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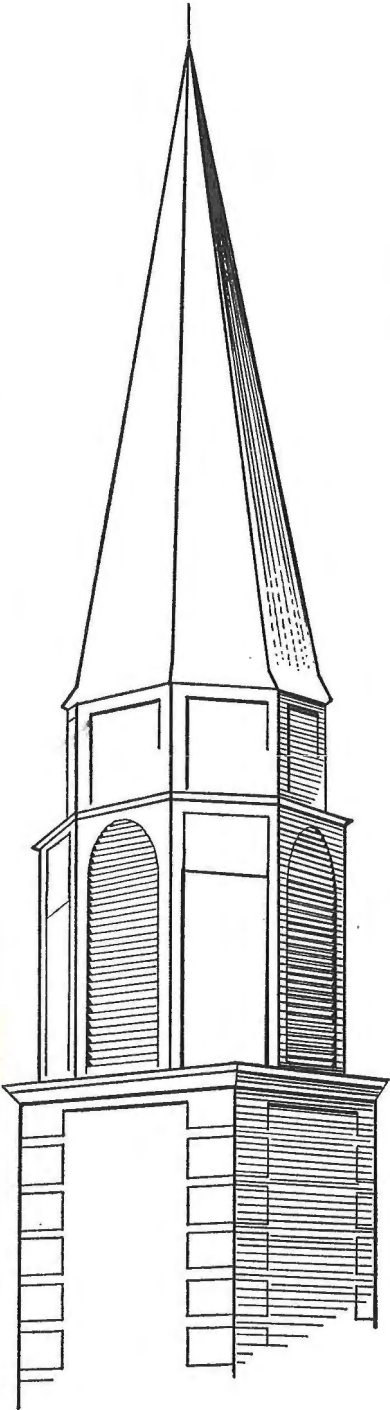
QUACHITA BAPTIST COLLEGE

General Catalogue Issue

1964

1965

BULLETIN



OUACHITA BAPTIST COLLEGE

Graduate Program
Preliminary Accreditation by
North Central Association of Colleges and Secondary Schools

Undergraduate Program
Accredited by
North Central Association of Colleges and Secondary Schools

Teacher Education Program
Accredited by
National Council for Accreditation
Of Teacher Education
On the Elementary and Secondary Levels

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 LXXVIII

MARCH, 1964

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Bulletin
of
Ouachita Baptist College

General Catalogue Issue
1964-65 and 1965-66

Seventy-ninth and Eightieth
Sessions

Arkadelphia, Arkansas
1964

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College Calendar

Fall Semester, 1964

September 4-5	Faculty seminar
September 7, 8:30 a.m.	Convocation of all new students
September 7-8	Testing of all new students
September 9	Counseling of all students
September 10	Registration of freshmen and seniors
September 11	Registration of juniors, sophomores, graduate, and special students
September 14	Classes to begin
September 25	Last day to register and last day for changes in registration
November 2-5	Mid-semester examinations
November 25, 5 p.m., to 30, 8 a.m.	Thanksgiving vacation
December 18, 5 p.m., to January 4, 8 a.m.	Christmas vacation
January 18-22	Final examinations

Spring Semester, 1965

January 22, 8:30 a.m.	Convocation of all new students
January 22-23	Testing of all new students
January 25	Counseling of all students
January 26	Registration of freshmen and seniors
January 27	Registration of juniors, sophomores, graduate, and special students
January 28	Classes to begin
February 10	Last day to register and last day for changes in registration
March 1-5	Religious Emphasis Week
March 15	Last day for filing application for May graduation
March 22-25	Mid-semester examinations
April 2	Tiger Day
April 15, 5 p.m., to 20, 8 a.m.	Spring vacation
May 24-28	Final examinations
May 30, 6 p.m.	Commencement

Summer, 1965

June 7-July 9	First term
June 18	Last day for filing application for August graduation
July 12-August 13	Second term
August 13, 5 p.m.	Commencement

Fall Semester, 1965

September 3-4	Faculty seminar
September 6, 8:30 a.m.	Convocation of all new students
September 6-7	Testing of all new students
September 8	Counseling of all students
September 9	Registration of freshmen and seniors
September 10	Registration of juniors, sophomores, graduate, and special students
September 13	Classes to begin
September 24	Last day to register and last day for changes in registration
November 1-4	Mid-semester examinations
November 24, 5 p.m., to 29, 8 a.m.	Thanksgiving vacation
December 17, 5 p.m., to January 3, 8 a.m.	Christmas vacation
January 17-21	Final examinations

Spring Semester, 1966

January 21, 8:30 a.m.	Convocation of all new students
January 21-22	Testing of all new students
January 24	Counseling of all students
January 25	Registration of freshmen and seniors
January 26	Registration of juniors, sophomores, graduate, and special students
January 27	Classes to begin
February 9	Last day to register and last day for changes in registration
February 28-March 4	Religious Emphasis Week
March 14	Last day for filing application for May graduation
March 21-24	Mid-semester examinations
April 1	Tiger Day
April 7, 5 p.m., to 12, 8 a.m.	Spring vacation
May 23-27	Final examinations
May 29, 6 p.m.	Commencement

Summer, 1966

June 6-July 8	First term
June 17	Last day for filing application for August graduation
July 11-August 12	Second term
August 12, 5 p.m.	Commencement

1964

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

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

1965

JANUARY							FEBRUARY							
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							
31														

MARCH							APRIL						
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	

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

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

1965

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

1966

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

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Terms Expiring in 1965

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Ruth Johnson, B.A.	Director of Student Activities
Irene Conner, B.S.	Dietitian
J. W. Kennedy, M.D.	College Physician
Eva Joy McLeroy	College Nurse
Horace Pruitt, B.A.	Plant Engineer
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Anna Mason	Resident Counselor, West Hall
Violet Goodwin	Resident Counselor, Infirmary

Faculty

J. N. Benson, B.S.E., M.A.

Assistant Professor in Physical Education and Coach

B.S.E., University of Arkansas, 1956; *ibid.*, summers 1956, 1957, 1961; M.A., *ibid.*, 1962. (1961)¹

Martha Virginia Black, B.A., 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, B.A., M.R.E., 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, B.A., 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)

James W. Cady, B.A., Ed.D.

**Dean of Faculty, Director of Graduate Studies, 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)

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

Dewey E. Chapel, B.A., M.Ed.
Associate Professor of Education

B.A., Henderson State Teachers College, 1946; M.Ed., East Texas State College, 1952; North Texas State University, 1963. (1963)

Finley M. Chu, M.A., D.R.E., Ph.D.
Professor of Economics

A.B., Central Institute of Political Sciences, 1946; M.R.E., Southwestern Baptist Theological Seminary, 1950; D.R.E., *ibid.*, 1959; M.A., University of Wisconsin, 1953; Ph.D., *ibid.*, 1955; Baylor University, summer 1960; Research in Library of Congress, summer 1963. (1963)

Raymond Arthur Coppenger, B.A., Th.M., 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)

Clay Costner, B.S., M.Ed.
Assistant Professor of Physical Education

B.S., Central State College, 1954; M.Ed., University of Oklahoma, 1957. (1962)

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

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

Maudie Davis, B.A., M.S.E.
Instructor in Mathematics

B.A., Henderson State Teachers College, 1935; M.S.E., *ibid.*, 1958. (1962)

John William Dixon, A.B., M.S.
Assistant Professor of Physics

A.B., William Jewell College, 1960; M.S., University of Arkansas, 1964. (1963)

Faculty

Margaret R. Downing, B.S.E., M.S.

Assistant Professor of Physical Education

B.S.E., Arkansas State Teachers College, 1953; M.S., University of Tennessee, 1960. (1962)

Royce Lester Eaves, B.S.

Professor of Military Science

B.S., New Mexico State University, 1942; Advanced Infantry Course, Ft. Benning, Georgia, 1950; Commander and General Staff College, 1959. (1964)

Frances Elledge, B.A., 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)

Ben M. Elrod, B.A., Th.D.

Vice President for Development and Professor of Religion

B.A., Ouachita Baptist College, 1952; B.D., Southwestern Baptist Theological Seminary, 1956; Th.D., *ibid.*, 1962. (1963)

Wilbur W. Everett, B.S., Ph.D.

Professor of Chemistry

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

Neno Flaig, B.A., 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, M.A., 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.
Assistant Professor of Business

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

Thomas L. Gambrell, B.S.E., D.R.E.
Dean of Student Affairs and Professor of Religion

B.S.E., Oklahoma Baptist University, 1949; M.R.E., Southwestern Baptist Theological Seminary, 1951; D.R.E., *ibid.*, 1957. (1963)

Ruby Lois Gardner, M.A.
Associate Professor of Modern Languages

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)

Hazel Ann Goff, M.S.
Assistant Professor in Physical Education

B.S., Baylor University, 1953; M.S., *ibid.*, 1955. (1962)

Carl Edward Goodson, A.B., Th.D.
Professor of Religion

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

Fay Holiman, B.M., 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)

Dennis Holt, M.A.
Associate Professor of Drama

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

Faculty

William Lamar Horton, B.A.M., M.S.M.

Assistant Professor of Music

B.A.M., Furman University, 1956; M.S.M., Southern Baptist Theological Seminary, 1958; *ibid.*, 1959-1962. (1963)

William Maurice Hurley, B.D., M.A., Ed.D.

Professor of Psychology

B.A., University of Tulsa, 1940; M.A., *ibid.*, 1947; B.D., Southwestern Baptist Theological Seminary, 1949; Ed.D., University of Oklahoma, 1961; University of Denver, summer, 1962. (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, 1960. (1943)

Glen E. Kelley, B.A., Ed.D.

Associate Professor of Secondary Education

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

Jonathan M. Kelly, B.S., M.Ed.

Assistant Professor of Secretarial Science

B.S., Louisiana College, 1951; M.Ed., Louisiana State University, 1958; Northwestern University, summer 1960; Louisiana State University, summer 1961. (1963)

Marvin Arnold Lawson, B.M.E., M.M.
Assistant Professor of Music

B.M.E., Hendrix College, 1952; M.M., University of Texas, 1958.
(1962)

Cyril Albin Lindquist, M.S., Ph.D.
Professor of Business

B.S., University of Minnesota, 1926; M.S., New York University,
1928; Ph.D., *ibid.*, 1962. (1962)

James Thomas Luck, M.S.M., M.M.E., 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 Uni-
versity, 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)¹

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,
1962, 1962-63. (1957)

¹On leave of absence during 1963-64 academic year.

Faculty

Clark William McCarty, B.S.E., M.S., M.A., 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)

Gilbert L. Morris, B.A., M.S.E.

Assistant Professor of English

B.A., Arkansas State College, 1958; M.S.E., *ibid.*, 1962. (1962)

Kenneth S. Moxey, B.A., B.D., 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, M.S., Ph.D.

Professor of Biology

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

Alex Richard Nisbet, B.S., Ph.D.

Associate Professor of Chemistry

B.S., University of Texas, 1959; Ph.D., *ibid.*, 1963. (1963)

Jesse L. Nutt, Jr., B.D., 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; University of Kentucky, summer 1962. (1959)

Betty L. Orr, B.A., 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, 1961-62. (1951)¹

Donald J. Pennington, B.A., M.S.E.
Assistant Professor of Speech

B.A., Henderson State Teachers College, 1955; M.S.E., *ibid.*, 1958; University of Arkansas, summers 1959, 1962, 1963. (1958)

Wayne Hensley Peterson, B.A., Th.D.
Assistant Professor of Religion and 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; Th.D., Southwestern Baptist Theological Seminary, 1963. (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, B.A., M.S., Ph.D.
Professor of Chemistry

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

¹On leave of absence during 1963-64 academic year; study at Indiana University.

Faculty

Virginia Queen, B.A., 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, 1957-58, summer 1959, spring 1961; Indiana University, summer 1961, spring and summer, 1963. (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, 1956-57, summer 1957; University of Oregon, summer 1961, 1961-62, summer 1962. (1954)

Phares H. Raybon, B.F.A., M.A.

Associate Professor of Art

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

Jerry D. Reynolds, M.A.

Assistant Professor of Speech

B.A., Hardin-Simmons University, 1955; University of Colorado, summer, 1959; M.A., Baylor University, 1962. (1962)

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)

Adalberta (Albert) Riusech, B.A.
Instructor of Spanish

A.A., Southwest Baptist College, 1956; B.A., Ouachita Baptist College, 1958; *ibid.*, 1961-62; University of San Francisco, Guadalajara, Mexico, summer 1963. (1960)

Laurie G. Rodgers, M.A.
Registrar

B.A., Ouachita Baptist College, 1961; M.A., *ibid.*, 1963. (1963)

R. D. Rogers, M.A.
Associate Professor of Physical Education and Director of Athletics

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

Paul Root, Ed.D.
Assistant Professor of Education and History

B.S.E., Arkansas State Teachers College, 1958; M.S.E., *ibid.*, 1959; Ed.D., University of Arkansas, 1964. (1964)

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, 1958-59, summer 1960; University of Colorado, summer 1960; University of Arkansas, 1962-63. (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; Peabody College, summers 1962, 1963. (1961)

Faculty

David Edward Scott, M.S.M.

Associate Professor of Music

B.A., Hardin-Simmons University, 1949; M.S.M., Southwestern Baptist Theological Seminary, 1954; Institute of European Studies in Vienna, summer 1959; North Texas State University, summers 1961, 1962. (1954)

Frances Merle Scott, B.A., M.M.E.

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 1962; M.M.E., *ibid.*, 1963. (1959)

Donald Monfort Seward, M.A., 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)

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)¹

Cecil C. Sutley, B.A., 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, B.S., M.B.A.

Assistant Professor of Business

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

¹On leave of absence during 1963-64 academic year; study at University of Missouri.

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)¹

Bill Trantham, B.S., B.S.E., 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, 1963. (1960)

Bobbie Jae Treadway, M.S.H.E.
Instructor in Home Economics

B.S.H.E., University of Arkansas, 1962; M.S.H.E., *ibid.*, 1963. (1963)

Bill M. Turley, M.A.
Associate Professor of Journalism

B.A., Marshall University, 1948; M.A., University of Missouri, 1949. (1963)

Jerry W. Upton, B.S., M.B.A.
Assistant Professor of Business

B.S., Mississippi State University, 1958; M.B.A., *ibid.*, 1960; University of Arkansas, summer 1963. (1962)

Billy C. Vining, M.A.
Associate Professor of Physical Education and Basketball Coach

B.A., Ouachita Baptist College, 1951; M.A., George Peabody College for Teachers, 1954; *ibid.*, summers 1956, 1958, 1959, 1960-61. (1954)

¹On leave of absence during spring, 1964; study at Florida State University

Faculty

Thurman O. Watson, B.S.E., M.A.

