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OUACHITA BAPTIST
COLLEGE BULLETIN



... 1954 Catalog Number

Ouachita Baptist College

BULLETIN

VOLUME LXIX

APRIL, 1954

NO. 3

Catalog 1953-1954

Announcements 1954-1955

MEMBER

Association of American Colleges

National Commission on Accrediting

Southern Association of Baptist Colleges and Schools

North Central Association of Colleges and Secondary Schools

SIXTY-NINTH SESSION BEGINS MONDAY, SEPTEMBER 6, 1954

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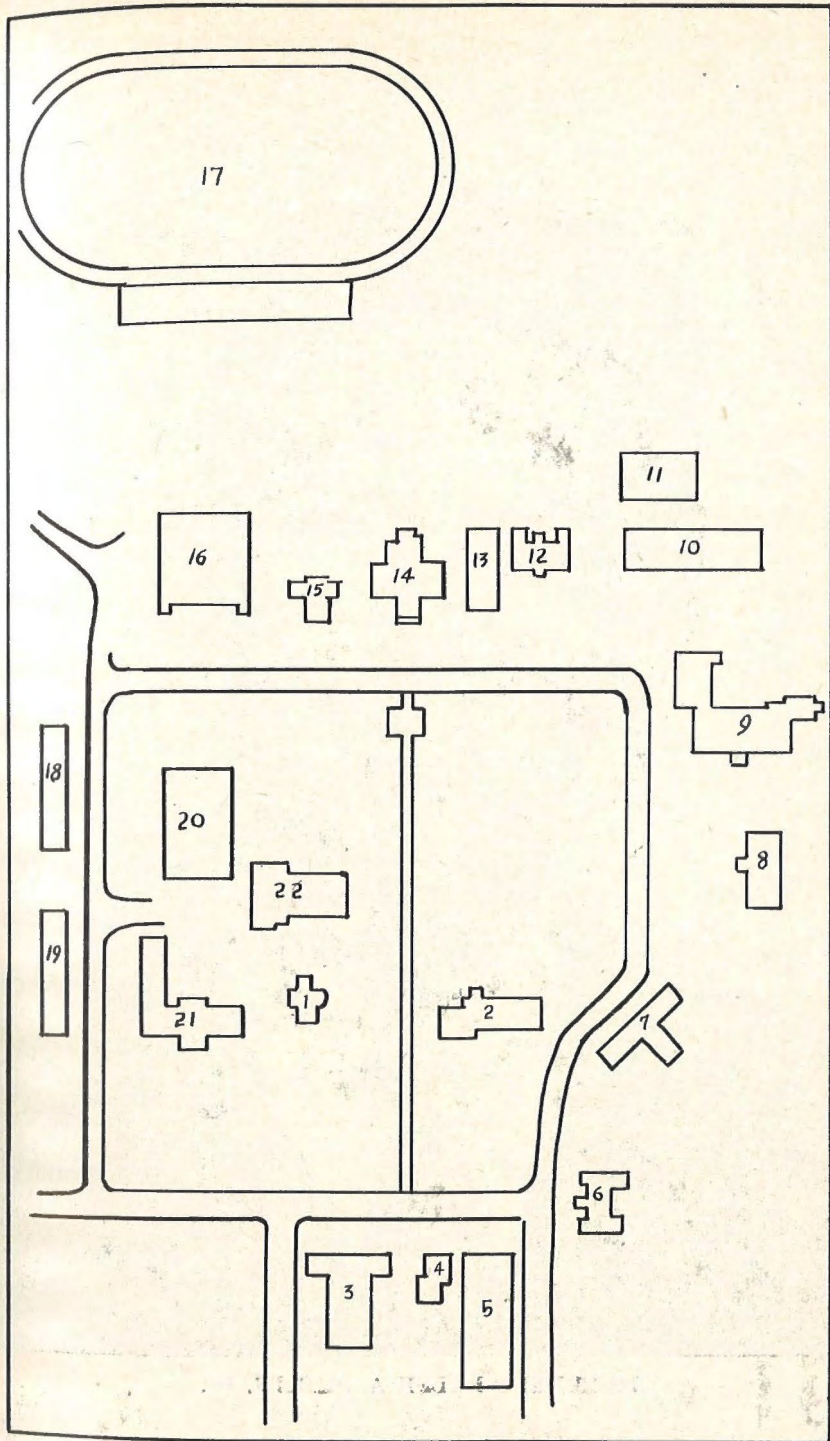
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THE CAMPUS

1. President's Home
2. J. R. Grant Memorial Administration Building
3. Mitchell Hall—Music Conservatory and Auditorium
4. Home Management House—Home Economics Department
5. Hamilton Moses Science Building
6. Flenniken Memorial Hall—Student Center
7. J. W. Conger Hall—men's dormitory
8. Wallis Hall—to be replaced by a new men's dormitory
9. North Dormitory for Men
10. Ernest Bailey Hall—Departments of Business, English, History and Political Science, and Home Economics
11. Little Theatre
12. Cannon Infirmary
13. Tennis court
14. Dining Hall
15. Bookstore and Post Office
16. Gymnasium
17. A. U. Williams Stadium and Field House
18. New dormitory for women
19. Terral-Moore Hall—dormitory for women
20. Tennis courts
21. Cone-Bottoms Hall—dormitory for women
22. Riley Library





PRESIDENT RALPH A. PHELPS, JR.

