementary Education  
Julia Paulette Palmer, Memphis, Tennessee, Elementary  
Education  
Margaret Ann Parsons, Hot Springs, Elementary Education  
Wanda Stephens Reed, Norfolk, Elementary Education  
Betty Otwell Schrader, Malvern, Secondary Education  
Mary Ridgell Stanton, Little Rock, Elementary Education

## BACHELOR OF MUSIC:

Margaret Lee Bray, Pine Bluff, Church Music

## BACHELOR OF MUSIC EDUCATION:

John Wordy Buckner, Jr., Crossett, Music Education

## DEGREES TO BE AWARDED IN ABSENTIA

### BACHELOR OF ARTS:

Shelby Funk Burruss, Linville, Virginia, Speech  
Shirley Jean Johnson, Helena, English  
Billie Geurin Sharp, Douglas, Arizona, Music

### BACHELOR OF SCIENCE:

Doyle William Daniel, Jr., Hot Springs, Physics  
Nellie Ruth Dipert, McGehee, Home Economics  
Linda Denney Mullins, Fort Smith, Biology

## HONORS TO BE AWARDED:

### SUMMA CUM LAUDE

Alice Jeannette Reaves

### MAGNA CUM LAUDE

Frances Horne  
Shirley Johnson  
Susan McClelland  
Mary Stanton

### CUM LAUDE

Lela Ann Elledge  
Judy Nall  
Francis Schimming

# Quachita Baptist College

SEVENTY-SIXTH ANNUAL

## Commencement



NINETEEN HUNDRED SIXTY-TWO

RALPH A. PHELPS, JR.

PRESIDENT

**COMMENCEMENT EXERCISES**

A. U. Williams Field

6:00 P.M.

President Ralph A. Phelps, Jr., Presiding

- \*Processional: Trumpet Tune and Voluntary ..... Purcell
- Invocation ..... Dr. Marvin Green  
    Chairman of Board of Trustees
- Hymn: "Onward Christian Soldiers" ..... Sullivan  
    Directed by Dr. James T. Luck
- Scripture Reading ..... Anton Uth, Class of 1962
- Recognition of Distinguished Guests
- Presentation of Flowers from H. S. T. C.
- Response ..... Charles Petty, President  
    Class of 1962
- Vocal Duet: "The Lord is My Light" ..... Allitsen  
    Letha Belknap and Linda Evans
- Commencement Address ..... The Honorable William J. Fulbright  
    United States Senator
- Conferring of Degrees ..... Dean J. W. Cady
- Conferring of Special Honors:
  - DOCTOR OF DIVINITY                                     DOCTOR OF LAWS
  - Rheubin L. South   Archie W. Ford
  - DISTINGUISHED ALUMNUS AWARDS
  - J. L. Carter   Louis H. Crow
  - Brigadier General Lewis Elton Lyle
- Military Officers Commissioning ..... Oath of Office
- Benediction ..... Dr. Vester E. Wolber  
    Professor of Religion
- \*Recessional: March ..... Henry Purcell  
    Organist, Evelyn Bowden

\*Audience will be seated for Processional and Recessional

**OTHER COMMENCEMENT EVENTS**

Monday, May 21 through Sunday, May 27

- Art Exhibit ..... Riley Library
- Saturday, May 26
- 8:00 P.M. Departmental Music Recital ..... Mitchell Hall
- Sunday, May 27
- 11:00 A.M. Baccalaureate Service ..... Mitchell Hall
- 1:00 P.M. Luncheon ..... Birkett Williams Hall  
    Former Students and Guests
- 3:00 P.M. Tea ..... Riley Library  
    Former Students and Guests
- 4:00 P.M. Dedication of Berry Bible Building