Associate Professor of Education

B.S.E., Southern Illinois University, 1949; M.A., University of Kentucky, 1950; North Texas State University, summers 1961, 1963. (1960)

Charles Eugene Wesley, B.A., M.M., M.Ed.

Assistant Professor of Music

B.A., Arkansas Polytechnic College, 1959; M.Ed., University of Arkansas, 1961; M.M., *ibid.*, 1962; Northwestern University, summer 1963. (1961)

Allen B. Wetherington, B.A., M.S., Ed.D.

Professor of Education and Director of Teacher 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., M.S. in L.S.

Assistant Librarian

B.A., Ouachita Baptist College, 1960; M.S. in L.S., East Texas State College, 1963. (1961)

Vester Eugene Wolber, B.A., 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

Diana Rodgers Dodson, B.A.

Teaching Fellow in English

B.A., Ouachita Baptist College, 1961. (1963)

Peggy Small Horton, B.A.M.

Teaching Fellow in Music

B.A.M., Furman University, 1956; University of Louisville, 1957; University of North Carolina, 1958, 1959; Georgetown College, 1960; Ursuline College, 1962. (1963)

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. Bowers, 1911-13; Dr. S. Y. Jameson, 1913-16; Dr. C. E. Dicken, 1916-26; Mr. A. B. Hill, 1926-29; Dr. C. D. Johnson, 1929-33; Dr. J. R. Grant, 1933-49; Dr. S. W. Eubanks, 1949-51; Dr. Harold A. Haswell, 1952-53; Dr. Ralph A. Phelps, Jr., 1953 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 9,015 including the student bodies of Ouachita Baptist College and Henderson State Teachers 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 undergraduate program of the College is accredited by the North Central Association of Colleges and Secondary Schools. The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education on the Elementary and Secondary Levels. The College is also a member of the Association of American Colleges, the National Commission on Accrediting, the Southern Association of Baptist Schools and Colleges, the American Association of Colleges for Teacher Education, the National Association of Schools of Music, and the National Association of Business Teacher Training Institutions. The Home Economics department is approved for the teaching of vocational home economics by the Arkansas State Board of Education.

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

There are twenty-eight 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 seventy-two student families are located immediately adjoining the main campus.

The capital endowment stands currently at \$2,387,741. The buildings and grounds are valued currently at \$5,594,953.

Riley Library, serving both the College and the community, has at present more than 60,000 volumes, plus a pamphlet collection, film strips, recordings, and other audio-visual materials. About four 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 five 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 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. Selected faculty members teach in the summer session, and regular college courses are offered in all divisions. Special workshops are held in some departments with specialists in these fields supplementing the regular faculty. The summer commencement concludes this session.

The Graduate 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.

Organization and Support

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.

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

Former Students Association. The 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 Student Affairs. Unmarried students living off campus will occupy quarters approved by the College through the office of the Dean of Student Affairs.

Housing for single men is provided in North Dormitory, Conger Hall, O. C. Bailey Hall, Northwest Hall, Lakeside Dormitory, and West Hall. Housing for single women is provided in Terral-Moore Hall, Johnson Hall, Cone-Bottoms Hall, Flippen-Perrin Halls, 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 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 and 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 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 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 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 week 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. Courses of study are especially adapted in 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 faculty reception for new students at the beginning of each school year and the President's reception for graduating students at the end of each 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 Omega Eta; for women, E.E.E., Upsilon Kappa Phi, Gamma Phi, and Delta Sigma Delta. 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.

Student Life and Activities

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 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

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

The Ministerial 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 semi-monthly 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: Alpha Chi (honorary scholastic), Alpha Kappa (Sociology), Alpha Rho Tau (art), Beta Beta Beta (honorary biology), Chemistry Club, Colhecon Club, Commercial Club, Diapason Club, Economics Club, Gamma Sigma Epsilon (chemistry), International Relations Club, W. S. Johnson Chapter of Student National Education Association, Kappa Delta Pi (professional education club), Mathematics Honor Society, Musicians' Guild, National Collegiate Players, Ouachita Players, Pershing Rifles, Pi Kappa Delta (debate), Phi Mu Alpha Sinfonia, ROTC Rifle Club, Scabbard and Blade, Scio Vita (biology), Sigma Tau Delta (honorary English society), Women's Recreational Association.

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 Band, and Stage 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 year, 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 intramural sports. The objective is for all students to participate in some sport, as well as to understand and enjoy spectator sports. Ouachita is a member of the Arkansas Intercollegiate Conference. Its teams compete in football, basketball, baseball, track, tennis, and golf.

Student Expenses

An inclusive fee of \$1,020¹ 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 regular students are entitled to admission without charge to all concerts, lectures, forensic, and athletic events, except the Ouachita Baptist College-Henderson State Teacher football game. The fee also includes use of the infirmary, the College publications, laboratory fees, social activities, and use of the College testing services.

A commuter's tuition and fees in the amount of \$90² per semester for a regular student will be charged to students who commute to attend classes at Ouachita Baptist College. A commuter is defined as a student who resides in the school district in which he was graduated from high school. A commuting student enrolled for less than eight semester hours or more than seventeen semester hours will be charged \$15.00 per hour.

A Military Science Fee of \$5.00 per semester will be charged all students enrolled in Military Science Courses. This fee is non-refundable and does not cover any charge made for military equipment lost or destroyed by the student.

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.....	\$190.00
Fees	60.00
Including medical fees, three publications, athletic events, laboratory fees, artist series, and social activities.	
Commuter's tuition and fees ²	90.00

¹The inclusive fee will vary according to dormitory.

²The College reserves the right to adjust this charge from year to year.

Expense Statement

Meals in dining hall	180.00
Conger and Flippen-Perrin	95.00
O. C. Bailey and West	85.00
All other dormitories	80.00
Total minimum cost	\$510.00

Extra expenses, where applicable

Per semester hour, over 17 and under 8 hours	15.00
Special examination	2.00
Credit by examination fee, per semester hour	5.00
Course change after registration week	1.00
Graduation	20.00
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
Military science fee	5.00
Graduate record examination for all seniors, spring semester	2.50

Fees for admission

Application for admission	5.00
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Fees for music students

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

Practice periods, per semester

Piano practice room, 1 hour daily	5.00
Piano practice room, 2 hours daily	10.00
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
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Expense Statement

Family housing, per month

North Campus

One-bedroom apartments, utilities included	35.00
Two-bedroom apartments, utilities included	40.00
Three-bedroom apartments, utilities included	45.00

Ouachita Apartments

One-bedroom apartments, utilities not included	30.00
Two-bedroom apartments, utilities not included	35.00

Cannon Apartments

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

Cottages

Two-bedroom cottages, utilities not included	27.00
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Deposits

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

Summer school expenses

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

Manner of Payment

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

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

Expense Statement

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. If a student has not paid at least one-half of his account prior to the ninth week he will not be permitted to continue in classes nor will he be issued a meal card for the last nine weeks. A scholarship or grant-in-aid given by the 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 in advance of registration day that he has been prevented from coming.

Refunds upon withdrawal from college are handled as follows:

Tuition and Fees. If withdrawal occurs within two weeks of registration day, 20% of tuition and fees will be charged; during the third week, 40% will be charged; during the fourth week, 60% will be charged; during the fifth week, 80% will be charged; and during or after the sixth week, full charge will be made. Students withdrawing from 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 Dean of Faculty and the business office have stamped approval on registration cards.

Settlement of Accounts

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

Private Lessons

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

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

Student 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.

National Defense Education Act Loans. Loans are made from funds received under the provisions of the National Defense Education Act. Any deserving student may apply, but preference is given to those students majoring in the fields of mathematics, modern languages, science, or education. A grade point of 2.50 is necessary for consideration for a loan from this fund. Applications may be secured from the office of the Dean of Student Affairs. A completed application should be received by September 30.

United Student Aid Funds. The United Student Aid Fund is an independent, non-profit corporation. Undergraduates beyond the freshman level may borrow up to \$1,000 per year from his hometown bank to a maximum total of \$4,000. The student normally repays the loan in 36 monthly installments beginning four months after he leaves school. Interest maximum is 6% simple.

The Tuition Plan. This plan, organized in 1938, offers parents an opportunity to put tuition payments on a "pay-as-you-go" basis. The plan covers tuition and major fees, such as room and board. The student's fees are paid by the Tuition Plan to the school, and payments are made directly to the Plan in eight consecutive monthly installments. Payments start the first month of the school year.

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

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 \$75.00 per semester and can be applied against the regular tuition of \$190.00.

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, 1929, set up a scholarship to be known as the E. M. Hall Memorial Scholarship. Mr. Hall served for more than forty years as a member of the Board of Trustees and was one of the most loyal and ardent supporters of the college. Mrs. J. L. Carter, daughter of the late E. M. Hall, has the power to designate the person to whom the scholarship will be awarded.

W. I. Walton Scholarship. This scholarship fund is made up of contributions by friends and admirers of W. I. Walton, a former football coach and later trustee of Ouachita Baptist College. The original gift was made by Captain Joe Hubbard, class of 1955. Contributions to the fund may be made in honor of Mr. Walton. The fund is administered by the President's office.

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.

Student Aids

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.

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.

Science Scholarships. Two \$1,000 Science Scholarships are awarded each year to entering students majoring in science (including math) on the basis of high school grades, recommendations received and scores made on examinations administered by Ouachita. To keep these scholarships for the entire four years, at a rate of \$250 per year, the student must continue to major in science and maintain an acceptable grade average.

Inquiries should be addressed to the Department of Chemistry. Qualifying examinations are usually given on Tiger Day.

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.

Mike Power Memorial Student Loan and Scholarship Fund. This fund was given by Mr. Paul H. Power of North Little Rock in memory of his son, Mike Power. Student loans may be granted from this fund to undergraduate students and the loans are to be paid back within six years of graduation or leaving school. The scholarships from the fund are available to selected students from Sylvan Hills High School, North Little Rock High School, Nashville High School, and Hope High School. The recipient will be selected on the basis of ability and need by a faculty committee from each high school listed above. The selection will rotate from school to school yearly in the order given.

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

Student Aids

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.

Grants In Aid

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 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 102, Ministerial Ethics and Manners; Religion 223, Sermon Preparation; Religion 202, Pastoral Duties; Religion 302, Southern Baptist History; and Religion 353, Christian Doctrine.

Ministers' Wives and Children Grants-in-Aid. Wives and children of ministers of Baptist churches are eligible for the same discount as ministers. Before this discount may be granted, however, such students must fill out an application form which will be provided on request by the Dean of Student Affairs.

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 offices of the Registrar or Dean of 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 Registrar. This application blank and an official transcript of all previous high school or college work should be in the office of the Registrar no later than August 15 for admission for the fall semester.

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 general physical examination by the family physician must be completed within ninety days prior to the date of matriculation. A tuberculin skin test must be completed within thirty days of the date of matriculation. The Dean of 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 Registrar.

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 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 next semester the student is in residence. A grade of "I" must be made up within 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, 111, 201, and 211 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.

Honors Program

To further academic excellence and to inspire intellectual curiosity, an Honors Program is provided for selected students of Ouachita Baptist College. Students selected to enroll in the Honors Program have the opportunity to progress at a more rapid rate toward graduation. They may delve more deeply in their search for knowledge through divisional and college-wide seminars, independent study, and additional research. The Honors Program is provided by the College to give additional challenge and opportunities to the academically talented students beyond those they will normally receive in their regular classes.

Entering Freshmen

Entrance tests will be given to all freshmen students at the beginning of each semester. According to the test results, certain students will be excused from some general education requirements. See page 58 of this catalogue. This provision allows academically talented students to progress more rapidly into advanced work during their freshman year with possible admission to the College Honors Program at the beginning of their sophomore year. Later participation in the College Honors Program does not depend upon by-passing any of the general education courses.

Admission

Participation in the Honors Program is voluntary. Qualified students must apply for admission to the Honors Program during their sophomore year. Selection will be based upon the freshman entrance examinations and students' cumulative grade point averages. If a student attains a cumulative grade point average of 3.00 or better at the end of his freshman year, but not later than the beginning of his junior year, he may be eligible to begin participating in the Honors Program at the beginning of the next regular semester. Invitations to participate in the Honors Program will be issued to qualified students who have been recommended and approved by the faculty.

Honors Seminars

Each student participating in the Honors Program will enroll each semester for the Divisional Honors Seminar in his division. Attendance in the Honors Seminar is required for participants in the Honors Program. Periodically all Divisional Honors Seminars will meet together in a college-wide Honors Seminar. Each student participating in the Honors Seminar will be required to prepare at least one research study or paper each semester. Additional research under the Honors Program is encouraged.

One hour of college credit will be given for each semester of participation in the Honors Seminar. Credit rather than a specific grade will be recorded on the permanent record.

Credit by Examination in the Honors Program

A student who has been accepted in the College Honors Program may be permitted to receive credit by examination for any course in the College. The maximum credit allowable by this procedure would be eighteen hours with not more than nine hours in his core. When credit is granted in this manner, credit, rather than a specific grade will be recorded on the permanent record.

An application for credit by examination under this program may be secured in the office of the Director of the College Honors Program. The student must pay a \$5.00 per semester hour special testing fee and secure the approval of his advisor and the Director of the College Honors Program. The examination must be completed with a grade of B or above. Examinations for credit under this provision may be taken at any time while the student is enrolled in the College Honors Program.

Honors Program Recognition

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

Withdrawal From the Honors Program

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

If a student withdraws from the Honors Program for any reason, he will forfeit his right for further participation and will not be eligible for re-admission.

Administration of the Honors Program

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

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 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. 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. A student may not receive credit by examination for any course which he has audited nor after he has taken more advanced work in the subject. No student 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 per semester hour for each examination must be paid to the office of the Business Manager and the receipt presented to the instructor before the examination may be taken.

After the examination is completed, the instructor must submit the examination papers, the signed application, and the fee receipt or the fee receipt number to the Dean 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

Academic Information

attitudes are unworthy of a good campus citizen; (b) his scholastic record falls below normal expectations or if he fails to remove his probationary status, as explained above; (c) his financial record is unsatisfactory to the College.