1954

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	

1955

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	29	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		

COLLEGE CALENDAR

1954-55

FIRST SEMESTER

September 1-7.....	Freshman Orientation Week
September 6	Freshman Registration
September 7.....	Upperclassmen Registration
September 8	Classes Begin
September 24.....	Last Date for Course Changes
November 1-5	Nine-Weeks Examinations
November 24, Noon to November 29, 8 a.m.....	Thanksgiving Vacation
December 17, 5 p.m. to January 3, 8 a.m.....	Christmas Vacation
January 17-21.....	Final Examinations

SECOND SEMESTER

January 24	Registration
January 25	Classes Begin
February 11.....	Last Date for Course Changes
March 7-11.....	Religious Focus Week
April 8, 5 p.m. to April 13, 8 a.m.....	Spring Vacation
April 29.....	Tiger Day
May 16, 17, 18.....	Senior Examinations
May 20.....	Faculty Reception for Seniors
May 22	Baccalaureate Sermon
May 23.....	Commencement
May 24-27	Final Examinations

BOARD OF TRUSTEES

Terms Expiring in 1954

Boyd Baker.....	Wynne
B. C. Huddleston.....	Searcy
Marvin Green.....	Stephens
J. E. Berry.....	El Dorado
E. M. Jones.....	Texarkana
Jesse Reed.....	El Dorado
J. T. Daniel.....	El Dorado
Spencer Fox.....	Pine Bluff

Terms Expiring in 1955

Mrs. Ralph Douglas.....	Helena
J. L. Carter.....	Arkadelphia
J. Harold Smith.....	Ft. Smith
Howard Perrin.....	Benton
Dale Cowling.....	Little Rock
Hays Sullivan.....	Burdett
Gerald Smith.....	Stuttgart
R. L. South.....	North Little Rock

Terms Expiring in 1956

John Dodge.....	Hot Springs
Carleton Harris.....	Pine Bluff
Lloyd Hunnicutt.....	Magnolia
Theo James.....	Pine Bluff
Roy Mitchell.....	Hot Springs
A. F. Muncy.....	Melbourne
S. A. Wiles.....	Royal
Bernes K. Selph.....	Benton

Regular Board Meetings

July 12, 1954
October 11, 1954

January 10, 1955
April 11, 1955

Administrative Officers and Staff

Ralph A. Phelps, Jr., Th.D.....	President
Donald M. Seward, Ph.D.....	Dean of Faculty
Tony D. Vaughan, Ed.D.....	Dean of Students
Frances M. Crawford, B.A., B.M.....	Registrar
Daniel A. Seager, M.A.....	Librarian
Ernestine Dohrer, B.A.....	Assistant Librarian
Rowland Reed, B.A. (on leave).....	Business Manager
William P. Jones, Jr., B.A.....	Acting Business Manager
Margaret Atchison, B.A.....	Assistant Business Manager
Cecil C. Sutley, D.R.E.....	College Counselor
James W. Shultz, M.A.....	Resident Counselor, North Dormitory
Victor Oliver, M.A.....	Resident Counselor, Conger Hall
Mrs. G. F. Moore.....	Resident Counselor, Cone Bottoms Hall
Mrs. Laura Eva Turner.....	Resident Counselor, Terral-Moore Hall
Mrs. Douglas A. Scrivner.....	Resident Counselor, Freshman Girls Hall
Wayne S. Smith, B.D.....	Director of Public Relations
Mrs. Virginia R. Smith, B.A.....	Director of Reading Clinic
Eli Gary, M.D.....	Physician
Mrs. Laura Hudson.....	Infirmery Supervisor
Mary Lynn Hammack, R.N.....	Nurse
Patsy Clark, R.N.....	Nurse
Fern Wilkins, B.A.....	Secretary to President
Ann Lenderman, B.S.....	Secretary to Dean of Students
Robert Smith, B.A.....	Bookstore Manager
Richard Wolfe.....	Superintendent of Buildings and Grounds
Mrs. Charles Conner, B.S.....	Dietitian

FACULTY

The first date, at the end of the summary of academic training, indicates when the teacher was first employed here. The second date, if any, indicates when present rank began.

Milford F. Allen, M.A.

Assistant Professor of History and Political Science

B.A. 1939, East Texas State Teachers College; M.A. 1948, Baylor University; University of Wisconsin, summers 1948, 1949; admitted to candidacy for Ph.D. degree, University of Texas, 1953. 1952.

Donald E. Atkinson

Assistant Professor of Military Science and Tactics

Graduate of Wentworth Military Academy; Captain, Regular Army. 1952.

Arvine Bell, M.R.E.

Instructor in Physical Education

B.A. 1946, Ouachita Baptist College; M.R.E. 1951, Southwestern Baptist Theological Seminary; graduate work at University of Iowa, summer 1952. 1951.

Mrs. Jett Black, B.A.

Instructor in English

B.A. and Diploma in Speech 1930, Ouachita Baptist College; summer study at Columbia University and Henderson State Teachers College. 1946.

George Truett Blackmon, Th.M.

Associate Professor of Religion and Greek

B.A. 1930, Ouachita Baptist College; Th.M. 1934, M.R.E. 1936, doctoral study spring 1946, summers 1946, 1951, 1953, Southwestern Baptist Theological Seminary; doctoral study summer 1952, Golden Gate Seminary. 1946.

Evelyn Bullock Bowden, M.M.

Associate Professor of Music

Diploma in Piano and Organ 1930, B.M. 1931, B.A. 1932, Ouachita Baptist College; Juilliard School of Music, New York; Piano with James Friskin; Methods with Guy Maier and Maybelle Glenn, 1934; M.M. 1940, American Conservatory, Chicago; Piano with Rudolph Reuter, summer 1945; Organ with Hugh Porter, Piano with Ernest Hutcheson and Rosalyn Tureck, summer 1950; Organ with Frank van Dusen, Piano with Mollie Margolies; Potsdam State Teachers College, European Music-Art Tour, summer 1953. 1936.

Herbert M. Cecil, Ph.D.

Professor of Music

B.M. 1940, University of Nebraska; M.M. 1947, Ph.D. 1953, Eastman School of Music of the University of Rochester. 1953.

Ralph Custer Daily, Ph.D.

Professor of History and Political Science

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

Elliott Hugh Donnels, M.Ed.

Assistant Professor in Education and Psychology

A.A. 1947, Mars Hill College; B.A. 1949, Louisiana College; M.Ed. 1953, Southern Methodist University. 1950.

Boyce A. Drummond, Jr., M.A.

Assistant Professor of History and Political Science

B.A. 1943, M.A. 1949, Baylor University; admitted to candidacy for Ph.D. degree 1953, University of Chicago. 1949.

James H. Edmondson, M.A.

Associate Professor of Commerce

B.A. 1948, Jacksonville State College of Alabama; M.A. 1951, additional graduate study, 1951, George Peabody College. 1951.

Winfred S. Emmons, Jr., Ph.D.

Professor of English

B.A. 1947, Louisiana Polytechnic Institute; M.A. 1949, University of Virginia; Ph.D. 1952, Louisiana State University. 1952.