Kim, Dong Ho, Seol, Korea, Math  
 Kim, Edwina Myung ok Alina, Wahiawa, Oahua, Hawaii, Home Economics  
 Lee, Juniorous A., Manila, Biology  
 ◆Liles, Bonita Lynne, Mena, Home Economics  
 Lovett, John Reuben, Wilson, Biology  
 ◆McCarty, Rosalie Gay, Arkadelphia, Chemistry  
 \*McMoran, Darrell Wayne, Searcy, Math  
 Mathis, Melren Vernon, Springdale, Physics  
 Morrison, Robert David, El Dorado, Math  
 Morse, Jake Groves, Osceola, Math  
 Moseley, Donna Diane, Warren, Biology  
 Nichoalds, George E., North Little Rock, Chemistry  
 Pierce, Sandra Lee, Clarksville, Home Economics  
 Pittard, Martha Ann, Pine Bluff, Home Economics  
 \*\*\*\*Queen, Charles E., Judsonia, Chemistry  
 Rogers, Gene Louis, Mena, Chemistry-Biology  
 \*\*\*\*Rose, Walter Earl, West Helena, Biology  
 \*\*\*\*Sanders, Bob Wayne, Arkadelphia, Chemistry  
 \*\*\*\*Sebastian, Elmer Gleason, Danville, Kentucky, Chemistry-Math  
 Smiley, Henry Dennis, Ft. Smith, Chemistry  
 ◆Srouji, Suheil Hanna, Nazareth, Israel, Math  
 ◆Westerman, Verna Ruth, Weiner, Home Economics  
 Woods, Mary Louise, Chicago, Illinois, Home Economics

#### BACHELOR OF SCIENCE IN EDUCATION

Bailey, Rebecca, Batesville, Elementary Education  
~~Flynn, George Frank, Bellaire, Texas, Secondary Education~~  
 ◆Grim, Carole Ruth, Berryville, Secondary Education  
 Harper, Janet Sue, Little Rock, Elementary Education  
 ◆Harris, Emma Ruth, Ward, Elementary Education  
 Hester, Linda Maxine, Lonoke, Elementary Education  
 Hooten, Jerry Bob, Hepland, California, Secondary Education  
 Howard, Shirlene, Tyronza, Elementary Education  
 Huckabay, Gail Harrison, Muskogee, Oklahoma, Elementary Education  
 Ingrum, Rose Joyce, Blytheville, Elementary Education  
 Jacks, Carolyn, Star City, Physical Education  
 ◆Johnson, Ruth Griffin, Carlisle, Secondary Education  
 Jones, Flo Perry, Hot Springs, Secondary Education  
 Koenig, Carolyn Bishop, Nashville, Elementary Education  
 Larson, William L., Norphlet, Secondary Education  
 McGough, John Lenox, Camden, Secondary Education  
 Norris, Lavon, Strong, Secondary Education  
 Price, Sylvia Christine, Little Rock, Elementary Education  
 Ussery, Mary Etta, McGehee, Elementary Education  
 Walker, Mary Lou, Mt. Home, Elementary Education  
 ◆Walls, Edwina, England, Elementary Education  
 Watts, Linda L., Star City, Elementary Education  
 Womack, Ruth Ann, El Dorado, Elementary Education  
 Woods, Sammye Lee, El Dorado, Elementary Education  
 Wynn, Opal Lee, Alta, Missouri, Elementary Education

#### BACHELOR OF MUSIC

Evans, Linda Boyce, Batesville, Voice  
 St. John, Sara, El Dorado, Piano and Theory  
 \*Stanton, Teddy Oscar, Little Rock, Church Music Education  
 ◆Taylor, Joy Ann, Ft. Smith, Theory-Composition

## CANDIDATES FOR DEGREES

- ▶ Petty, Charles Venable, England, Religion, President of the Class, B.A.
- ▶ Moore, Jean, Benton, Home Economics, Secretary of the Class, B.S.