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

Transcripts

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

Class and Chapel Attendance

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

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

Absences on official school business may be excused only by the Dean of 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 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 in Physical Education 112, 303, or 373. 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.¹

- 104 Physical Science^{3, 6}
- 113 Applied Mathematics³
- 123 Freshman English²
- 133 Freshman English
- 143 European Civilization
- 153 Our Hebrew Heritage
- 162 Our Christian Heritage
- 204 Life Science^{3, 6}
- 214 Humanities
- 243 American Civilization
- 314 Humanities
- 324 Man and His World⁴
- 332 Philosophy for Living⁵
- 402 Contemporary Affairs

¹ 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.

² All students who demonstrate proficiency in English grammar and usage will be allowed to substitute English 143 and 153 for General Education 123 and 133. English 143 and 153 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 General Education 123x.

All other new students will register for General Education 123 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.

³ The candidate for the Bachelor of Science degree may substitute for General Education 104 either Chemistry 104 or Physics 204, for General Education 113 either Mathematics 103 or 113, and for General Education 204 either Biology 105 or 115. 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.

⁴ The candidate for the Bachelor of Music and/or Bachelor of Science degree may substitute four hours of psychology, sociology, and/or economics for General Education 324.

⁵ The candidate for the Bachelor of Music and/or Bachelor of Science degree may substitute any course in philosophy for General Education 332.

⁶ A student with a teaching core in chemistry, physical science, general science, or physics may substitute Chemistry 104 in place of General Education 104. A student with a teaching core in Biology may substitute Biology 105 or 115 for General Education 204. If the student changes to a different teaching core, he must either take the necessary General Education course or pass a proficiency test in it.

- b. Military Science, four hours.¹
- 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 D_r 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

¹All 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 the 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.¹ 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 catalog.

¹Students 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 second digit of a course number is a distinguishing number, and the last digit in the course number 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.

104. Physical Science.

An exploration of the basic concepts and principles of chemistry, physics, and astronomy. Stress is placed upon the way in which scientific laws and theories are evolved. A foundation for understanding the importance of science and scientific problems of national importance. Fall, Spring.

113. Applied Mathematics.

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

123. 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.

123x. 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. For students who show a marked deficiency in grammar. Five hours per week. Fall, Spring.

133. Freshman English.

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

143. 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.

153. Our Hebrew Heritage.

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

162. Our Christian Heritage.

Inter-biblical history is first examined. Then with the New Testament as the basic textbook, the times of Christ, the Apostolic leaders, and first-century Christianity are surveyed. Spiritual values and experiences are stressed. Prerequisite: General Education 153. Fall, Spring.

204. 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.

213. 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 123 and 133 or equivalents; candidates for degrees in music. Spring.

General Education

214. 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 123 and 133 or equivalents. Spring.

243. American Civilization.

Understanding and appreciation of the legacies and problems of American civilization. A study of American political and social philosophy, but without the continuity of the survey course. Emphasis is on the industrial age, the contributions of modern diplomacy, and on the quest for domestic and world stability. Fall, Spring.

313. 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 213; candidate for degrees in music. Fall.

314. Humanities.

A study of literature and fine arts from the Baroque and Neo-Classical period to the present time. Prerequisite: General Education 214. Fall.

324. Man and His World.

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

332. Philosophy for Living.

This course includes such topics as the nature and basis of value judgments, the basic elements of logic, techniques 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.

402. Contemporary Affairs.

This course will be based on the study of newspapers and current periodicals. A discussion of 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.

Division of Business and Economics

Dr. Lindquist, Chairman

The Division of Business and Economics is concerned not only with practical business administration, but also with the overall objectives of Ouachita Baptist College as a liberal arts institution. Accordingly, this division is motivated by these specific objectives: to teach those skills and instill those attitudes which will develop competency in students for employment in positions requiring executive ability, to train students in subject matter required of business teachers in secondary schools, to prepare students for graduate study, and to inculcate Christian ideals into business relationships.

The Division of Business and Economics includes the Departments of Accounting, Business Administration, Economics, and Secretarial Science. An area of concentration consists of a core in any one of the four departments with appropriate courses chosen as related studies from the offerings of other departments in both this and other divisions of the college. The related courses should be selected in consultation with the student's advisor. If implementing a demonstrated objective, these related courses may be taken in such diverse areas as journalism, mathematics, psychology, religion, social science, and speech.

H71. Divisional Honors Seminar.

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

Department of Accounting

Assistant Professor Tabor, Chairman

Assistant Professor Kelly

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

Requirements for an area of concentration with a core in accounting: Accounting 103, 113, 203, 213; Business Administration 203, 213, 233, 303, 313; Economics 203, 213; plus additional courses in Accounting to total twenty-four hours in this department and additional courses in related fields to total forty-five hours.

103. Elementary Accounting I.

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

113. Elementary Accounting II.

A continuation of Accounting 103. Spring.

203. Intermediate Accounting I.

Study of advanced accounting theory for the balance sheet accounting covering current assets, current liabilities, and investments. Prerequisite: Accounting 103, 113. Fall.

213. Intermediate Accounting II.

Study of advanced accounting theory for the balance sheet accounting 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 203. Spring.

303. Cost Accounting.

Basic principles of cost accounting with emphasis on job order cost procedure. Prerequisite: Accounting 103, 113. Fall.

313. Governmental Accounting.

Principles of accounting for governmental units as applied to states, municipalities, and public-owned utilities, with emphasis on budgeting and fund accounting. Prerequisite: Accounting 103, 113. Fall 1964 and alternate years.

323. Managerial Accounting.

A study of the principles of accounting applied to the solution of administrative and fiscal problems. Prerequisite: Accounting 103, 113. Spring.

333. Automated Accounting Procedures.

A study of automation procedures, systems, and equipment with an emphasis on data processing applications to such procedures as accounts receivable and payable, payrolls, and inventory control. On demand.

403. Federal Income Tax Procedures.

Study of federal income tax regulations and preparation of income tax returns for individuals. Prerequisite: Accounting 103, 113. Fall.

412. 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 213. Spring.

423. Principles and Procedures of Auditing.

Profession of public accounting, audit procedure, audit reports, internal control, ethics, and client relationships. Prerequisite: Accounting 318. Spring.

491-3. Special Studies in Accounting.

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

Department of Business Administration

Professor Lindquist, Chairman

Assistant Professor Upton

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

Requirements for an area of concentration with a core in business administration: Accounting 103, 113, 323; Business Administration 203, 218, 223, 238, 303, 313; Economics 203, 213; plus additional courses in Business Administration to total twenty-four hours in this department and additional courses in related fields to total forty-five hours.

The student is expected to select the majority of his related courses from the Departments of Accounting, Economics, and 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.

103. Introduction to Business and Economics.

A first acquaintanceship with the principles of business administration and economics. Intended to impart specialized information and understanding to non-business students and orientation to undecided majors. Not a substitute for Economics 203 or 213 when the latter is designated as a prerequisite to a course. **Fall.**

113. Personal Finance. See Economics 113. **Spring.**

203. Mathematics of Finance. See Mathematics 203. **Fall.**

213. Principles of Management. ✓

Types of business organization, principles of operation, efficiency analysis, coordination of operations with marketing management program, personnel aspects, industry perspective, and practical applications. Prerequisites: Nine hours of 100 and 200 courses in this division. **Spring.**

223. Statistics for Business and Economics. See Economics 223. **Spring.**

233. Marketing. ✓

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

303. Business Law I. ✓

The law of business transactions, interpreted whenever applicable according to the Uniform Commercial Code; the law and society; contracts; personal property; bailments; sales; and commercial paper. Prerequisites: Twelve hours of 100 and 200 courses in this division. **Fall.**

313. Business Law II. ✓

Partnerships; corporations; real property; leases and mortgages; insurance; trusts and estates; government and business; security devices; agency; and employment. Prerequisite: Business Administration 303. **Spring.**

323. Retailing.

Retail business management; principles of operation applicable to both large and small establishments; organizational structure; merchandising; systems control; legal aspects; and current trends. Prerequisites: Twelve hours of 100 and 200 courses in this division. **Fall 1965 and alternate years.**

333. **Labor Relations.** See Economics 333. Fall 1964 and alternate years.
343. **Industrial Psychology.** See Psychology 343. Fall.
353. **Principles of Advertising.**
Analysis of marketing and campaign techniques; layout, testing, legal and ethical aspects, and vocational opportunities. Prerequisites: Business Administration 233, or six hours of 100 or 200 courses in Journalism. Fall 1964 and alternate years.
363. **Salesmanship and Marketing Management.**
The employment of a systematic procedure in influencing people, ethical considerations, and practice sales demonstrations by class members. Marketing management viewpoint, coordination of the marketing effort, and management of the sales personnel. Prerequisite: Business Administration 213 and 233. Fall 1965 and alternate years.
373. **Transportation.**
A generalized view of the development of the transportation systems in the United States, the place of transportation in the economy, its principles and problems of regulation, and the National Transportation Policy. Prerequisites: Economics 203, 213, Business Administration 213 and 233. Spring 1965 and alternate years.
403. **Corporation Finance.**
Forms of business organizations; corporate securities; financing; facilitating institutions; financial management; expansion, reorganization, and termination. Prerequisites: Accounting 103 and 113, Economics 203 and 213. Spring.
413. **Personnel Management.**
Determination of personnel requirements; recruitment of needed employees; testing and training methods; supervision; compensation and benefits; introduction to labor relations; and legal matters. Prerequisites: Business Administration 213; Business Administration 343 and Economics 333 recommended. Spring 1966 and alternate years.
423. **Investment Principles.**
Planning an investment program; analysis of major types of securities; the portfolio with relation to investor's objectives and cyclical economic movements; and investment practice project by each member of class. Prerequisites: Accounting 103, 113; Economics 203, 213. Fall 1964 and alternate years.

Division of Business and Economics

433. Insurance Principles.

The principles underlying the sharing of measurable risks through insurance; the insurance contract, regulations, and practices; the types of insurance including fire, marine, liability, automobile, and life insurance. Prerequisites: Twelve hours of 100 and 200 courses in this division. Fall 1965 and alternate years.

443. Real Estate Principles.

Introduction to the field of real estate; consideration of economic, legal, and technical factors; real estate transactions, financing, and management. Prerequisites or corequisites: Business Administration 308, 313. On demand.

491-3. Special Studies in Business.

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

Department of Economics

Professor Chu, Chairman

Professor Lindquist

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

The Department of Economics attempts to interest students both in economic theory and economic practice. The curriculum is designed for helping students (1) secure a college degree with a core in economics, (2) prepare for advanced studies, (3) qualify for employment in business and government, (4) strengthen the leadership capacity in their chosen vocations, (5) improve teaching ability in economic and other related subjects, (6) construct a theoretical framework for a better understanding of business and economic affairs, and (7) deepen appreciation of the free enterprise system.

Requirements for an area of concentration with a core in economics: Accounting 103, 113; Business Administration 203, 303, 313; Economics 203, 213, 223, 303, 333, 343, 403; plus additional courses in economics to total twenty-four hours in this department, and additional courses in related fields to total forty-five hours.

103. Introduction to Business and Economics. See Business Administration 103. Fall.

113. Personal Finance.

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

203. Principles and Problems of Economics I.

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

213. Principles and Problems of Economics II.

A continuation of Economics 203. Spring.

223. Statistics for Business and Economics.

The elements of statistical theory, analysis, and presentation, particularly adapted to the fields of business and economics. Prerequisite: Business Administration 203 or adequate mathematics background. Spring.

233. Marketing, See Business Administration 233. Fall.

303. Intermediate Economic Analysis.

An intensive study of some selected economic laws from both micro-economic and macroeconomic branches with the point of emphasis on national income analysis. Prerequisite: Economics 203, 213. Fall.

313. 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. Spring 1965 and alternate years.

323. Christianity and Economic Life.

Economic ideas and institutions in the Bible and history of Christian movement are studied in relation to the great issues of our day, and the economic discipline is investigated in the light of Christian perspective. Prerequisites: Economics 203, 213, or twelve hours of social science. On demand.

333. Labor Relations.

The place and problems of the wage earner in our present industrial system; the history, doctrines, and problems of organized labor and its impact on society socially, economically, and politically. Prerequisite: Economics 203, 213. Fall 1964 and alternate years.

343. 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 203, 213. Fall.

403. History of Economic Thought.

The nature, importance, and development of economic thought. Analysis of ancient, Biblical, and medieval theories of production and distribution followed by study of modern economic theories. Prerequisite: Economics 203, 213. Spring 1966 and alternate years.

413. Comparative Economic Systems.

A comparative study of the theories of capitalism, socialism, communism, and fascism. This course is intended to give the student an appreciation of the American way of life. Prerequisite: Economics 203, 213. Spring 1966 and alternate years.

423. Constitutional Government and the Free Enterprise System.

See Political Science 423. Fall.

433. Public Finance.

The principles of taxation, kinds of taxes, and problems of tax administration, the nature and extent of public expenditures, modern theories of taxation, and fiscal policy as they apply in the United States. Prerequisite: Economics 203, 213. Spring 1965 and alternate years.

443. Current Economic Problems.

An analysis of the economic problems confronting the nation. Spring 1965 and alternate years.

491-3. Special Studies in Economics.

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

Department of Secretarial Science

Associate Professor Orr, Chairman

Assistant Professors Frazier, Kelly

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

Requirements for an area of concentration with a core in secretarial science: twenty-four hours not including 102 from this department; Accounting 103, 113; Business Administration (choose one of four) 203, 213, 223, 233; Business Administration 303, 313; Economics 203, 213; plus additional courses in related fields to total forty-five hours. At the discretion of the department chairman, the core in secretarial science may include up to six hours in other courses in this division.

Requirements for a teaching core in commercial subjects: twenty-four hours not including 102 from this department; Accounting 103, 113; (choose one of five) Business Administration 203, 213, 223, 233, or Psychology 853; Business Administration 303, 313; Economics 203, 213; plus the required courses in professional education outlined under secondary education.

Students with high school credit in typewriting and shorthand may continue 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.

102. Elementary Typewriting.

Introductory course in typewriting. Mastery of the keyboard and acquaintance with letter forms. Open only to beginners. **Fall.**

112. Intermediate Typewriting.

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

202. Advanced Typewriting.

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

212. Production Typewriting.

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

223. Elementary Shorthand I.

Introductory course in Gregg shorthand. Instructions and practice in reading and dictation. Open only to beginners. **Fall.**

233. Elementary Shorthand II.

A continuation of Elementary Shorthand 223. Includes a review of theory and speed development. **Spring.**

302. 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.**

313. Business Communications.

The fundamentals of business letter writing and report writing. Form, composition, and grammar will be emphasized. Prerequisite: ability to type. **Fall, Spring.**

323. **Advanced Dictation and Transcription I.**

Intensive drill in dictation, speed building and transcription with emphasis on business office standards in quality and quantity. Student must achieve a dictation rate of 120 words per minute with an acceptable transcription rate. Fall.