FACULTY

Ruby Lois Gardner, M.A.

Assistant Professor of French and Spanish

B.A. 1932, The College of the Ozarks; M.A. 1950, University of Oklahoma. 1947.

Harold W. Gingrich, B.S.

Professor of Military Science and Tactics

B. S. 1943, United States Military Academy; Major, Regular Army. 1952.

Fay Holiman, M.A.

Associate Professor of English

B.A. 1925, Ouachita Baptist College; B.M. 1929, Chicago Musical College; M.A. 1933, University of Texas; graduate study, Columbia University, summers 1939, 1948, 1952. 1943.

Kathryn Jones, M.A.

Assistant Professor of Mathematics

B.A. 1939, Ouachita Baptist College; M.A. 1951, George Peabody College. 1952.

Mrs. Tom Jones, M.S.

Instructor in Home Economics

B.A. 1933, Louisiana Polytechnic Institute; M.S. 1951, Texas State College for Women; graduate study, summers 1952, 1953, Louisiana State University. 1943.

Clara B. Kennan, M.S.

Assistant Professor of English

B.S.E. 1924, M.S. 1927, University of Arkansas; University of Southern California, summer 1934; Columbia University, spring 1946, summers 1938, 1940, 1950, 1952.

Joel C. Livingston, M.S.E.

Assistant Professor of Physical Science

B.S.E. 1931, Southwest Missouri State Teachers College; M.S.E. 1953, Kansas State Teachers College. 1952.

Helen Lyon, M.A.

Assistant Professor of Music

B.A. 1934, Mary Hardin-Baylor; M.A. 1943, George Peabody College; graduate study, University of Southern California, Louisiana State University, Institute of Musical Art, New York City and Chicago Musical College; University of Texas, summer 1953. 1943.

Clark W. McCarty, Ph.D.

Associate Professor of Chemistry and Physics

B.A. 1937, University of Kansas City; B.S. 1940, Central Missouri State College; M.S. 1939, University of Nebraska; M.A. 1947, Ph.D. 1953, University of Missouri. 1950.

Joseph Ryland Mundie, Ph.D.

Professor of Biology

B.S. 1925, M.S. 1925, Ph.D. 1927, University of Virginia. 1943.

Victor Oliver, M.A.

Assistant Professor of Biology

B.A. 1949, Ouachita Baptist College; M.A. 1950, George Peabody College. 1952.

Betty Lou Orr, M.S.

Assistant Professor of Commerce

B.A. 1950, Ouachita Baptist College; M.S. 1951, Oklahoma A.&M. College. 1951.

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

President of the College and Professor of Sociology

B.A. 1943, M.A. 1945, Baylor University; Th.M. 1947, Th.D. 1949, Southwestern Baptist Theological Seminary. 1953.

Eugene Almarine Provine, Ph.D.

Professor of Chemistry

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

David C. Pulley, Ph.D.

Associate Professor of Education

B.A. 1948, M.A. 1949, College of William and Mary; Ph.D. 1953, Yale University. 1953.

FACULTY

Harry A. Putt, M.M.
Instructor in Music

B.M. 1947, M.M. 1948, Cincinnati Conservatory of Music. 1952.

Virginia Queen, M.M.
Assistant Professor of Music

B.A., B.M. 1944, Ouachita Baptist College; George Peabody College, private instruction with Walter Ihrke, 1945; private instruction with Rudolph Reuter, 1946, 1947, 1948, 1949; M.M. 1949, American Conservatory of Music. 1947.

W. Randolph Quick, M.A.
Associate Professor of Sociology

B.A. 1946, M.A. 1948, Baylor University; graduate study at University of Texas, 1952, 1953. 1953.

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

B.F.A. 1949; M.A. 1950, University of Alabama. 1951.

R. D. Rodgers, B.A.
Head Coach and Instructor in Physical Education

B.A. 1936, University of Mississippi; graduate study 1952, 1953, East Texas State Teachers College. 1950.

Mrs. Gene Henry Rudolph
Associate Professor of Speech

Diploma in Expression, Henderson-Brown College; post-graduate certificate, Henderson State Teachers College; University of Arkansas; Northwestern University; private pupil of William Hubert Graves of Yale Divinity School; University of Wisconsin 1939. 1938.

Daniel A. Seager, M.A.
Librarian and Assistant Professor of Library Science

B.A. 1948, Oklahoma Baptist University; B.A.L.S. 1953; M.A. 1950, University of Oklahoma. 1953.

Donald Monfort Seward, Ph.D.
Dean of Faculty and Professor of Mathematics

B.A. 1930, J. B. Stetson University; M.A. 1932, University of North Carolina; Ph.D. 1941, Duke University. 1942. 1952.

Mrs. James E. Shaw, M.A.

Instructor in Speech

B.A. and Diploma in Speech 1939, Ouachita Baptist College; graduate study at University of Wisconsin and University of North Carolina; M.A. 1942, Northwestern University.

James W. Shultz, M.A.

Associate Professor of Health and Physical Education and Director of Athletics

B.A. 1926, Missouri Wesleyan College; M.A. 1931, graduate work summers of 1933, 1941, Iowa University; Iowa Pre-Flight Coaching and Physical Education School, 1942; University of Colorado 1951, 1952. 1949.

Erma Simmons, M.A.

Associate Professor of English

B.A. 1928, M.A. 1929, University of Texas; summer study, Oxford University, England, 1937; summer study 1943, University of Mexico; graduate study, University of Southern California; summer study, Columbia University, 1953. 1947.

Cecil C. Sutley, D.R.E.

Counselor and Professor of Psychology

B.A. 1948, Mississippi College; M.R.E. 1951, D.R.E. 1953, Southwestern Baptist Theological Seminary. 1954.

Hazel Williams Thomas, M.S.

Associate Professor of Science (Home Economics)

B.S. 1930, Arkansas State Teachers College; M.S. 1950, Oklahoma A.&M. 1948.

Tony D. Vaughan, Ed.D.

Dean of Students and Professor of Education and Psychology

B.A.E. 1946, Northeastern State College, Oklahoma; M.Ed. 1947, Ed.D. 1951, University of Oklahoma. 1952.