### BACHELOR OF ARTS

- Adams, Ronnie Harold, Arkadelphia, Accounting
- ▶ Bacon, Bob Joe, Malvern, Religion
- Ballard, Glenn Bryant, Hope, Physical Education
- Batson, James Patton, Searcy, Art
- Bearce, Earl E., Appleton City, Missouri, Religion
- Beaty, William A., Carlisle, General Business
- Boigiano, Frances Anne, Leesville, Louisiana, Sociology
- Braeen, Peggy Lou, Leachville, Journalism
- Brooks, Nancy Jean, Fort Smith, English
- Brown, David Lee, Independence, Missouri, Psychology
- Brown, Jerry Hasting, Pine Bluff, Speech
- Brownlee, John H. Jr., Eudora, Physical Education
- Bryan, Newton C., Arkadelphia, Religion
- Cameron, Campbell H., Princeton, Kentucky, Religion
- Campbell, James Wiley, Fordyce, Speech
- Carson, Patricia Ann, North Little Rock, Secretarial Science
- Chavez, Eloisa Lela, Norwalk, California, History
- Cole, Barbara Martin, Star City, Secretarial Science
- Conwell, Celia Ann, Azle, Texas, Physical Education
- ▶ Cox, Jerry B., Earle, Accounting
- Deaton, Joyce Elaine, Sulphur Springs, Secretarial Science
- Deaton, Robert, Arkadelphia, Drama
- Deaton, Wyndell, Sparkman, Speech
- Dipert, William Daniel, Little Rock, Speech
- Doggett, Charles Everett, Texarkana, Speech
- Duncan, James Egbert Jr., Texarkana, Texas, Religion
- Dungan, Hubert Gray, El Dorado, Physical Education
- ▶ Eaker, Lex H., Pine Bluff, Religion
- ▶ Estes, James H., Arkadelphia, Math
- ▶ Estes, Otis H. Jr., Arkadelphia, General Business
- ▶ Franz, Phillip Edward, Thayer, Missouri, General Business
- Gannaway, Cullen Lee, Arkansas City, Accounting
- Goyne, Elizabeth Anne, Malvern, English
- Grounds, Jerry Merle, Fort Smith, English
- ▶ Hall, Dewey L., Biscoe, Accounting
- Hamil, Charles Wesley Jr., Sanford, Florida, Religion
- Harrison, Lawrence Wayne, Smackover, Religion
- Hayes, William Dean, Stuttgart, Religion
- Hendrix, David Max, Hope, General Business
- Herzfeld, Margaret McKenzie, Hughes, Secretarial Science
- Hines, Doris June, Prescott, English
- Hoover, Wilma Louise, Mena, Secretarial Science
- Howard, Margaret Anne, Arkadelphia, History
- Huckabay, Don Michael, Clarksville, Political Science
- ▶ Jackson, John Samuel III, Waldo, Psychology
- ▶ Johnson, John Paul, Pine Bluff, History
- Jolly, Ralph M., Overland, Missouri, Accounting
- Jones, Tommie Jo, Arkadelphia, French
- Jordan, David Milton, Arkadelphia, History
- Jordan, Idelle G., Arkadelphia, Religion
- Kell, Carl Lewis, Rogers, Speech
- Kennedy, Warner William, Camden, History
- Kyle, George Finley III, Malvern, General Business
- Lowe, Franklin G., Arkadelphia, Religion

\*McBrayer, Edward Arnold Jr., Arkadelphia, Psychology  
 ◆McCarty, Rosalie Gay, Arkadelphia, Math  
 McCloy, Wanda Sue, McGehee, Secretarial Science  
 McEnture, Doris Jean, Clinton, Secretarial Science  
 ◆McKinney, Linda Sanders, Little Rock, Sociology  
 McKinney, Rhea Eldon, Seminole, Oklahoma, Speech  
 Malone, Haskell E., Emmet, Religion  
 ◆Matlock, Justlyn Jane, Little Rock, History  
 Metcalf, Ruth Diane, DeWitt, Sociology  
 Moore, Claris Curtis Jr., Hughes, General Business  
 Newsom, Kenneth E., El Dorado, Physical Education  
 Owen, Hugh David, Malvern, Accounting  
 Parker, Stephen Thomas, Norwalk, California, General Business  
 Pearson, Carl Janell, Bradley, Speech  
 Peterson, James Sidney, Texarkana, Texas, Religion  
 ◆Price, Julia Maurine, Texarkana, Texas, Math  
 ◆Reed, Don Wayne, Valley Springs, Religion  
 Mason, David E. Perryville, History  
 +Rogers, Larry L., Oden, History  
 Seward, Dorothy Melcher, Arkadelphia, Art  
 Skaggs, Wanda Joan, Searcy, Speech  
 Smith, Bailey Eugene, Dallas, Texas, Speech  
 Smith, William Doyle, Pea Ridge, History  
 Smith, William Rowland, Stuttgart, Religion  
 Stacks, Edwin E., Arkadelphia, Religion  
 Tatum, Philip Lawrence, Tyrone, Art  
 Taylor, Glen Douglas, Malvern, Accounting  
 Toppass, Oscar Nash, Rich Hill, Missouri, Psychology  
 \*Turner, Thomas Dempsey, Little Rock, General Business  
 \*Tyson, James Roy, Augusta, Journalism  
 ◆Uth, Anton Conrad, Oxford, Mississippi, Religion  
 Wallis, Sondra Kaye, Clinton, Missouri, Secretarial Science  
 Ward, James Melton, El Dorado, Religion  
 Watson, Janice Carolyn, Corning, Speech  
 Wells, Marion Ray, Marianna, Religion-Speech  
 Whitlow, James Marion, Jonesboro, Illinois, History  
 Whitlow, Samuel Roger, Jonesboro, Illinois, History  
 ◆Wood, Donald J., Hot Springs, Political Science  
 Wooderson, Roland D., Arkadelphia, Religion  
 Zimmerman, Marguerite Fielding, No. Little Rock, Elementary Education