333. **Advanced Dictation and Transcription II.**

A continuation of Advanced Dictation and Transcription 323. Student must achieve a dictation rate of 140 words per minute with an acceptable transcription rate. Spring.

403. **Business Machines.**

Instruction and practice in operating key-driven calculators, ten-key machines, rotary calculators, listing machines, duplicators, machine dictation equipment, and the PBX switchboard. Lecture and laboratory. Prerequisite: ability to type. Fall, Spring.

413. **Office Procedures.**

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

491-3. **Special Studies in Secretarial Science.**

Division of Education

Dr. Wetherington, Chairman

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

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

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

Objectives of Teacher Education

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

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

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

The Teacher Education Program

Admission

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

Procedures

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

Policies

The Director of Teacher Education will coordinate the development of the applicant's record based on the data secured through Education 202. 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. Official minutes concerning the Council's action will be maintained. A student who is denied admission may apply again through his counselor after he has completed at least one additional semester and removed the deficiencies stated by the Council.

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

Division of Education

Criteria

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

The Professional Semester and Student Teaching

The professional semester courses, which include professional education courses, student teaching and health and safety are offered on the "block" both semesters of the long session.

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

A. Requirements for approval to do student teaching:

1. Have been admitted to the Teacher Education Program.
2. Senior standing with a cumulative 2.2 grade average or above on a 4.0 scale in all work taken and 2.5 or above in teaching core.
3. Have sufficient hours acceptable credit in professional education to result in a total of at least 18 semester hours at the completion of the professional semester which includes student teaching.
4. Receive a favorable evaluation as a prospective teacher by a faculty counselor and a faculty committee.
5. Have completed at least 36 semester hours in teaching core with grade average of 2.5 or above.
6. Approval by Teacher Education Council.

171. Divisional Honors Seminar.

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

Department of Elementary Education

Associate Professor Watson, Chairman

Professor Wetherington

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

A. General Education foundations	54-56 semester hours
English 143 and 153 or General Education 123 and 188; English 223 or 233	9 semester hours
Literature and Fine Arts—	
General Education 214 and 314	8 semester hours
Mathematics 103 or General Education 113	3 semester hours
Social Studies—General Education 143, 243, 324, 402	12 semester hours
Religion and Philosophy—General Education 153, 162, 332	7 semester hours
Health and Safety—Physical Education 373	3 semester hours
Physical Education and Military	4-6 semester hours
Activity Courses—4 hours	
Military (Men) —2 hours	
Physical and Life Science—General Education 104, 204	8 semester hours
B. Area of concentration and Elementary Education content requirements	47 semester hours
Art 313 (Arts and Crafts)	3 semester hours
Music Education 203	3 semester hours
American History and Government—General Education 243 and Political Science 103 or 203	6 semester hours
Geography 103 or 203	3 semester hours

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Physical Education 353	3 semester hours
Psychology 203 and 323	6 semester hours
Speech 113 and 323	6 semester hours
Library Science 203	3 semester hours
Mathematics 313	3 semester hours
Elementary Education content courses	11 semester hours
Children's Literature 213	
Science Education and Teaching Modern Mathematics—Primary and Intermediate Grades 313	
Materials and Methods in Social Studies 402	
Materials and Methods in Language Arts 403	
C. Professional development	18 semester hours
Elementary Education 202 and 303	5 semester hours
Professional Semester "block" courses	13 semester hours
Multisensory Aids 412	
Elementary Curriculum Principles 413	
Measurement and Evaluation in the Elementary School 422	
Student Teaching 486E	
(Health and Safety is scheduled on the "block"—3 hours)	

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

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

Group 1—Art, Music, Speech, and Drama

Group 2—Social Studies: History, Political Science, Economics, Sociology, Home Economics

Group 3—Science and Mathematics

Group 4—Modern Languages including English

Group 5—Elementary Education Workshops

SUGGESTED PROGRAM FOR PROSPECTIVE ELEMENTARY TEACHERS

Freshman Year

First Semester		Second Semester	
General Education	113	General Education	104
General Education	123	General Education	133
General Education	153	General Education	143
Geography	103 or 203	Psychology	203
Speech	113	General Education	162
Physical Education	_____	Physical Education	_____
	15.5 hours		15.5 hours

Sophomore Year

First Semester		Second Semester	
Education	202 ¹	General Education	214
General Education	243	Music Education	203
General Education	204	Political Science	103 or 203
English	223 or 233	Elementary Education	213
Library Science	203	Mathematics	313
Physical Education	_____	or Directed Electives	
	15.5 hours	Physical Education	_____
			16.5 hours

Junior Year

First Semester		Second Semester	
General Education	314	General Education	324
Psychology	303	General Education	332
Art	313	Speech	323
Elementary Education	313	Physical Education	353
Directed Electives, 3 hrs.		Psychology	323
Physical Education	_____	Physical Education	_____
	16.5 hours		15.5 hours

¹ A student may enroll for Education 202 if he has a minimum of 22 semester hours. Approval of Department Chairman, a second semester Freshman may enroll for Education 203, for a total of 17½ hours, if he has a cumulative grade point of 2.2 or above. This will permit the student to take Mathematics 313 in his sophomore year.

Division of Education

Senior Year

First Semester	
General Education	402
Elementary Education	402 ¹
Elementary Education	403 ¹
Directed Electives, 8-10 hrs.	
Physical Education	

17.5 hours

Second Semester	
Elementary Education	412
Elementary Education	422
Elementary Education	413
Elementary Education	486E
Physical Education	373
Physical Education	

16.5 hours

202. Introduction to Elementary Education.

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

203. Music for Classroom Teachers. See Music Education 203, Fall, Spring.

213. Children's Literature.

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

303. Educational Psychology. See Psychology 303. Fall, Spring.

313. Science Education and Teaching Modern Mathematics—Primary and Intermediate Grades.

Materials and teaching units in science. Materials and concepts in modern mathematics. Prerequisite or corequisite: Mathematics 313. Fall.

323. Developmental Psychology.

See Psychology 323. Prerequisite: Psychology 203. Spring.

402. Materials and Methods in Social Studies.

A study of teaching techniques and organization of social studies with emphasis on unit building, current events, and economic education. Fall.

¹Students who plan to take student teaching in the fall semester must plan to take Elementary Education 402 and 403 in the fall of the junior year or during summer school.

403. Materials and Methods in Language Arts.

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

412. Multisensory Aids.

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

413. Elementary Curriculum Principles.

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

422. Measurement and Evaluation in the Elementary School.

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

471-3. Elementary Education Seminar.

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

486E. 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. Fall, Spring, on the professional block.

491-3. Special Studies in Elementary Education.

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

Department of Health and Physical Education

Associate Professor Vining, Chairman

Associate Professor Rodgers

Assistant Professors Benson, Costner, Downing, Goff

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-five must be in the Department of Health and Physical Education and the remainder from related fields.

For men: Specifically required from this department are courses 303, 363, 373, 413, 443, 453, 463, and a choice of two courses from 322, M332, M342, 422, and 432. Specific requirements in activities are MM11.5, MM12.5, MM21.5, MM22.5, MM32.5, and three additional activities which will complete the general requirements.

For women: Specifically required from this department are courses 303, 363, 373, 413, 443, 453, 463, and a choice of two courses from 322, W332, W342, 422, and 432. Specific requirements in activities are WM11.5, WM12.5, WM21.5, WM22.5, WM32.5, and three additional activities which will complete the general requirements.

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

Academic Courses

M102 or W102. 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.

112. First Aid.

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

203. Camp Leadership.

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

212. History of Physical Education.

A study of the development of physical education programs with emphasis on recent trends. Fall.

303. 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.

M312. 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.

322. Track and Field.

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

M332 or W332. 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. M332, Fall; W332, Spring.

Division of Education

M342 or W342. 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. W342, Fall; M342, Spring.

353. 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. Spring.

363. Principles of Physical Education.

A course designed to improve understanding and appreciation of the purposes, values, nature, scope, and significance of physical education. Spring.

373. Health and Safety.

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

402. Techniques of Athletic Training.

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

413. 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.

422. Basketball Coaching.

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

432. Football Coaching.

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

443. Kinesiology.

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

453. Tests and Measurements.

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

463. 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. Fall.

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.

M11.5. Team Sports.

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

MM11.5. Team Sports.

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

W11.5. Team Sports.

Volleyball, speedball, and soccer. Fall.

WM11.5. Team Sports.

Volleyball, speedball, and soccer. Fall.

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- M12.5. Team Sports.**
Softball, basketball, and field hockey. **Spring.**
- MM12.5. Team Sports.**
Softball, basketball, and field hockey. **Spring.**
- W12.5. Team Sports.**
Softball, basketball, and field hockey. **Spring.**
- WM12.5. Team Sports.**
Softball, basketball, and field hockey. **Spring.**
- M13.5. Elementary Swimming.**
For non swimmers. **Fall, Spring.**
- W13.5. Elementary Swimming.**
For non swimmers. **Fall, Spring.**
- M21.5. Individual Sports.**
Badminton and archery. **Fall.**
- MM21.5. Individual Sports.**
Badminton and archery. **Fall.**
- W21.5. Individual Sports.**
Badminton and archery. **Fall.**
- WM21.5. Individual Sports.**
Badminton and archery. **Fall.**
- M22.5. Individual Sports.**
Handball and paddleball. **Spring.**
- MM22.5. Individual Sports.**
Handball and paddleball. **Spring.**
- W22.5. Individual Sports.**
Handball and paddleball. **Spring.**
- WM22.5. Individual Sports.**
Handball and paddleball. **Spring.**
- M31.5. Tumbling and trampoline.** **Fall, Spring.**
- W31.5. Tumbling and trampoline.** **Fall, Spring.**
- M32.5. Senior Life Saving and Water Safety.** **Fall, Spring.**

- WM12.5.** Senior Life Saving and Water Safety. Fall, Spring.
W12.5. Senior Life Saving and Water Safety. Fall, Spring.
WM12.5. Senior Life Saving and Water Safety. Fall, Spring.
33.5. Bowling. Fall, Spring.
34.5. Beginners Golf. Fall, Spring.
35.5. Beginners Tennis. Fall, Spring.
41.5. Advanced Tennis. Fall, Spring.
W42.5. Rhythms. Fall, Spring.
43.5. Badminton. Fall, Spring.
44.5. Marksmanship. Fall, Spring.

Department of Psychology

Professor Hurley, Chairman

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 203, and should include Psychology 213, 303, 323, 333, 353, and 403 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 213 and Philosophy 103 are recommended for inclusion in these courses.

203. General Psychology.

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

213. 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 203. Spring.

302. Psychology of Learning.

A study of the problems of human learning with some consideration given to learning theories. Fall.

303. Educational Psychology.

A study of the principles of human behavior applied to the teaching learning process. Fall, Spring.

313. Social Psychology. See Sociology 313. Fall.

323. Developmental Psychology.

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

333. 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 203. Spring.

343. Industrial Psychology.

A study of the applications of psychological principles and techniques to industrial situations. Prerequisite: Psychology 203. Fall.

353. Statistics.

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

363. Experimental Psychology.

A study of research methods in psychology. On demand.

403. Psychology of Abnormal Behavior.

A study of the severe mental and emotional deviations and illnesses. Consideration is given to the incidence, causes, symptoms, therapy, and prognosis of various conditions. Prerequisite: instructor's consent, Psychology 203. Fall.

413. Introduction to Counseling Psychology.

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

433. Psychology of Religion. See Religion 433. Spring 1966 and alternate years.

PSY-2. Problems in Psychology.

A study and discussion of problems in various facets and areas of psychology. This is to be offered in workshop form in either the summer or regular session as deemed feasible in relation to demand and need. On demand.

PSY-3. Special Studies in Psychology.

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

Department of Secondary Education

Associate Professor Glen Kelley, Chairman

Professors Cady, Wetherington

Associate Professor Chapel

Assistant Professor Root

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

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

1. General Education foundations	54-56 semester hours
English 143 and 153 or General Education 123 and 133; English 223 or 233	9 semester hours
Literature and Fine Arts-General Education 214 and 314	8 semester hours
Mathematics 103 or General Education 113	3 semester hours
Social Studies-General Education 143, 243, 324, 402	12 semester hours
Religion and Philosophy-General Education 153, 162, 332	7 semester hours
Physical Education and Military Activity courses —4 hours Military (Men) —2 hours	4-6 semester hours
Physical and Life Science-General Education 104 and 204	8 semester hours
Health and Safety-Physical Education 373	3 semester hours

2. Professional development sequence (includes a study of the school, the teaching-learning process and student teaching)
- Secondary Education 202 and 303 18 semester hours
 - Secondary Professional Block 5 semester hours
 - Materials, Methods, and Organization in Secondary Schools 403 13 semester hours
 - Multisensory Aids 412
 - Measurement and Evaluation in the Secondary School 422
 - Student Teaching 486H

Total required hours

72-74 semester hours

- B. Requirements for subject matter specializations for teaching cores are as follows: (Not more than 6 semester hours in General Education foundations may be used toward requirements for a teaching core.)
1. Subject matter requirements for various certifiable teaching cores for the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music Education degrees are outlined in the appropriate sections of this catalogue.
 2. Subject matter requirements for the Bachelor of Science in Secondary Education include either (a) or (b) as follows:
 - (a) The completion of two certifiable teaching cores as outlined in the appropriate sections of this catalogue.
 - (b) The completion of at least 42 semester hours in an area of concentration which includes a certifiable teaching core, and in addition, electives of six hours in any combination in an area related to the teaching cores and professional education.

SUGGESTED SEQUENCE OF COURSES FOR PROSPECTIVE SECONDARY TEACHERS

Common requirements for all prospective secondary teachers as outlined on pages 91-2 of this catalogue total 72-74 semester hours. The difference needed to total 128 hours, 56-54 hours, provides adequately for the requirements for two teaching cores or for an area of concentration which includes a teaching field. In several of the teaching cores, six semester hours in General Education foundations can be counted which increases the 56-54 hours available for teaching core(s) and electives.

Freshman Year

First Semester	
General Education	123
General Education	113
General Education	143
General Education	153
General Education	101
Military Science	
Physical Education	
Subject specialization and electives, 3 hrs. ¹	

16.5 hours

Second Semester	
General Education	133
General Education	104
General Education	162
Military Science	111
Physical Education	
Subject specialization and electives, 6 hrs. ¹	

16.5 hours

Sophomore Year

First Semester	
Secondary Education	202
General Education	204
English	223 or 233
Physical Education	
Military Science	201
Teaching area and electives, 6 hrs.	