Leslie Spencer Williams, Ph.D.

Professor of Religion

B.A. 1928, M.A. 1929, Mercer University; Th.B. 1930, Th.M. 1931, Ph.D. 1934, Southern Baptist Theological Seminary; LL.D. 1951, Atlanta Law School. 1951.

FACULTY

Maude Wright, M.A., M.M.
Assistant Professor of Education

B.A. 1928, Ouachita Baptist College; M.M. 1936, M.A. 1937, Louisiana State University; additional summer study in Columbia University, Northwestern University of Chicago, University of Southern California, and American Conservatory, Chicago; Guy Maier, Piano Workshop, summer, 1946. 1945.

Livingston Harvey Mitchell, LL.D.
Professor Emeritus of Fine Arts (Piano)

Piano student of Adolph Koelling, Chicago Musical College; Wagner Swayne, New York City; Emil Liebling, Chicago; Maurice Moskowski, Paris; Frank Mannheimer and Tobias Matthey Piano School, London, summer terms 1928, 1929, 1931; active member of American Matthey Association; LL.D. 1945, Ouachita Baptist College. 1909. 1949.

Lowell Taylor Wallace, Ph.D.
Associate Professor Emeritus of Social Science and Greek

B. A. 1918, William Jewell College; M.A. 1924, Mercer University; Th.M. 1921, Th.D. 1923, Southwestern Baptist Theological Seminary; Ph.D. 1924, University of Dubuque. 1939. 1953.

Committees of the Faculty

NOTE: The first one named is chairman of the committee. The President is ex-officio member of each committee.

ADMINISTRATIVE COMMITTEE:

R. A. Phelps, Jr., E. A. Provine, R. C. Daily, Herbert Cecil, Fay Holiman, Officers of the Administration—ex-officio.

CURRICULUM COMMITTEE:

B. A. Drummond, C. W. McCarty, G. T. Blackmon, E. H. Donnels, Erma Simmons, D. M. Seward, ex-officio.

LIBRARY COMMITTEE:

W. S. Emmons, Lois Gardner, Evelyn Bowden, P. H. Raybon, Hazel Thomas, Daniel Seager, ex-officio.

ATHLETIC ADVISORY COMMITTEE:

J. R. Mundie, J. H. Edmondson, M. F. Allen, Victor Oliver, W. R. Reed, J. W. Shultz, ex-officio.

STUDENT PERSONNEL COMMITTEE:

Mrs. Gene Rudolph, Wayne Smith, Cecil Sutley, W. R. Quick, Mrs. G. F. Moore, and T. D. Vaughan, ex-officio.

GENERAL INFORMATION

The Purpose of the College

As a liberal arts college, Ouachita Baptist College aims first of all to train her students for worthy citizenship. In order to become a worthy citizen, a person must first have attained an understanding of the world about him and of the society in which he lives. He must also have achieved a sense of values which will enable him to approve the better things within his society and to condemn the worse. Finally, he must be able to act as a member of a community, basing his actions upon intelligent understanding of the forces operating upon his community and upon proper evaluation of these forces, according to the basic principles of Christianity. Coordinate with the above purpose is the training of teachers, ministers, musicians, and others who desire training in specific vocations. No matter what vocations Ouachita students elect to follow, the College aims to train them to live their lives as Christian citizens in the fullest possible way.

The History of the College

Ouachita Baptist College was established by the Arkansas Baptist State Convention at the annual meeting in Hope, November, 1885. At a meeting of the board of trustees in Little Rock, December, 1885, Arkadelphia was chosen as the location of the college. The college opened September, 1886, and has operated continuously in Arkadelphia since that date.

Ouachita Baptist College has had eleven presidents:

Dr. J. W. Conger, 1886-1907
Dr. H. S. Hartzog, 1907-1911
Dr. R. G. Bowers, 1911-1913
Dr. S. Y. Jameson, 1913-1916
Dr. C. E. Dicken, 1916-1926
Mr. A. B. Hill, 1926-1929
Dr. C. D. Johnson, 1929-1933
Dr. J. R. Grant, 1933-1949
Dr. S. W. Eubanks, 1949-1951
Dr. Harold A. Haswell, 1952-1953
Dr. Ralph A. Phelps, 1953-

The J. R. Grant Memorial Administration Building, the J. W. Conger Dormitory for Men, the Riley Library and the Hamilton Moses Science Hall have been constructed during the past five years. The Flenniken Memorial Hall, a student center; Mitchell Hall, the music conservatory and auditorium; the Cannon Infirmary; Ernest Bailey Hall, a classroom building; Terral-Moore Hall, a dormitory for women; and the Freshmen Girls' Dormitory were constructed during the years 1940-1950. The remaining nine buildings were built in the previous years.

Services Rendered by the College

The Counseling Program

In order to aid students who come to Ouachita to develop into complete men and women, the College provides a counseling program designed to provide each student with competent advice, concerning not only his academic work, but also his personal problems when he desires such advice. This program is directed by the Dean of Students, with the assistance of a personnel committee. Advisors for the first two years are chosen by the Dean of Students; when a student has chosen his field of concentration, he is assigned to an advisor who is a member of the department in which the student is to do the greater part of his work.

The Dean of Students supervises the general entrance orientation program; he maintains a set of non-academic records for each student, and he administers special tests and inventories when they are requested. Students are free to consult the Dean of Students on all matters which cannot for any reason be handled by a faculty adviser.

Each student is required to confer with his faculty adviser before registration at the beginning of each semester to discuss which courses should be scheduled; at about the middle of the semester, as soon as possible after nine-weeks' examinations, each student calls on his adviser to learn his grades in all course work and to receive counsel. Near the end of the second semester, another conference is held to discuss the courses to be taken the following year. In addition to these regularly scheduled conferences, additional conferences may be arranged throughout the year at the discretion of the adviser or the student.

The Reading Clinic

The Reading Clinic is an important adjunct to the counseling program. Many students can do better work in college by learning to read more efficiently. The training includes vocabulary building, comprehension, and memory, as well as speed of reading. The Director of the Reading Clinic devotes full time to assisting students in removing their reading difficulties and improving their reading habits.