## BACHELOR OF SCIENCE

Bond, Ralph Lynn, Pine Bluff, Physics  
 ◆Bowen, David O'Neal, North Little Rock, Chemistry  
 Cagle, Thomas Gordon, El Dorado, Physics-Math  
 \*Clary, Samuel Lloyd Jr., Pine Bluff, Biology  
 \*Davenport, Kenneth Walter, Jr., North Little Rock, Chemistry  
 Fong, Yook Hing, Hughes, Chemistry  
 \*\*\*\*Hall, Thomas Felix, Jr., North Little Rock, Chemistry  
 +Hertzfeld, James Alfred, Benton, Chemistry  
 \*\*\*\*Hicks, Billy W., Washington, Chemistry  
 Hicks, Gloria Hendrix, Arkadelphia, Home Economics  
 Johnson, Addie, Jonesboro, Home Economics  
 Keith, Martha Helen, Malvern, Home Economics  
 Kellum, Mary Nell, Kenosha, Wisconsin, Chemistry  
 \*Kelley, Robert Owen, Arkadelphia, Chemistry  
 Kelly, David E., Blytheville, Physics

## BACHELOR OF MUSIC EDUCATION

Belknap, Letha, North Little Rock, Music Education  
Burrow, Patsy Sue, Walnut Ridge, Music Education  
Langley, Rosemary, Searcy, Music Education  
Nichols, Carol Ann, Fountain Hill, Music Education  
\*Wofford, William Charles, Shreveport, Louisiana, Music Education

## DEGREES TO BE AWARDED IN ABSENTIA BACHELOR OF ARTS

Blackmon, Thomas C., DeKalb, Texas, General Business  
Chisum, Nancy Perry, Fort Smith, Journalism  
Entrekin, Artis, Little Rock, History  
Green, Grant Elbert, Pine Bluff, Biology  
Bonner, Charles, Camden, Accounting (Posthumously)  
Williams, Alfred Dick, Camden, Math

## BACHELOR OF SCIENCE

\*\*Coffield, Charles, Stuttgart, Biology  
\*\*Miller, Robert Howard, Jr., Little Rock, Chemistry  
\*\*\*Mullins, Cager Warren, Jr., Van Buren, Chemistry  
McGehee, Charlie Rue, Mansfield, Math  
Taylor, John William, Amity, Physics

## HONORS TO BE AWARDED

### MAGNA CUM LAUDE

Bob Joe Bacon  
Carole Grim  
John Samuel Jackson III  
D. Jean Moore  
Rosalie McCarty (on both degrees)  
Anton Uth  
Edwina Walls  
Verna Ruth Westerman  
Donald Wood

### CUM LAUDE

*Letha Belknap*  
David Bowen → *Emma Ruth Harris*  
Gloria Hendrix Hicks  
June Hines  
Ruth Johnson  
Bonita Liles  
Linda Sanders McKinney  
Justlyn Matlock  
Charles Petty  
Julia Frice  
Don Reed  
Bob Sanders  
Suhel Srouji  
Joy Taylor  
Opal Wynn

\*Receiving Commission as Second Lieutenant U.S. Army Reserve

\*\*Commissioned January 19, 1962

\*\*\*Commissioned November 14, 1961

\*\*\*\*Distinguished Military Graduate and receiving Commission.

+To be commissioned after summer camp

◆Member of Alpha Chi National Honor Society

●Member of Alpha Chi National Honor Society, Distinguished  
Military Graduate, and receiving Commission

*Quachita*