16.5 hours

Second Semester	
General Education	243
General Education	214
Physical Education	
Military Science	211
Teaching area and electives, 8 hrs.	

16.5 hours

Junior Year

First Semester	
General Education	314
Psychology	303
Physical Education	
Teaching area and electives, 9 hrs.	

16.5 hours

Second Semester	
General Education	324
General Education	332
Physical Education	
Teaching area and electives, 10 hrs.	

16.5 hours

¹Students should be careful to register for courses which are included in their tentative teaching cores.

Senior Year

First Semester		Second Semester	
General Education	402	Secondary Education	412
Physical Education		Secondary Education	422
Teaching area and electives, 14 hrs.		Secondary Education	403
	—	Secondary Education	486H
	16.5 hours	Physical Education	373
		Physical Education	—
			16.5 hours

202. Introduction to Secondary Education.

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

303. Educational Psychology.

See Psychology 303. **Fall, Spring.**

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

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

412. Multisensory Aids.

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

413. The Secondary School Curriculum.

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

472. Measurement and Evaluation in the Secondary School.

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

473-3. Secondary Education Seminar.

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

486H. Student Teaching.

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

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

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

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.

The Arkansas Board of Education requires school librarians to have a total of fifteen hours in library science, including Library Science 203, 303, 313, 403, and 413.

203. Reference.

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

213. Children's Literature.

See Elementary Education 213. Spring.

303. 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. Spring.

313. Selection of Library Materials.

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

403. Cataloging and Classification.

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

413. Library Practice.

Library practice under the supervision of a trained librarian is included as an integral part of the student teaching experience. Prerequisite: 12 hours of library science, six of which must be taken at Ouachita. Fall.

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.

471. Divisional Honors Seminar.

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

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 103, 113, 203, 213a,b, 233, 303, 312a,b, Business Administration 353, and enough courses from related fields to total at least forty-five semester hours.

Requirements for a teaching core in art: Art 103, 113, 213a,b, 233, 303, 312a,b, 313, 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.

103. Elementary Design.

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

113. Drawing I.

Drawing from still life, landscape, and portrait figures. Study of perspective. Fall 1965 and alternate years.

203. Drawing II.

Continuation of Art 113. Spring 1966 and alternate years.

213a,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 103 or equivalent. 1964-65 and alternate years.

223. Mechanical Drawing.

Instruction in the correct use of instruments for lettering, design, layout, and projections. Fall.

233. 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.

303. Advanced Painting.

Continuation of Art 233. Spring.

312a,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. 1965-66 and alternate years.

313. 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. Fall, Spring.

333. Costume Illustration.

A study of the development of costumes and the application of art to clothing and design. Prerequisite: Art 103. Spring.

401-4. **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.

411-4. **Studio Problems II.**

Continuation of Art 401-4. Spring.

421. **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. Spring.

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-five semester hours in music toward the Bachelor of Arts degree within the total of one hundred

twenty-eight hours. Excess of this number (128) will be up to the student's discretion.

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

Comprehensive Examinations

At some time during the student's final semester 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 four curricula leading to the Bachelor of Music degree, three 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

- 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

- 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 high schools and on the college level, with particular emphasis in the vocal field.

C. An elementary music education core gives special attention to the preparation of teachers of music in kindergarten through grade six.

III. BACHELOR OF ARTS DEGREE (core in music)

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, 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, instrumental, or elementary music education core. Those electing the choral or elementary music education core will choose as principal applied subject either voice, piano, or organ. At least two semesters of voice and four semesters of piano must be taken during the college career. In the choral and elementary music education 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, viola, violoncello, string bass, or an approved band instrument. In the instrumental core the student may choose one of the two following options: (1) Eighteen hours in major instrument, six hours of piano, (2) twelve hours in wind instruments, six hours in string instruments, six hours in piano.

All candidates for the Bachelor of Music Education degree are required to meet the minimum requirements in their secondary applied

area. Examinations will be given to all music education students to determine general musicality and the ability to demonstrate a standard achievement in the secondary applied area. Minimum secondary applied requirements are shown on page 102. 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 and elementary music education core and option one of the instrumental core must appear in junior 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)
CHORAL AND ELEMENTARY 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.

I. COURSES OF STUDY FOR THE BACHELOR OF MUSIC DEGREE

A. INSTRUMENTAL CORE

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

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music (Principal) ¹	6	Applied Music (Principal)	6
Applied Music (Secondary) ²	3	Applied Music (Secondary)	3
Ear Training 112a,b	4	Ear Training 202a,b	4
Harmony 122a,b	4	Harmony 212a,b	4
Music Organization	1	Music Organization	1
Survey of Music Literature	3	History of Music 222, 232	4
138			
General Education and Electives	12	General Education and Electives	11
	<hr/> 33		<hr/> 33
JUNIOR YEAR		SENIOR YEAR	
Applied Music (Principal)	6	Applied Music (Principal)	6
Form and Analysis 303	3	Twentieth Century Music 413	3
Piano Pedagogy 422 ³	2	Music Organization	1
French or German	6	Recital	0
Orchestration 412	2	Counterpoint 302a,b	4
Music Organization	1	General Education and Electives	20
General Education and Electives	13		
	<hr/> 33		<hr/> 34

¹See page 101 for a summary of applied requirements.

²See page 102 for secondary applied music requirements (same as for music education majors).

³Wind, 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.

B. 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.

C. CORE IN CHURCH MUSIC EDUCATION

FRESHMAN YEAR

Applied Music (Principal) ¹	6
Applied Music (Secondary) ²	3
Ear Training 112a,b	4
Harmony 122a,b	4
Music Organization	1
General Education and Electives	14
	<hr/> 22

SOPHOMORE YEAR

Applied Music (Principal)	6
Applied Music (Secondary)	3
Ear Training 202a,b	4
Harmony 212a,b	4
Introduction to Church Music Education 202	2
History of Music 222, 232	4
Music Organization	1
General Education and Electives	9
	<hr/> 33

JUNIOR YEAR

Applied Music (Principal)	6
Form and Analysis 313	3
Anthem Literature 332	2
Church Music Education I and II 302, 312	4
Liturgies of the Jewish and Christian Religions 322	2
Counterpoint 302a,b	4
Music Organization	1
General Education and Electives	11
	<hr/> 33

SENIOR YEAR

Applied Music (Principal)	6
Choral Arranging 422	2
Hymnology 402	2
Twentieth Century Music 413	3
Choral Conducting 312	3
The Church Organ and Service Playing 412 ³	3
Supervised Field Work 421-31	3
Music Organization	1
General Education and Electives	14
	<hr/> 34

¹See page 101 for a summary of applied requirements.

²See page 102 for secondary applied music requirements.

³Instrumentalists will take Organ and Service Playing and vocalists will take Vocal Pedagogy.

D. CORE IN THEORY-COMPOSITION

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music	6	Applied Music	6
Ear Training 112a,b	4	Ear Training 202a,b	4
Harmony 122a,b	4	Harmony 212a,b	4
Survey of Music Literature 133	3	Music History 222, 232	4
Music Organization	1	Music Organization	1
General Education and Electives	14	General Education and Electives	13
	<hr/> 32		<hr/> 32
JUNIOR YEAR		SENIOR YEAR	
Applied Music (Principal)	6	Applied Music (Principal)	6
Form and Analysis 313	3	Composition 402a,b	4
Orchestration 412	4	Twentieth Century Music 413	3
Counterpoint 302a,b	4	Music Organization	1
Brass and Winds 302a,b	4	Thesis ²	
String Methods 201a,b	2	General Education and Electives	20
Music Organization	1		<hr/> 34
General Education and Electives	11		
	<hr/> 35		

II. COURSES OF STUDY FOR THE BACHELOR OF MUSIC EDUCATION DEGREE

A. INSTRUMENTAL CORE

FRESHMAN YEAR		SOPHOMORE YEAR	
Applied Music (Principal)	6	Applied Music	6
Ear Training 112a,b	4	Applied Music (Secondary)	3
Harmony 122a,b	4	Ear Training 202a,b	4
Music Organization	1	Harmony 212a,b	4
General Education and Electives	17	String Methods 201a,b	2
	<hr/> 32	Music History 222, 232	4
		Music Organization	1
		Introduction to Education 202	2
		General Education and Electives	8
			<hr/> 34

Candidates for this degree will consult with the Chairman of the Department of Music Composition concerning applied music requirements. It is advised that minimum requirements for piano and voice as described on page 102 be satisfied by each candidate. This may be substituted by recital.

Division of Fine Arts

JUNIOR YEAR

Applied Music (Principal)	6
Applied Music (Secondary)	3
Form and Analysis 313	3
Brass and Woodwinds 302a,b	4
Instrumental Conducting 332	2
Music Organization	1
Educational Psychology 303	3
General Education	12
Junior Recital	

34

SENIOR YEAR

Orchestration 412	
Instrumental Techniques 452	
Multisensory Aids 412	
Methods (High School)	
Evaluative Procedures 422	
Health and Safety 373	
Student Teaching 486	
General Education and Electives	

B. CHORAL CORE

FRESHMAN YEAR

Applied (Principal)	6
Ear Training and Sight Singing 112a,b	4
Harmony 122a,b	4
Music Organization	1
General Education	17

32

SOPHOMORE YEAR

Applied Music (Principal)	
Applied Music (Secondary)	
Ear Training and Sight Singing 202a,b	
Harmony 212a,b	
Music History 222, 232	
Music Organization	
Introduction to Education 202	
General Education	

JUNIOR YEAR

Applied Music (Principal)	6
Applied Music (Secondary)	3
Form and Analysis 313	3
Choral Conducting 422	2
Vocal Pedagogy 412	2
Music Organization	1
Educational Psychology 303	3
General Education	12
Junior Recital	

32

SENIOR YEAR

Choral Arranging 422	
Junior and Senior High School Choral Methods 433	
Multisensory Aids 412	
Methods (High School)	
Evaluative Procedures 422	
Health and Safety 373	
Student Teaching 486	
General Education and Electives	

C. ELEMENTARY MUSIC EDUCATION CORE

FRESHMAN YEAR
 Applied Music (Principal)
 Ear Training and Sight
 Singing, 112a,b
 Harmony 122a,b
 Music Organization
 General Education

6
4
4
1
17

32

SOPHOMORE YEAR

Applied Music (Principal) 6
 Applied Music (Secondary) 3
 Ear Training and Sight
 Singing 202a,b 4
 Harmony 212a,b 4
 Music History 222, 232 4
 Music Organization 1
 Introduction to Education 202 2
 General Education 8

32

JUNIOR YEAR

Applied Music (Principal)
 Applied Music (Secondary)
 Form and Analysis 313
 Choral Conducting 312
 Vocal Pedagogy 412
 Music Organization
 Educational Psychology 303
 General Education
 Junior Recital

6
3
3
2
2
1
3
12

32

SENIOR YEAR

Elementary Music Education
 404 4
 Health and Safety 373 3
 Student Teaching 486E 6
 Multisensory Aids 412 2
 Elementary Curriculum
 Principles 413 3
 Evaluative Procedures 422 2
 General Education and
 Electives 13

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III. COURSES OF STUDY FOR THE BACHELOR OF ARTS DEGREE

Core in Music

FRESHMAN YEAR

Applied Music 3
 Survey of Music
 Literature 133 3
 Music Organization 1
 General Education and
 Electives 25

32

SOPHOMORE YEAR

Applied Music 3
 Ear Training 112a,b 4
 Harmony 122a,b 4
 Music Organization 1
 General Education and
 Electives 20

32

32

*Student required to take applied area on principal instrument.

JUNIOR YEAR		SENIOR YEAR	
Applied Music	3	Applied Music	
Ear Training 202a,b	4	Choral Conducting 312	
Harmony 212a,b	4	Twentieth Century Music 413	
History of Music 222, 232	4	Music Organization	
Music Organization	1	General Education and Electives	
General Education and Electives	16		

Department of Theory-Composition

Associate Professor McBeth, Chairman

Professor Luck

Assistant Professors Horton, Wesley

102. 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.

112a,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.

122a,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.

133. 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.

202a,b. Ear Training, Sight Singing, and Dictation.

Continuation of 112a,b but on a more advanced level.

212a,b. **Harmony.**

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

222. **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.

232. **History of Music.**

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

301a. **Counterpoint.**

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

301b. **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. Spring.

313. **Form and Analysis.**

A study of analytical principles and technique with emphasis upon structural procedures of eighteenth, nineteenth, and twentieth century compositions. Prerequisites: Theory 112a,b, 122a,b, 202a,b, 212a,b. Fall.

402a. **Composition.**

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

402b. **Composition.**

Free composition in the twentieth century idiom. Prerequisite: Composition 402a. Spring.

Division of Fine Arts

412. Orchestration.

A study of the technique of orchestration in the classical, romantic, and modern periods. Prerequisites: Theory 112a,b, 122a,b, 202a,b, 212a,b. Fall.

413. 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.

422. Choral Arranging.

A study of various techniques and styles of arranging for choral ensembles.

433. 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.

503. Advanced Music History.

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

Department of Music Education

Professor Luck, Chairman

Assistant Professor Lawson

Instructor Scott

201a,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.

203. Music for Classroom Teachers.

A course in simple sight reading, fundamental chord accompaniments, and other musical knowledge needed in teaching elementary school children with an emphasis in the use of materials and methods which the elementary teacher can use for instruction in music. Fall, Spring.

302a,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.

312. Choral Conducting.

A study of the theory and practice of choral conducting. Fall.

322. Instrumental Conducting.

A study of the theory and practice of band and orchestral conducting. Spring.

404. Elementary Music Education.

Participation in musical experiences for the lower and upper grade child. Song singing, dramatization, listening, rhythmic response, rhythm instruments, keyboard experience, and creative expression. Fall.

412. 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.

422. Piano Pedagogy.

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

432. Junior and Senior High School Choral Methods.

A consideration of the potentialities and special needs of the junior and senior high school in music education; programs, procedures and materials. Fall.

Division of Fine Arts

452. Instrumental Techniques.

A study of organizing and conducting elementary, junior and senior high school band programs with emphasis on public responsibility, budgeting, marching techniques; concert, festival and contest preparations and rehearsal procedures. Fall.

471-5. 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.

503. 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.

513. 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.

523. Advanced Conducting.

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

533. Pedagogy of Theory.

A course in the teaching of theory.

573. Research Seminar in Music Education.

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

583a,b. Thesis.

591-3. Special Studies in Music Education.

A course of advanced research for graduate students concentrated in music.