The Library

The Riley Library serves the faculty and students of the College, as well as members of the community, in providing facilities for reading and research. Students are instructed in the use of the library, including its research facilities. Present holdings of the Library include more than 40,000 volumes, not including pamphlets. There are also vertical file pamphlet collections, recordings of musical and literary masterpieces, recordings for language study, film strips, and other audio-visual material. Some three hundred periodicals are received by the Library, and current issues are

available at the main service desks; the more important periodicals are preserved in bound volumes. Use of the Library for purposes of study is encouraged; a list of regulations for students is published in the **Student Handbook** and on the Library bulletin board.

Visiting Artists Series

Recognizing the benefit to our students which grows out of bringing celebrated artists to the institution, the College provides each year a series of lectures and concerts. This brings the student into actual contact with some of America's leading personalities.

The Infirmary

For ordinary illnesses, lasting no longer than a week, students are treated in the Infirmary by the College nurses. If the services of a physician are required, the College assumes the cost of the first visit; subsequent services and all prescribed medicines will be paid for by the student or his family.

Job Placement for Graduates

The Dean of Students' office assists graduates to find positions for which they are qualified. Any student who proposes to become a teacher may secure information and application forms for a State teacher's certificate from the Dean of Students.

Housing

Accommodations

Men students are housed in North Dormitory, Wallis Hall, the Barracks, and Conger Hall. North Dormitory has recently been renovated inside; the Barracks is a temporary structure. Conger Hall is the new dormitory for men. All men's housing is under the direction of the Dean of Students.

Women students live in Terral-Moore Hall, Cone-Bottoms Hall, and the Freshmen Girls' Dormitory. Each dormitory is under the supervision of a resident counselor.

A limited number of accommodations are provided for married students in the forty-three apartment units located on the College farm, one-half mile north of the Campus on Highway 67. Nine cottages are maintained, just beyond the football field, for married ministerial students. These apartments and cottages are furnished only with gas cooking stoves and heaters and with ice boxes.

Reservations

Dormitory rooms or other housing may be reserved by applying to the Dean of Students. Students in residence are allowed the privilege of select-

GENERAL INFORMATION

ing and reserving by May 1 appropriate accommodations for the coming year; after that date, all rooms and other housing that have not been reserved are made available for reservation to new and old students alike. No room selection, however, is to be considered a reservation until the reservation fee is paid; this fee is ten dollars for a dormitory room and twenty dollars for an apartment or a cottage. The reservation fee is not credited to a student's account, but is held as a deposit and guarantee against damage to any housing unit for which the occupant is held responsible. It will be refunded upon the student's graduation or upon his withdrawal from the College if the accommodation is undamaged.

Regulations

Detailed dormitory regulations are printed in the **Student Handbook**. In general, it may be stated that disorderly conduct will not be tolerated in any College housing, and that dormitory rooms are expected to be kept neat and clean. Changing electric wiring, the use of hot plates in dormitories, and the use of double sockets in order to use extra lights are prohibited. No defacement of the walls is permitted, and no furnishings may be removed from a dormitory room without the permission of the resident counselor in charge. The College assumes no responsibility for valuables left in dormitory rooms.

Bed linens for single beds, covers, and a pillow will be brought by all dormitory students. All out-of-town students will reside on the Campus or in College-owned housing, unless specifically excused for good reason by the Dean of Students.

Board

All students living in dormitories will be charged for all meals served at the College dining hall during each semester, except in the case of an absence of at least two weeks because of illness. In such a case the Business Manager should be notified immediately, as the charge for board will continue until such notification is made. Students who require special diets will pay the extra cost, if any, of such a diet, the cost to be determined jointly by the dietitian and the Business Manager.

Standards of Conduct

Detailed regulations are published in the **Student Handbook**. The main principles governing and dictating those regulations arise from the fact that Ouachita Baptist College, as stated in **The Purpose of the College**, is dedicated to the training of Christian citizens. Furthermore, the College was established by people whose standards of conduct were conservative, and conservative standards of conduct are traditional at Ouachita.

Drinking, gambling, and carousing are forbidden. Women must have the permission of a parent and of a resident counselor in order to make

trips away from the College, and only by permission of a resident counselor are they permitted to go outside the city of Arkadelphia. Women are not allowed to smoke, and smoking in general is restricted to the men's dormitories and the Bookstore.

In cases of extreme need, a special discipline panel, composed of both faculty members and students, is convened to decide on measures necessary to deal with such cases. As a rule, however, such measures are not necessary; dormitory councils deal with minor breaches of discipline, but by far the most important coercive force in the College is the student body itself. It is composed, for the most part, of sane, healthy-minded young people who enjoy life at Ouachita a great deal, and who are usually busy minding their own business, which includes making friends with new students. Ouachita students are frequently exhorted to Christian living, but on a personal basis. No person who believes in the teachings of Christianity and who holds to a civilized code of conduct will find the regulations of this College unduly restrictive.

Expenses

For One Semester (eighteen weeks)

Tuition (12 to 17 hours inclusive).....	\$100.00
Fees	30.00
This sum pays for laboratory fees, admission to the Visiting Artists Series and athletic events, a subscription to the three college publications, and infirmary services.	
Meals in Cafeteria.....	152.00
Room rent (except in Conger Hall).....	36.00
Total minimum cost	
	\$318.00

Extra Expenses, Where Applicable

Room rent in Conger Hall (total \$54).....	\$ 18.00
Each semester hour above 17.....	8.00
Special student (per hour).....	8.00
Special examination	2.00
Course change after first week.....	1.00
Graduation	10.00
Transcript (after the first).....	1.00
Late registration (per day).....	2.00
Handling charge on returned checks.....	1.00

For Music Students

Private instruction in music, speech, or art \$1.50 per half-hour lesson	
One lesson per week	\$ 27.00
Two lessons per week.....	54.00

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Class piano 100.....	15.00
Practice for one hour per week per semester:	
Kilgen pipe organ.....	3.00
Hammond electric organ.....	2.00
Other instruments	1.00

Family Housing, per Month

Two-room apartments, utilities included.....	\$ 19.00
Three-room apartments, utilities included.....	23.50
Four-room apartments, utilities included.....	26.00
Cottages, utilities not included.....	18.00

Deposits

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

The housing reservation fee is returned to the student at the end of his stay at Ouachita provided that the accommodation is in good condition and the student is not indebted to the College. Three-fourths of each deposit in Military Science is returned at the end of the course provided that the uniform and equipment are returned in good condition and the student is not indebted to the College.

The prices quoted for housing and meals on the Campus 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 notice, and the rentals on family housing on thirty days notice.

Payment of Accounts

Tuition and fees are payable in advance at the beginning of each semester, and a three per cent discount is granted for payment in full at that time. No discount will be granted, however, if a student has received a scholarship or a work grant of any kind. Rentals are payable monthly, in advance.

If it is not possible to pay the entire sum for tuition and fees at the time of registration, one hundred dollars shall be paid at that time; the remainder shall be paid in three equal installments, on October 1, November 1, and December 1, during the first semester; and on March 1, April 1, and May 1 of the second semester.

Financial Aid To Students

LOAN FUNDS

Students at Ouachita 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 boys and girls. 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. Upon the death of B. B. Cannon, \$12,000 was left 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. Mr. 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.

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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. The Congress 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.

Other Funds. Five 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 the same by rules and regulations as the Cannon Fund.

SCHOLARSHIPS

Honor Graduate Scholarships. A limited number of scholarships is granted each year to high school honor graduates. The usual amount of such scholarships is \$50 per semester and can be applied against the regular tuition of \$130.

Theodore Blake Memorial Scholarships. In the will of Mrs. Estelle M. Blake, who died on January 23, 1950, a scholarship was provided in memory of her daughter, Theodore Blake. The amount of the scholarship is \$250 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 Loan Funds. Applications are to be received by April 15 for the coming year.

E. M. Hall Memorial Scholarship. In order to perpetuate the memory of E. M. Hall, the trustees of Ouachita Baptist College, on April 25, 1929, set up a scholarship to be known as the E. M. Hall Memorial Scholarship. Mr. Hall served for more than forty years as a member of the board of trustees and was one of the most loyal and ardent supporters of the College. Mrs. J. L. Carter, daughter of the late E. M. Hall, has the power to designate the person to whom the scholarship will be awarded.

A. F. Haslam Scholarship. This scholarship amounting to \$125 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 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 each will be available annually.

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

First Baptist Church, Benton Scholarship. The First Baptist Church of Benton, Arkansas, has provided \$625 annually to be used for scholarships, particularly to help those preparing for Christian service. The money is generally divided into six separate scholarships and is awarded by the scholarship committee of the College.

First Baptist Church, Waldron Scholarships. The First Baptist Church of Waldron, Arkansas, will provide annually two scholarships amounting to \$240 each. The recipients of these scholarships will be designated by the donor.

Opdyke Scholarships. Each year Ouachita receives three Opdyke Scholarships in the amount of \$150 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 per semester and are to be applied against the regular tuition charge.

Work Scholarships. The College is in a position to give a number of students part-time employment which enables them to defray a portion of their college expenses. Any credit balance which a student builds up in his account by work is not refundable in cash nor transferable. Application for work should be made to the Dean of Students on a specified form provided upon request. Ouachita Baptist 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, and (3) he must agree to refund this aid if he does not follow the ministry in the future.

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

Arkadelphia Graduates Grants-in-Aid. A discount of \$85.00 per semester is granted to graduates of Arkadelphia high school who reside in the Arkadelphia school district.

A student who receives one of the above scholarships or grants-in-aid is not eligible for a second such scholarship or grant-in-aid, except possibly in the case of a student who might be given a work grant due to some special ability.

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

In addition, jobs are frequently available in the City of Arkadelphia.

The College recognizes that many students must work part-time in order to remain in school. It must be emphasized, however, that such part-time work is a means to an end and not an end in itself, and that any time spent in earning money would have been better devoted to studies. No student, that is to say, should consider part-time work unless he finds it absolutely necessary to do so.

Student Life

Student Participation In Government

The burden of enforcing rules and of securing compliance with the traditions and aims of the College falls upon the student body, and is carried out in a rather informal way. There is a more formally constituted system of student self-government, however, which is established on two levels. First, the dormitory student councils serve to enforce the regulations adopted by the dormitory groups and approved by the resident counselors. Second, the Student Senate, composed of elected representatives of the student body, deals with matters which concern the student body as a whole. The Student Senate works in a close relationship to the Dean of Students. The President of the student body serves as the master of ceremonies at each chapel program and makes public all announcements.

Worship Services

Many of the chapel programs are worship services, although many others are not. Attendance at chapel is compulsory for all students. Daily

vesper services are held, under the direction of the Baptist Student Union. The various churches in the city welcome the attendance of students, and many students become affiliated with a local church during the school year.

Religious Organizations

The Baptist Student Union is the largest and most comprehensive religious organization on the Campus; its purpose is to connect the College with the local Baptist churches and to deepen the spiritual lives of its members. Each student who is a member of any other religious organization on the Campus, or of a Baptist Sunday School, or of a Baptist Training Union, is automatically a member of the B.S.U. Each year the group elects officers, who compose the B.S.U. Council, and with the representatives of the other religious organizations, they direct and coordinate the various religious activities on the Campus. A student secretary aids in directing the affairs of the B.S.U.

Representatives are sent to the State B.S.U. Convention each fall and to the Southwide Retreat at Ridgecrest, North Carolina, each June. The B.S.U. also promotes Religious Emphasis Week on the Campus each year. The local organization is affiliated with the Department of Student Work of the Southern Baptist Convention.

The Young Woman's Auxiliary, a student group affiliated with the Woman's Missionary Union, is directed by officers of its own choosing and by a sponsor who is either a faculty member or the wife of a faculty member. The purpose of the Y.W.A. is to assist in enriching the Christian lives of its members and to train them for leadership in religious work; to this end, it attempts to keep its membership in touch with contemporary moral and religious movements. It also aims to enroll each member in Bible and mission study classes.

The Ministerial Association is composed of all ministerial students on the Campus and has as its purpose the promotion of the interests of its members. It presents programs designed to improve the devotional and intellectual life of its members and to help them in their pastoral duties.

The O.B.C. Circle of the W.M.S. is a part of the W.M.U. of the First Baptist Church of Arkadelphia. It is composed of married women and older single women, and the work done by the group is similar to that done by W.M.S. circles everywhere.