Department of Church Music

Assistant Professor Horton, Chairman

Professor Luck

Associate Professor Scott

302. Introduction to Church Music Education.

Orientation and administration of church-wide program of music education. Correlation of musical learning with the services of worship. Objectives, principles, and philosophy of church music. Criteria and selection of hymns, gospel songs, and music. The role of the minister of music and church staff relationships. Fall.

302. Church Music Education I.

A course designed to help the student to comprehend the plan of musical instruction and its integration with the total church program. Methods of instruction from beginner (pre-school) ages through junior (grades 4-6) ages. Attention to singing, rhythmic, creative, and listening activities. Methods and materials related to the child voice. Fall.

312. Church Music Education II.

A course dealing with methods and techniques of working with choirs for intermediates, young people, and adults. Rehearsal procedures, repertoire, enlistment, and special emphasis to the cambiata voice of the adolescent boy. Problems of choral performance. Program building for special occasions. Spring.

322. Liturgies of the Jewish and Christian Religions.

An investigation and comparative study of the development of music for the Jewish and Christian religions. Intensive research, and actual observance of worship services of various Christian denominations and Jewish Synagogues. Detailed study of the liturgical year. Fall.

332. Anthem Literature.

A course dealing with a survey of solo and choral literature for church musicians. An organized, chronological approach of small and large forms, with emphasis on style, excellence, and tradition. A study of representative cantatas, oratorios, festival music, and special occasions within the church year. Spring.

402. Hymnology.

A historical and systematic study of poetic hymns and metrical tunes, with special emphasis on their usage in the Christian church and their influence in cultural history. Attention is given to the history of American hymnody and its relation to general musical development in this country, with a brief survey of contemporary trends in hymnody. Spring.

412. The Church Organ and Service Playing.

The development of the organ and organ literature. A practical study of church services, including organ music registrations for choral music, vocal solos, and hymn playing. Discussion of the organ interlude and improvisation.

414-15. Supervised Field Work.

Each candidate for the B.M. degree in Church music must work in a church situation as a director or accompanist, or in a capacity approved by the Chairman of the Department, for two semesters. Periodic reports and plans must be made to the Chairman of the Department of Church Music.

Department of Applied Music

Associate Professor Trantham, Chairman

Associate Professors Bowden, Lyon, McBeth,

Queen, Scott

Assistant Professors Wesley, Lawson, Horton

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

101.5a,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.

111.5a,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.

121.5a,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.

131.5a,b. Class Piano.

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

141.5a,b or 143a,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.

201.5a,b or 203a,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.

Division of Fine Arts

301.5a,b or 303a,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 21, No. 2, and others of similar difficulty; other compositions of comparable difficulty. Technical drill; sight-reading.

401.5a,b or 403a,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.

501.5a,b or 503a,b. Piano V.

Advanced piano for graduate students.

ORGAN

Private Lessons Only.

101.5a,b or 103a,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.

201.5a,b or 203a,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.

301.5a,b or 303a,b. Organ III.

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

401.5a,b or 403a,b. Organ IV.

Larger preludes and fugues of J. S. Bach. Vierne and Widor Symphonies. Compositions by Bingham, Reger, Tournemire and others.

501.5a,b or 503a,b. Organ V.

Advanced organ for graduate students.

VOICE

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

101 Sa,b. Preparatory Voice.

For students with insufficient preparation to enroll in Voice I.

111 Sa,b. Secondary Voice (Class).

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

121 Sa,b. Secondary Voice.

Individual vocal instruction for students concentrating in applied music other than voice who have had previous study or have completed 111 Sa,b, with emphasis on proper breathing and tone production.

131 Sa,b or 133a,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.

141 Sa,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.

201 Sa,b or 203a,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.

301 Sa,b or 303a,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.

Division of Fine Arts

401.5a,b or 403a,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.

501.5a,b or 503a,b. Voice V.

Advanced voice for graduate students.

STRING INSTRUMENTS

101.5a,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.

111.5a,b or 113a,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.

201.5a,b or 203a,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.

301.5a,b or 303a,b. String Instruments III.

More advanced technical studies. Sonatas, concertos, and solos from standard repertoire for the instrument.

401.5a,b or 403a,b. String Instruments IV.

Continuation of III. Student prepares a recital.

501.5a,b or 503a,b. String Instruments V.

Advanced string instruments for graduate students.

WIND INSTRUMENTS

101.5a,b. Preparatory Grade.

For students without previous preparation, this course emphasizes correct embouchure, breath control, tone quality, articulation, and understanding of technical problems peculiar to the instrument, such as the flute, oboe, clarinet, bassoon, trumpet, cornet, French horn, trombone, baritone, and tuba.

111.5a,b or 113a,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.

201.5a,b or 203a,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.

301.5a,b or 303a,b. Wind Instruments III.

Further technical studies, sonatas, concertos, representative solos and orchestral selections.

401.5a,b or 403a,b. Wind Instruments IV.

Continuation of III. Student prepares a recital.

501.5a,b or 503a,b. Wind Instruments V.

Advanced wind instruments for graduate students.

MUSIC ORGANIZATIONS

10.5. 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 composition in large forms.

Division of Fine Arts

11.5. 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.

12.5 Piano Ensemble.

Study and practice of two-piano literature for four hands and eight hands. Open to students who have attained intermediate grade level in piano.

13.5. The Ouachita College Band.

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

14.5. Opera Workshop.

This activity provides opportunities for students to perform parts in all of representative operatic repertoire. Admission is gained by audition with the workshop director.

15.5. The Ouachita Singers.

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

16.5. Stage Band.

Study and performance in the field of jazz and other forms of popular music. Membership is limited. Acceptance by audition and membership in Music 13.5.

17.5. Woodwind Ensembles.

Study and performance of chamber music literature for woodwind trios, quartets, and quintets, of varying instrumentation. Membership by audition.

Student Chapter of the Music Educators National Conference.

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

Musicians' Guild.

Membership in this organization is open to music students who have a high scholastic average and at least a B average in music courses. A minimum of ten hours in music is required to be eligible.

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

Miss Rasberry, 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, French, German, Journalism, Spanish, and Speech and Drama, each of which offers an area of concentration as explained in its section of the catalogue.

H71. Divisional Honors Seminar.

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

Department of English

Associate Professor Rasberry, Acting Chairman

Associate Professors Holiman, Sandford

Assistant Professors Black, McGuire, Morris

Instructor Flaig

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

Requirements for an area of concentration with a core in English: English 203, 213, 323, 333, and 303 or 433, 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 203, 213, 223, 233, 303 or 433, 323, 333, 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 123 and 133 is prerequisite for any course offered by this department. Students electing this area of concentration should schedule 203 and 213 in proper sequence during the sophomore year. Other students may schedule courses as suggested by their advisors.

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

148. 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.

153. 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.

202. Recent Poetry.

This course will be a study of major twentieth century poets. On demand.

203. Survey of English Literature.

A study of English literature from the Old English Period through the Age of Reason. Fall.

213. Survey of English Literature.

A study of English literature from the forerunners of romanticism to the present. Spring.

223. Advanced Grammar.

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

233. 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.

302. Literary Criticism.

A study of the theory and practice of literary criticism. On demand.

303. History of the English Language.

The origins of the English language and the principal phenomena of its later development. Fall 1965 and alternate years.

312. Modern Drama.

This course is a study of major trends in world drama in the twentieth century. It will be a study of world dramatists. Spring 1966 and alternate years.

323. American Literature.

American literature from the Puritan Period through the transcendentalists. Fall.

333. American Literature.

American literature from Whitman to the present. Spring.

343. Milton.

A study of Milton's poetic achievement, with particular attention to *Paradise Lost* and *Paradise Regained*. Fall 1965 and alternate years.

353. The Romantic Movement.

Studies in Keats, Shelley, Byron, Wordsworth, and Coleridge. Fall.

363. Victorian Literature.

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

403. The English Novel from Richardson to the Present. Fall 1964 and alternate years.

412. The American Novel from Cooper to the Present. Spring 1965 and alternate years.

423. The American Renaissance.

A study of American literature and civilization based on the Transcendentalist Movement, Hawthorne, Melville, and Whitman. Fall 1965 and alternate years.

433. 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 1964 and alternate years.

443. Shakespeare: The Comedies and Histories. Fall.

453. Shakespeare: The Tragedies and Dramatic Romances. Spring.

491-3. Special Studies in English and American Literature.

Directed studies for students taking a core in English.

503-513. The American Tradition in Literature.

A graduate seminar in the development of American literature; considerable attention will be given to literary criticism.

573. Research Seminar in American Civilization.

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

583a,b. Thesis.

591-3. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American civilization.

Department of French

Associate Professor Gardner, Chairman

The primary purpose of this department is to develop appreciation of the French culture through a study of the language and literature. The necessary study of pronunciation, grammar, and idiomatic expression is supplemented in the first year with famous literary works, travelogues, and biographies in translation.

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

Requirements for a teaching core in French: at least twenty hours of French including French 203a,b or equivalent, 303, 313, 322, 402. Required courses in professional education and other general requirements as outlined in the secondary or elementary section of the catalogue; a course in modern European history.

203a,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.

303, 313. 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: French 203a,b or equivalent.

322. Conversation.

Training in diction and conversation for students wishing to acquire fluency in the spoken language. May be taken with French 303. Prerequisite: French 203b or its equivalent. Fall.

332. Advanced Grammar and Composition.

Designed to give advanced training in grammar and composition. May be taken with French 313. Prerequisite: French 303 or equivalent. Spring.

342. Contemporary Literature.

Directed reading of outstanding literary works of 20th century. Prerequisite: French 303. Spring 1966 and alternate years.

402. Great Masterpieces of 19th Century.

A study of major works of this period. Fall.

412. Great Masterpieces to 1800.

A study of major works of this period. Spring.

422. Seventeenth Century.

An intensive study of masterpieces of this period. Fall.

491-3. Special Studies.

Special Studies in French based on needs and interests of individual students.

Department of German

Assistant Professor Peterson, Chairman

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

Requirements for an area of concentration with a core in German: at least twenty-four hours in German 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 German: at least eighteen hours of German including German 203a,b, 303, 313, 322; required courses in professional education; and a course in modern European history.

203a,b. Elementary German.

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

303-313. Intermediate German.

Reading of selected passages of German literature.

Division of Humanities

322. Conversation.

Training in diction and conversation for students wishing to acquire fluency in the spoken language. May be taken with German 303. Prerequisites: German 203a,b or equivalent. Fall 1964 and alternate years.

332-342. Scientific German.

A reading course for students who wish to read German scientific works with facility. Prerequisite: German 203a,b.

401. Advanced Grammar and Composition.

Designed to give advanced training in grammar and composition. May be taken with German 303 or 313. Fall 1965 and alternate years.

491-3. Special Studies.

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

Department of Journalism

Associate Professor Sumerlin, Chairman

Associate Professor Turley

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 103, 113, 203, 353, 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.

103. Introduction to Journalism.

A study of the entire field of mass communications with emphasis on Journalism. Fall.

113. Reporting.

Practice in the writing of straight news stories for newspapers and the College paper. Spring.

203. 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 113. Spring.

303. Feature Writing.

Theory and practice in selecting ideas, gathering materials, and preparing and selling manuscripts. Emphasis on special and Sunday newspaper features. Fall, 1965 and alternate years.

113. Introduction to Radio-Television. See Speech 313. Spring.

333. Press Photography.

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

333. Production and Editing of 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.

343. 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 1965 and alternate years.

Division of Humanities

353. Principles of Advertising.

See Business Administration 353. Fall 1964 and alternate years.

363. Editing and Production of the High School Newspaper.

For the prospective teachers, particularly those in English, who might be called on to sponsor the high school newspaper. Evaluation of copy, and differentiation between gossip and news; gathering, writing, and editing headlines; production methods and problems. Spring.

403. History and Literature of Journalism.

The story of the rapid development of the American Press, with emphasis on those who made it great and how it affected the general growth of democracy. Writings by and about the great and other practitioners in the field. Fall.

491-3. Special Studies in Journalism.

Directed research in Journalism.

Department of Spanish

Associate Professor Gardner, Acting Chairman

Instructor Riusech

The primary purpose of this department is to develop appreciation of the Hispanic culture through a study of the language and literature. The course includes a study of pronunciation, grammar, and idiomatic expression.

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

Requirements for a teaching core in Spanish: at least twenty hours of Spanish including 203a,b, or its equivalent, 303, 313, 322; required courses in professional education; a course in history of Latin America.

203b. 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.

203-313. Intermediate Spanish.

Extensive reading of Spanish and Latin American literature on the intermediate level, with oral resumes and class discussions. Prerequisite: Spanish 203b or equivalent.

312. Conversation.

Training in diction and conversation for students wishing to acquire fluency in the spoken language. May be taken with Spanish 303. Prerequisite: Spanish 203b or equivalent. Fall.

313. Advanced Grammar and Composition.

Designed to give advanced training in grammar and composition. May be taken with Spanish 313. Spring.

402. Spanish-American Literature.

Readings from works of outstanding Spanish-American writers. Fall.

412. Spanish Literature to 1800.

Study of outstanding works of this period. Spring.

413. Spanish Literature from 1800 to present.

Study of outstanding works of this period. Fall.

413. Special Studies.

Special Studies in Spanish based on needs and interests of individual students.

Department of Speech and Drama

Associate Professor Holt, Chairman

Assistant Professors

Pennington, Reynolds

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 103, 113, 202, 303, and enough additional hours from the department to total twenty-four hours, plus enough courses in related fields to total forty-five hours. No more than two credit hours in Contest Debate can be applied on a core in speech.

Requirements for an area of concentration with a core in drama: Drama 103, 302, 312, 403, 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: A minimum of 24 semester hours including Speech 103, 113, 202, 303, 323; Drama 103 and 302; plus required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

Speech

103. Fundamentals of Speech.

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

113. 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, Spring.

102. 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.

102. 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 103. Fall.

103. Public Speaking.

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

113. 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.

123. 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 113. Spring.

403. 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.

481-3. Special Studies in Speech.

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

Organization.

10.5. Contest Debate.

Drama

103. Introduction to the Theater.

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

202. Acting Workshop.

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

302. 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 103. Fall, Spring.

312. Modern Drama. See English 312. Spring 1966 and alternate years.

322. 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.

332. Children's Theater Workshop.

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

342. Stagecraft.

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

403. History of the Theater.

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

413. **The American Stage.**

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

442. **Shakespeare: The Comedies and Histories.** See English 443. Fall.

463. **Shakespeare: The Tragedies and Dramatic Romances.** See English 463. Spring.

401-3. **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.