The Life Service Band, the oldest organization on the Campus for lay students, is composed of people who wish to give themselves to definite Christian work or to engage in Christian service as an avocation. Its purpose is to train, to inform, and to inspire its members in missionary activities and in personal Christian living. It prepares weekly devotional programs and carries on extension work throughout the year in neighboring communities.

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The Volunteer Band is composed of persons who have surrendered their lives to do either foreign or home mission work. Its purpose is to provide worship, training, experience, and fellowship for those who seek to enter mission work. It provides weekly devotional programs and promotes missionary activities in surrounding communities.

Athletics

The College carries on a well-balanced athletic program, in which all students may participate in some way.

Ouachita is a member of the A.I.C.; any student who is eligible, physically and academically, may play on the varsity football or basketball team, or participate in track and field sports. For most of the students, of course, varsity athletics are spectator sports.

For the entire student body an intramural sports program provides an opportunity for participation in many athletic activities for almost anyone who desires it.

Dramatic and Music Organizations

The Ouachita Players, composed of students of drama and of others interested in the theater, present several plays throughout the year. This group is highly instrumental in improving the intellectual and cultural life on the Campus.

The Ouachita Band, directed by the Instructor in Band, meets four times weekly for practice. It provides music for home football games and other events.

The Ouachita Choir, an a cappella choir, is well known over the state and beyond for its fine choral work. It gives sacred music services in churches and secular concerts in high schools, civic clubs, etc.

The Treble Clef Club is a group of about 50 women who like to sing but do not belong to the Ouachita Choir.

The Men's Chorus is a group of men, corresponding to the Treble Clef Club.

Departmental Clubs

One of the most valuable features of Ouachita is the close relationship between students and faculty, made possible by the small-college atmosphere. This closeness of relationship exists between all students who wish it and their teachers; the fact that a student is known to a teacher assures the student of friendly interest and advice, when needed, that goes far beyond the formal counseling service. Departmental clubs are one aspect of this close student-teacher relationship; in most of them, a prime qualification is excellence in academic work within the department. This qualification

in no way violates the principle of close relationship between the faculty and all students, but rather strengthens it by special recognition and honor paid to those students whose academic work indicates that they deserve it.

The following is a list of such departmental clubs:

- Biology Club (Scio Vita)
- Chemistry Club
- Commercial Club
- English Honor Society
- Alpha Psi Omega (Honorary Dramatic Club)
- History Honor Society
- Home Ec Club
- International Relations Club
- Math Honor Society
- Musicians Guild
- Ouachita Players
- ROTC Rifle Club
- Women's Recreational Association

Publications

The **Ouachita Signal** is a semi-monthly newspaper published by an editorial and reportorial staff of students; it is devoted to news about the College. All students subscribe to the paper when they pay their fees; the subscription price to non-students is \$1.50 per year.

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

The **Ouachitonian** is the annual yearbook of the College, and contains pictures of all regular students arranged by classes, as well as a pictorial record of all important events of the College year. The subscription price of the **Ouachitonian** is included in the regular fees.

Social Life

On the whole, social life at Ouachita Baptist College is rather informal, but there are ample opportunities for students to practice the social graces. A reception is held, by the President, for new students at the beginning of each school year, and another is held, by the faculty, for graduating seniors at the end of the year. Parties of varying degrees of formality, both for the student body as a whole and for members of various groups, are sponsored throughout the year by the churches and various student organizations.

There are no national fraternities at Ouachita. There are, however,

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several local social clubs; the Beta Beta, Rho Sigma, Sigma Alpha Sigma, and the Alpha Omega Eta for men; the E.E.E., the W.C.F., and the Gamma Phi for women. All of these clubs operate within and cooperate with the avowed objectives and ideals of the College and provide close ties within their own memberships. The social clubs pledge congenial new students who wish to join, during a stipulated period early in the second semester. Hazing by means of corporal punishment of any kind, either in or out of social clubs, is forbidden at Ouachita.

An institution that bridges the gap between social life and the pursuit of intellectual things is the time-honored "bull-session," which is available to all students. Free discussion of intellectual problems is not only a pleasant way to associate with other people, but also a very good supplement to classroom instruction. Like all good things, however, this blessing must be enjoyed with moderation, at the proper times and in the proper places, and specific care must be taken that no one who is either sleeping or studying, in the places and at the times provided for sleeping and studying, is disturbed.

Summer Sessions

The summer school begins usually about the first of June, immediately after the close of the spring semester. It is divided into two terms of five weeks each. A student may earn six semester hours credit each term, or a total of twelve hours for the summer session. The regular members of the faculty are retained as teachers for the summer school, thus insuring a high grade of work. Teacher-training is emphasized during the summer session. Specialists are brought in from the outside to supplement the regular faculty in this field. Regular college courses leading to a degree are offered in all divisions.

There will also be short courses of one or two weeks in the fields of religion, music, education, and possibly in others. Academic credit at the rate of one hour per week may be earned in these short courses by properly qualified students.

A post-summer session of two weeks duration is held in the early part of August. Limited advanced courses are offered for this session. Students can earn three hours credit during the two weeks.

Extension Centers for Christian Training

During the last few years, many people throughout the state have come to feel that they should be provided an opportunity to obtain further training in Christian work. Such training is desired, not only by preachers, but by many laymen as well. To answer this need, Ouachita has provided extension centers in those places where the demand is most concentrated.

These extension centers for Christian training provide the personnel and

facilities needed to offer college courses in Bible and in Religious Education to both preachers and lay workers. Each center is under the direct supervision of the College, and the instruction is given by a person who would be qualified to teach the same course as a regular faculty member of the College.

Students who can qualify for admission to the College may earn credit which can be applied toward the Bachelor of Arts degree. Certificate credit will be given to those who are unable to qualify as regular students.

ACADEMIC INFORMATION

Requirements For Admission

Each successful applicant for admission to the College must be formally admitted by the College administration. Admission will be confirmed by a letter sent to the applicant. An applicant for admission must send three things to the Registrar: a completely filled application blank, a photograph of the applicant with the name and date on the back, and an official transcript of all previous high school and college work completed. These should be in the Registrar's office at least two weeks before registration. In no case will a student be allowed to continue more than a week in school without having been formally admitted.