Division of Natural Science

Dr. Provine, Chairman

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

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

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

Suggested Sequences for Pre-Professional Training Pre-Medicine

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

		First Year			
		First Semester		Second Semester	
Military Science	101			Military Science	111
Physical Education				Physical Education	
Chemistry	104			Chemistry	114
Biology	105			Biology	115
General Education	123			General Education	133
Mathematics	103			Mathematics	113
		-----		-----	
		16.5 hours		16.5 hours	
		Second Year			
		First Semester		Second Semester	
Military Science	201			Military Science	211
Physical Education				General Education	162
Chemistry	204			General Education	214
General Education	143			General Education	243
Physics	204			Physics	214
General Education	153			Physical Education	
		-----		-----	
		15.5 hours		14.5 hours	

¹The candidate for the Bachelor of Science degree may substitute for General Education 104 either Chemistry 104 or Physics 204; for General Education 113 either Mathematics 103 or 113; for General Education 204 either Biology 105 or 115; for General Education 332 any four hours of psychology, sociology, and/or economics; and for General Education 332 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.

Third Year

First Semester		Second Semester	
Physical Education	305a	Physical Education	
Chemistry	314	Chemistry	305b
General Education		General Education	324
Electives, 8 hours		General Education	332
		General Education	402
		Electives, 4 hours	
<hr/>		<hr/>	
17.5 hours		17.5 hours	

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

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

Pre-Pharmacy

The pre-pharmacy student should register as follows:

First Semester		Second Semester	
Mathematics	103	Mathematics	113
Biology	105	Biology	115
Chemistry	104	Chemistry	114
General Education	123	General Education	133
Military Science	101	Military Science	111
Physical Education		Physical Education	
<hr/>		<hr/>	
16.5 hours		16.5 hours	

Second Year

First Semester		Second Semester	
Chemistry	204	Chemistry	305b
Chemistry	305a	Physics	214
Physics	204	Economics	213
Economics	203	Military Science	211
Military Science	201	Physical Education	
Physical Education		Elective	
<hr/>		<hr/>	
17.5 hours		17.5 hours	

Medical Technicians

First Year

First Semester		Second Semester	
Mathematics	103	Mathematics	
Chemistry	104	Chemistry	113
Biology	105	Biology	114
General Education	123	General Education	115
Physical Education		Physical Education	133
Military Science	101	Military Science	111
	<hr/>		<hr/>
	16.5 hours		16.5 hours

Second Year

First Semester		Second Semester	
Chemistry	204	General Education	214
Physics	204	Physics	214
General Education	143	General Education	243
Biology, 3 semester hours		General Education	153
Physical Education		Physical Education	
Military Science	201	Military Science	201
	<hr/>		<hr/>
	15.5 hours		15.5 hours

Third Year

First Semester		Second Semester	
Chemistry	305a	Chemistry	305b
Biology, 4 semester hours		General Education	314
General Education	162	Electives, 6 semester hours	
Electives, 6 semester hours		Physical Education	
Physical Education		General Education	402
	<hr/>		<hr/>
	17.5 hours		17.5 hours

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

1. Meet all of the requirements for the degree Bachelor of Science except total number of hours, total number of junior-senior hours, and General Education 324 and 332.

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-two hours; mathematics, twelve hours or equivalent; physics, eight hours; German 203a,b, 332, 342.

First Year

First Semester		Second Semester	
Chemistry	104	Chemistry	114
Mathematics	113 ¹	Mathematics	103 ¹
General Education	123	Biology	115
Military Science	101	General Education	133
Physical Education		Military Science	111
General Education	143	Physical Education	
General Education	153		
-----		-----	
17.5 hours		16.5 hours	

Second Year

First Semester		Second Semester	
Chemistry	204 ²	Chemistry	305b ³
Chemistry	305a ³	Mathematics	223
Mathematics	213	Physics	214
Physics	204	General Education	214
Military Science	201	Military Science	211
Physical Education		Physical Education	
-----		-----	
17.5 hours		17.5 hours	

Third and Fourth Years

Third and fourth years should include Chemistry 314a,b, 323, 333, 413 and at least three additional hours in chemistry; general education and other fields are needed in order for students in professional chemistry to complete minimum requirements for the degree of Bachelor of Science. The junior year should include General Education 314 and German 203

¹Calculus may be substituted on permission of counselor.
²May be taken as corequisite of Chemistry 314a.
³Junior credit may be earned for this by sophomores.

a,b; the senior year should include General Education 402 and German 332 and 342. Students completing all of the science requirements for a degree in Professional Chemistry may substitute German 205a,b for General Education 324 and 332.

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	101	Military Science	111
General Education	123	General Education	133
Chemistry	104	Chemistry	114
Mathematics	113	Mathematics	108
General Education	153	Mathematics	122
Bus. Administration	103	General Education	162
	<u>17.5</u> hours		<u>15.5</u> hours

Second Year

First Semester		Second Semester	
Physical Education		Physical Education	
Military Science	201	Military Science	211
Mathematics	213	Mathematics	223
Physics	204	Physics	214
Art	223	General Education	143
General Education	204	General Education	214
	<u>16.5</u> hours		<u>17.5</u> hours

Third Year

First Semester		Second Semester	
Physical Education		Physical Education	
Mathematics	322	Physics	433
Mathematics	333	Mathematics	343
General Education	243	Speech	303
General Education	314	Physics	323
General Education	324	General Education	332
		General Education	402
	<u>16.5</u> hours		<u>16.5</u> hours

A similar arrangement has been made with the School of Engineering at 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 of 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 104, 114; Biology 105, 115; six 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 physical science: Chemistry 104, 114; Physics 204, 214; eight 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 biological science, chemistry, mathematics, or physics: a core in the respective subject, plus the required courses in professional education and other general requirements as outlined in the secondary education section of the catalogue.

H71. Divisional Honors Seminar.

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

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 105 and 115 are required and 314, 323, 333, and 414 are recommended. For home economics students working toward the B.S. degree, Biology 105 or 115, 203, 212, and 222 are required.

Requirements for an area of concentration with a core in biology: Biology 105, 115; plus at least fourteen hours in biology; plus enough additional hours from related fields to total at least forty-five hours.

105. 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.

115. Zoology.

The other half of the general biology course, with stress on biological principles and their relationship to man. Spring.

203. 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 105 or 115 or Chemistry 104. Spring.

212. Bacteriology (Lecture).

A study of bacteria and their relationship to man, plants, and animals. Classification, morphology, physiology, and environmental factors are discussed. Prerequisite: Biology 105 or 115 or Chemistry 104. Fall.

222. Bacteriology (Laboratory).

Problems in preparation of media, staining, and culturing. Some common biochemical reactions are studied. Co-requisite: Biology 212. Fall.

221. Physiology (Laboratory).

Designed to teach the techniques employed in physiological studies. Prerequisite or co-requisite: Biology 203. Spring.

224. Entomology.

This course is mainly concerned with classification, structure, physiology, and natural history of insects. Methods of collecting, preserving, and identifying common insects of Arkansas. Lecture, laboratory, and field work. Prerequisite: Biology 115. Spring 1966 and alternate years.

214. 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, *Xenopus*, and some protochordates. Prerequisite: Biology 115. Fall.

223. Genetics.

A study of the basic principles, theories, and mechanics of heredity. Prerequisite: Biology 105 or 115. Fall.

323. 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 323. Spring.

214. 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 105 or consent of instructor. Spring 1966 and alternate years.

323. 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.

404. 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 105 and 115. Spring 1965 and alternate years.

414. 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 115. Spring 1966 and alternate years.

491-3. Special Studies in Biology.

Given on demand and varied to suit needs of biology students.

Department of Chemistry

Professor Provine, Chairman

Professors Everett, McCarty

Associate Professor Nisbet

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

104. General Chemistry.

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

114. General Chemistry and Qualitative Analysis.

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

204. Quantitative Analysis.

A study of some general methods of gravimetric and volumetric analysis. Lecture two hours, laboratory six hours per week. Prerequisite: Chemistry 114. Fall.

214s,b.¹ Organic Chemistry.

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

214s,b. Physical Chemistry.

An introductory course to theoretical chemistry. Lecture three hours, laboratory three hours per week. Prerequisites: Physics 204 and 214, Mathematics 223; prerequisite or corequisite: Chemistry 204.

323. Advanced Quantitative Analysis.

Theory and practice of modern analytical techniques, including electrical, spectrophotometric, and chromatographic methods. Lecture two hours, laboratory three hours per week. Prerequisite: Chemistry 204 and 314a, prerequisite or corequisite: Chemistry 314b. Spring.

333. Advanced Inorganic Chemistry.

Atomic structure and its relationship to the properties of elements and their compounds, types of bonding, and periodic arrangements. Prerequisite or corequisite: Chemistry 314b. Spring.

343. Radiochemistry.

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

¹See footnote 3 on page 139.

403. 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 six hours per week. Prerequisite: Chemistry 305b. Fall.

413. Qualitative Organic Analysis.

A course in systematic identification of organic compounds, including preliminary experiments, followed by unknowns of both pure substances and mixtures. Lecture one hour, laboratory six hours per week. Prerequisites: Chemistry 204, 305b. Spring.

423. Biochemistry.

An introduction to biochemistry including discussions of natural products, enzymes, metabolism and other physiological processes. Pertinent physiochemical problems are included. Lecture three hours. Prerequisites: Chemistry 305a,b and 314b. Fall.

433. Atomic and Nuclear Physics. See Physics 433. Prerequisite: Chemistry 314b. Spring.

441. Atomic and Nuclear Physics Laboratory.

See Physics 441. Spring.

491-3. Special Studies in Chemistry.

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

Department of Home Economics

Associate Professor Thomas, Chairman

Associate Professor Jones

Assistant Professor Elledge

Instructor Treadway

The Home Economics Department is approved for the teaching of Vocational Home Economics by the Arkansas State Department of Education.

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 103, 112, 203, 213, 223, 303, 313, 323, 333, 342, 353, 363, 403 and 413; Art 103; Biology 105 or 115, 203, 212, and 222; Chemistry 104.

Those interested in a vocational teaching certificate should consult the Secondary Education section of this catalogue.

103. Clothing I.

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

112. Textiles.

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

203. Foods.

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

Division of Natural Science

213. Family Meals.

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

223. Clothing II.

A continued study of commercial patterns, and application of the principles of costume design to planning, selection, and construction of clothing for different occasions and different individuals. Lecture one hour, laboratory four hours a week. Prerequisites: Home Economics 103, 112, and Art 103. Spring.

232. Home Nursing.

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

233. Tailoring (Advanced Clothing).

Adaptation of tailoring techniques to materials in street and sports wear. Experience with wool material through construction of a suit or coat. Prerequisites: Home Economics 103, 112, 223. Fall.

243. 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.

253. Housing.

This course is developed through a series of exercises in which some historic background of the American house is studied, house plans are analyzed and evaluated, and problems are discussed. Other aspects in housing such as choosing a site, family life in particular types of homes, and the relation of climate to the plan are considered. Fall.

303. Home Equipment.

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

313. Marriage and the Family.

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

323. 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 103. Fall.

333. Costume Illustration. See Art 333. Spring.

342. Household Problems.

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

353. Nutrition.

A study of the application of nutritional theory to both normal and pathological conditions. Lecture two hours and laboratory two hours per week. Prerequisites: Home Economics 203, Chemistry 104, and Biology 212 and 222. Fall.

363. Diet Therapy.

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

372. Handicrafts.

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

403. Home Management.

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

413. Child Development.

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

423. Institutional 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.

433. The Infant.

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

443. Home Economics 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.

Department of Mathematics

Professor Seward, Chairman

Associate Professor Jones

Instructor Davis

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

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

103. College Algebra.

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

113. Trigonometry.

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

122. Engineering Problems.

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

203. Mathematics of Finance.

A course for students in business administration, covering compound interest, annuities, bond valuation, and introduction to insurance. Prerequisite: Mathematics 103 or two years of high school algebra. Fall.

213. Calculus and Geometry.

Introductory study of calculus and analytic geometry. Prerequisite: Mathematics 103 or 113 or permission. Fall.

223. Calculus and Geometry.

Continuation of Mathematics 213. Spring.

303. Foundations of Geometry.

A study of the axiomatic bases of geometries, their relation to "real" space; basic concepts of point, line, plane and space; projective and non-Euclidean geometries. Spring.

313. Fundamental Concepts of Elementary Mathematics.

An introduction to the mathematical concepts underlying the traditional computational techniques for elementary school mathematics. Prerequisites: General Education 113 or equivalent and consent of instructor. Not to be counted on a core in Mathematics. Spring.

322. 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 223. Fall.

323. Statics. See Physics 323. Spring.

333. Differential and Integral Calculus.

Continuation of Mathematics 223, including partial derivatives, double and triple integration, and applications to physics, chemistry, and business. Fall.

343. Differential and Integral Calculus.

Continuation of Mathematics 333. Spring.

353. Fundamental Structures of Algebra.

A study of the number systems: rational, real and complex. Groups, rings and fields. Polynomials, equations and algebraic functions. Matrices, determinants, vectors and linear algebra. Fall.

403. Differential Equations.

Ordinary differential equations such as occur in geometry, physics, and chemistry. Prerequisite: Mathematics 333. Spring.

413. Recent Discoveries in Mathematics.

A study of new results, notations, concepts and ideas which are continually appearing in current and recent mathematical journals. It will cover a wide range of mathematical fields: algebras, function spaces, number theory, real and complex variables, analysis, topology, etc. Spring.

491-3. Special Studies in Mathematics.

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

Department of Physics

Professor McCarty, Chairman

Professor Seward

Assistant Professor Dixon

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.

204. General Physics I.

A study of the fundamentals of mechanics, heat, and sound. Lecture three hours, laboratory three hours per week. Prerequisite: Mathematics 108 and 113. Fall.

214. General Physics II.

A study of electricity, magnetism, light, and an introduction to nuclear physics. Lectures three hours, laboratory three hours per week. Prerequisite: Physics 204. Spring.

303. 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. Lecture two hours, laboratory three hours per week. Prerequisites: Physics 214 and Mathematics 223. Spring 1966 and alternate years.

313. Light and Sound.

A study of the fundamentals of light and sound. Such topics as wave motion, reflection, refraction, velocity in various media, dispersion, spectrum analysis and instruments will be studied. Lecture 2 hours, laboratory 8 hours per week. Prerequisites: Physics 214 and Mathematics 223. Spring 1965 and alternate years.

323. Statics.

A study of forces in equilibrium, especially the stresses in loaded structures. Prerequisites: Physics 204 and Mathematics 333. Spring.

343. Radiochemistry.

See Chemistry 343. Fall.

403. 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 214 and Mathematics 223. Fall 1964 and alternate years.

Division of Natural Science

411. Electrical Measurements.

A study of electrical instruments and their use in measurements of current, potential, resistance, inductance, and capacitance. Co-requisite: Physics 403. Laboratory three hours. Fall 1964 and alternate years.

423. Meteorology.

A study of physical principles involved in weather, interpretation of weather maps, exercises in weather prediction. Prerequisites: Physics 214 and Mathematics 223. Fall 1965 and alternate years.

433. Atomic and Nuclear Physics.

A study of the structure of matter and of nuclear radiation. Prerequisites: Physics 214 and Mathematics 223. Spring.

441. Atomic and Nuclear Physics Laboratory.

A laboratory study of the properties of some nuclear radiations. Corequisite: Physics 433. Spring.

491-3. Special Studies in Physics.

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

Division of Religion and Philosophy

Dr. Wolber, Chairman

The Departments of Religion and Philosophy constitute this division.

H71. Divisional Honors Seminar.

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

Department of Religion

Professor Wolber, Chairman

Professors Blackmon, Coppenger, Elrod, Gambrell, 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 102, Ministerial Ethics and Manners; Religion 223, Sermon Preparation; Religion 202, Pastoral Duties; Religion 302, Southern Baptist History; and Religion 353, 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.

PASTORATE¹

Core Requirements

Religion 102	Ministerial Ethics	2 ²
Religion 202	Pastoral Duties	2 ²
Religion 222	Principles of Biblical Interpretation	2
Religion 223	Sermon Preparation	3
Religion 353	Christian Doctrine	3
Religion 443	Living Religions and Sects	3
From Religion 213, 243, 303, 313, 403, 413, 423, New Testament		6
Greek 403 or 413		2 or 3 ³
From 302, 323, or 333		3
From 322, 363, or 433		

—
26 hours⁴

Related Fields Requirement

Speech 103	Fundamentals of Speech	3
From Philosophy 103, 203, 423, or 453		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 222	Principles of Biblical Interpretation	2
Religion 353	Christian Doctrine	3
Religion 443	Living Religions and Sects	3
Religion 203, 212, 312, 322, 342, and 363		13
Other religion courses		5

—
26 hours

Related Fields Requirement

Journalism 343	Religious Journalism	3 ⁵
Drama 322	Church Drama Workshop	2
Church Music 202	Introduction to Church Music Education	2
Speech 103	Fundamentals of Speech	3

¹Ministerial 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.

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

³Students who receive the ministerial grant-in-aid must take Religion 333.

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

⁵Substitutions 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.

102. 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.

202. 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.

203. Introduction to Religious Education.

A study of the methods and materials of religious education. The purpose is to acquaint all prospective church workers with the guiding principles of the church's educational program. Fall.

212. Religious Education of Children.

Designed to provide better understanding of children and their religious needs, this course involves study of child psychology and development as related to religious training. Attention is given to agencies both within and outside the church as they may be utilized for character training. Spring 1965 and alternate years.

213. Life of Christ.

A detailed study of the teachings and doings of Christ, with emphasis upon his impact on society. Fall.

222. Principles of Biblical Interpretation.

An evaluation of various methods of interpreting the Scriptures. Designed primarily for ministerial students, this course seeks to set out some guiding principles for understanding Biblical teachings. Spring 1966 and alternate years.

223. Sermon Preparation.

An introduction to the preparation and delivery of sermons; great sermons of the great preachers will be studied. **Fall, Spring.**

232. Audio-Visuals in the Church.

A survey of the vast field of audio-visuals, both non-projected and projected, and a study of their uses in the church. Suggestions in setting up an audio-visual service in the church will be given. **Spring.**

233. 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 1965 and alternate years.**

243. 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 153. **Fall 1965 and alternate years.**

302. 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.**

303. 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 1966 and alternate years.**

312. 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 1964 and alternate years.**

313. 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 1964 and alternate years.

322. Church Administration.

Designed to give the student a better understanding of the organization and maintenance of Baptist church life, attention is given to the relationship of the local church to the denomination and to the organization, officers, and program of local churches. Fall.

323. 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 1965 and alternate years.

332. Biblical Archaeology.

A study of the archaeological discoveries relating to the Old and New Testaments. Spring 1966 and alternate years.

333. 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 1964 and alternate years.

342. Religious Education of Adults.

A study of the needs and problems of adults at various age levels with emphasis on the total ministry of the church for meeting these needs. Spring 1966 and alternate years.

343. Religious Journalism. See Journalism 343. Spring 1965 and alternate years.

353. Christian Doctrine.

A study of the doctrines of the Bible, with attention to such subjects as revelation, inspiration, sin, salvation, the Trinity, and especially the doctrines that interpret our relationships with God through the saving work of Christ. Fall.

363. Religious Counseling.

A study of the principles and techniques of personal and group counseling. Attention is given also to certain problem areas of counseling needs. Spring.

403. 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.

413. Later Epistles of Paul.

A careful study of the prison epistles, Ephesians, Colossians, Philipians and the pastoral epistles, I and II Timothy, Titus, and Philemon. Spring.

423. Johannine Literature.

A careful study of the Fourth Gospel, the epistles of John, and Revelation. Spring.

433. 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 1966 and alternate years.

443. 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.

453. Philosophy of Religion. See Philosophy 453. Spring.

491-3. Special Studies in Religion.

For students taking their core in the Department of Religion.

503. 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.

513-523. 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. 1964-65 and alternate years.

533-543. 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. 1965-66 and alternate years.

553. Trends in Contemporary Religious Thought.

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

563. Advanced Reading Seminar in Religion.

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

573. Research Seminar in Religion.

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

583a,b. Thesis.

591-3. Special Studies in Religion.

A course of advanced research for graduate students concentrating in religion.

NEW TESTAMENT GREEK

305a,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.

403-413. 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 305a,b.

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.

103. Introduction to Philosophy.

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

203. Logic.

A study of argument, including analysis of the various fallacies, definition of terms, and the nature of evidence and proof. Spring.

212. 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 1966 and alternate years.

223. 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 1965 and alternate years.

303. Ancient and Medieval Philosophy.

A survey of the development of philosophy from the sixth century before Christ to the Renaissance, with special emphasis on the Greek philosophers. Fall.

313. Modern Philosophy.

European philosophy from the Renaissance; Descartes and continental rationalism; British empiricism; Kant and German idealism. Spring.

323. Semantics.

The general study of meaning, in particular, the study of symbolic language relevant to the problems of thinking and communication. Fall 1964 and alternate years.

363. Western Political Heritage: Concepts of Political Philosophy.

See Political Science 363. Fall 1964 and alternate years.

413. Christian Ethics.

This course attempts to fulfill two functions: to present a groundwork of Christian ethical principles and to discuss their application to the major issues of Christian ethical conduct in today's society. Fall 1965 and alternate years.

423. American Philosophy.

Drawing upon the social, religious, economic, and political facts of American civilization, this course traces the development of philosophical thought in the United States. Fall.

453. Philosophy of Religion.

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

491-3. Special Studies in Philosophy.

Independent study in philosophy.

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. Students who plan to work toward graduate degrees will find training in modern languages helpful.

Pre-professional Curriculum

Students planning professions in government, politics, and public administration, and other areas in the social sciences may plan to concentrate the major portion of their work in the Division of Social Science. Special attention and counseling are provided for those students whose vocational objectives require specialized knowledge in these areas. This division maintains contact and exchanges information with a number of graduate programs in specialized areas to insure the student maximum preparation opportunities.

Pre-Law Curriculum

Pre-law students may plan to concentrate in the division of Social Science. Courses in history, political science, sociology, economics, accounting, speech, philosophy, modern languages, and English and American literature are considered important. A pre-law advisor is available for consultation concerning additional requirements.

Requirements for a teaching core in social studies: General Education 143 and 243; nine additional semester hours in history and government at the Junior-Senior level with at least 3 hours in European history and 3 hours in American History; 3 semester hours in American Government; 3 semester hours in Economics; 6 additional semester hours chosen from two of the following four fields: economics, sociology, geography, and political science.

H71. Divisional Honors Seminar.

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

Department of History

Professor Forbes, Chairman

Assistant Professors

Nutt, Slavens, Root

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 143 and 243 may not be included in the required eighteen hours of American and European history. The twenty-one additional hours needed for an area of concentration must include three hours each in three of the four fields of economics, political science, sociology, and geography and may include further hours in history.

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. Spring 1965 and alternate years.

213. The American West.

The conquest of the West and the role of the frontier in developing America. Fall 1964 and alternate years.

303. Greek and Roman History.

The rise, duration, and fall of two world civilizations, their strengths and weaknesses, and their contributions to later times. Fall 1965 and alternate years.

313. 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 1965 and alternate years.

323. 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 1964 and alternate years.

333. Development of the American Constitution. See Political Science 333. Spring 1966 and alternate years.

343. 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 1964 and alternate years.

353. History of Latin America.

The colonial period, and the causes and results of the twentieth century emergence of Latin America. Spring 1965 and alternate years.

363. Western Political Heritage. See Political Science 363. Fall 1964 and alternate years.

413. 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 1966 and alternate years.

423. 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 1966 and alternate years.

433. 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 1965 and alternate years.

453. American Foreign Policy.

Diplomatic problems and policies from the American Revolution to the present. Prerequisite: six hours of history. Spring 1966 and alternate years.

463. American Social and Intellectual History.

Forces, ideas, and issues not usually included in political history.
Prerequisite: six hours of history. Spring 1966 and alternate years.

473. 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 1965 and alternate years.

483. Contemporary American History.

The Twentieth Century domestic problems, international challenges, and America's role as a world leader. Prerequisite: six hours of history.
Fall 1965 and alternate years.

491-3. Special Studies in History.

Directed research in American and/or world history.

503. Seminar in American History to 1865.

513. Seminar in American History Since 1865.

573. Research Seminar in American Civilization.

Introduction to graduate work in American Civilization, with supplementary lectures in bibliography, theory, and methods of research. Fall.

583a,b. Thesis.

591-3. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American Civilization.

Department of Political Science

Professor Riley, Chairman

Assistant Professor 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.

103. Government and Politics in Modern Society.

Government in the modern world, with emphasis on American institutions, theories and functions of government, and structure and operation of national and international government. **Spring.**

203. State and Local Government and Politics.

A study of the principles, organization, functions, and administration of state and local governments in the United States. **Fall.**

213. American National Government.

A study of the principles, organization, functions, and administration of national government in the United States. **Spring.**

303. Government and Politics in Arkansas.

An inspection of all phases of government and politics which affect the daily lives of the citizens of Arkansas. **Spring 1965 and alternate years.**

313. International Politics and Organizations.

International relations involving nationalism, imperialism, diplomacy, current problems of war and peace, and the current efforts of the United Nations and other international organizations. Fall 1965 and alternate years.

333. Development of the American Constitution.

A historical survey of the sources, framing, and adoption of our federal constitution and the case study method of how it has been altered to meet changing social, economic, and political conditions. Spring 1966 and alternate years.

363. Western Political Heritage: Concepts of Political Philosophy.

A consideration of the turning points of Western political thought. Major thinkers and ideas are studied in relation to their social and economic background. Fall 1964 and alternate years.

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.

413. American Political Thought.

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

423. Constitutional Government and the Free Enterprise System.

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

453. American Foreign Policy. See History 453. Spring 1966 and alternate years.

491-3. Special Studies in Political Science.

Directed research in political science. Admission by consent of professor.

Division of Social Science

503. Seminar in American Politics to 1865.

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. Fall.

513. Seminar in American Politics Since 1865.

A continuation of Political Science 503. Spring.

573. Research Seminar in American Civilization.

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

583a,b. Thesis.

591-3. Special Studies in American Civilization.

A course of advanced research for graduate students concentrating in American civilization.

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.

203. 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.

213. Social Factors in the Development of Personality.

Theories of personality organization; social development and behavior of the person in an environment of social conflict; organizing concepts used in observing and interpreting character development and behavior; the nature of culture and how it controls and orders human behavior; the structure and function of the human nervous system in relation to behavior. Spring.

222. Dating and Courtship.

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

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 1964 and alternate years.

313. Social Psychology.

Leadership and the sociological aspects of group influence; the nature and the scope of motives, attitudes, norms, and roles in human relations.

Personality development, patterning of self-other attitudes, and adaptation to cultural role prescriptions. Character knowledge of one's self as it is related to multiple group membership and maturity. Fall.

323. 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. Spring 1966 and alternate years.

332. 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.

343. 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. Fall 1965 and alternate years.

403. 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 1964 and alternate years.

413. 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 (bureacracy) and under-organization. The democratic vs. the authoritarian method of social control is reviewed extensively. Spring 1965 and alternate years.

423. Ethnic Relations.

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group and minority differences; acquiring prejudice; character structure; reducing group tensions; promotion of social stability; special emphasis is given to a study of the economic, political, and social position of the contemporary American Negro. Fall 1965 and alternate years.

433. 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 1966 and alternate years.

443. Research Problems.

Techniques of research in sociology including research design, questionnaire construction, collection of data, processing coding, analysis, and a brief review of statistics as a tool in social research; the interview as a fundamental tool in field exploration; graphic presentation, organization, and analysis of data. On demand.

Geography

103. Introduction to Human Geography.

A study of the earth's surface and the relationship of its features to man's political and cultural development. Fall.

203. Conservation of Natural Resources.

A study of the principles and methods of conserving natural resources, with special consideration of such problems in the State of Arkansas. Spring.

Department of Military Science

Lt. Col. Royce Eaves, PMS

Major John W. Crosby, Jr.

Capt. Thomas R. Fowler

MSgt. Carl Blazin

SFC John Miller

SSgt. Herbie Gatlin

SSgt. Julius Murray

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 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 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 111. Veterans with twelve months honorable active service may receive credit for Military Science 101, 111, 201, and 211.

Elective Courses

The last two years of training, Military Science 302, 313, 403, and 412, 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 302, 313, 403, and 412, 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, or until relieved of this obligation by regulations prescribed by the Secretary of the Army.

Students enrolled in the advanced course, Military Science 302, 313, 403 and 412, 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.**

111. Military Science I.

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

201. Military Science II.

American military history and leadership laboratory. Lecture two hours per week and laboratory two hours per week. **Fall.**

211. 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.**

302. Military Science III.

Leadership, military teaching principles, and leadership laboratory. Lecture two hours per week and laboratory two hours per week. **Fall.**

313. 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.**

403. Military Science IV.

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

412. 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.**

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