Each applicant for admission to the College will be given a physical examination by the College physician before final admission. Men whose physical condition does not meet the minimum standards prescribed for R.O.T.C. will be excused from military courses; in all cases of inability to take activity courses in Physical Education, appropriate substitutions in courses will be made.

Admission for High School Graduates

A graduate from a class "A" or class "B" high school will be admitted to the College on a certificate stating that the applicant has earned at least fifteen standard high school units with 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. At least five of the elective units must be in English, foreign language, social science, natural science, and mathematics. An applicant whose average is less than "C" but more than half-way between "C" and "D" may be admitted on probation for a semester if he has the recommendation of his high school principal or superintendent. A graduate of a high school ranking below class "B" will be admitted, provided that an evaluation by the State Department of Education shows

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that the applicant has earned fifteen standard units with at least a "C" average.

Admission for Non-Graduates of High School

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

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 showed 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.

Admission from Another College

Graduates of accredited junior colleges and students who come to Ouachita from accredited senior colleges will receive full credit for work done in such institutions, provided that it is similar in nature and standards to the courses listed in the Ouachita catalog. No more than 104 semester hours of work may be transferred for credit toward a Ouachita degree, and at least twelve junior-senior hours in the area of concentration must be taken at this college. No more than six hours of "D" grades will be accepted for transfer, and not more than three hours of "D" grades for any one semester. No more than thirty hours credit from an accredited theological seminary may be counted toward a degree. No more than thirty hours of correspondence or extension work from an accredited college may be applied toward degree requirements, and not more than ten hours of correspondence or extension work may be counted in the area of concentration.

Transfer students from colleges not accredited by their regional accrediting agency will be tentatively admitted to Ouachita, if a "C" average or better was maintained, and if the work was acceptable to the State University of the state in which the college was located. If such a student makes a "C" average or better during his first semester at Ouachita, credits from his previous school may be transferred to the extent that they parallel courses offered in this College. No grade of "D", however, may be transferred from a non-accredited college.

Accreditation of Academic Work

The basis for accreditation of a student's work is the semester hour.

One semester hour is counted for each recitation period of fifty minutes per week for a semester of eighteen weeks; two hours of laboratory work are considered the equivalent of one hour of recitation or lecture. In the Department of Music, three hours credit is allowed for each semester's work in applied music for B.M. and B.M.E. candidates, provided that ten hours practice per week is done along with two half-hour lessons, and provided that an equivalent number of hours of theory is submitted. For music students who are B. A. candidates, two hours credit is allowed for two half-hour lessons and seven hours practice per week for one semester.

Registration

A student may enter Ouachita Baptist College subject to the requirements for admission at the beginning of the first semester, or the second semester, or any summer term. Registration will consist of discussing desired courses with a faculty counselor, making out a tentative schedule of classes, securing a class card for admission to each class, filling in a registration card for permanent record, and making arrangements with the business office for the payment of the account. Extremely late registration will result in reduction of the normal load to such an extent as seems necessary in order that late registrants may be able to make up the time lost in their courses. Sixteen hours is the normal class load. Normally, for each week of classes missed, one hour will be subtracted from the load allowed. In addition, a fine of two dollars for each day late will be charged to late registrants, the total of such fines not to exceed six dollars.

Suggested Courses Of Study

The following course outlines are provided as suggestions for students, although a counselor may recommend some variation from the work as listed here. Most of these suggestions are for students who have a definite vocation in mind; however, the general course first outlined should probably be taken by the majority of first year students. For second, third, and fourth year courses, a counselor or adviser should be consulted.

General Course

First Semester		Second Semester	
English	143a	English	143b
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
General Psychology	103	*Mathematics	3 hours
*Science	5 hours	*Science	5 hours
Religion in Life I	152	Electives	3 or 4 hours
	16 hours		16 hours

*The Mathematics course may be either 113, 123, or 133; the science

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courses must be one from Physical Science 125, Chemistry 115, or Physics 115, the other from Life Science 135, Biology 115, or Biology 125, and the electives may be any courses numbered between 100 and 200. (A ministerial student, for example, should include Religion 111 in his electives.)

Home Economics

First Semester	Second Semester
Physical Education 121a	Physical Education 121b
English 143a	English 143b
Chemistry 115	Chemistry 125
Art 113a	Art 113b
Home Economics 113	Home Economics 142
	General Psychology 103
15 hours	17 hours

Business Education

Secretarial Science

Church Secretarial Science

First Semester	Second Semester
Typewriting 102a	Typewriting 102b
English 143a	English 143b
Physical Education 121a	Physical Education 121b
*Science 5 hours	*Science 5 hours
General Psychology 103	*Mathematics 3 hours
Introduction to Business 122	Religion in Life I 152
16 hours	16 hours

*See note under general course, above.

Music (B.A. Degree)

First Semester	Second Semester
Music 134a	Music 134b
Music 112a	Music 112b
English 143a	English 143b
Military Science or Physical Education 112a	Military Science 112b
Physical Education 121a	or Physical Education 121b
*Electives 5 or 6 hours	*Electives 5 or 6 hours
16 hours	16 hours

*Chosen from General Psychology 103, Religion in Life I 152, Science and Mathematics. (See note under general course, above.)

Music (B.M. or B.M.E. Degree)

The same as above with Music 113a, b instead of Music 112a, b.

Pre-Medicine

The following quotation is copied from the 1953 bulletin of the University of Arkansas School of Medicine:

It is the feeling of the faculty of the School of Medicine that the physician should be a broadly educated man. Consequently, it is felt that in a three-year premedical curriculum the required courses in physical and biological sciences listed below should represent practically the maximum in those fields. Courses in the social sciences and the humanities should make up most of the remainder of the ninety (90) semester hours required. It is not true that students who have taken a large number of science courses have a better chance of being admitted to medical school than those who have chosen a more broadly cultural program. It is strongly urged that students take a four-year premedical course leading to a degree, if possible.

Furthermore, it is necessary that the student shall have had, in high school, English, 3 units; algebra, 1 unit; plane geometry, 1 unit; history, 1 unit; and not more than four units in vocational courses.

FIRST YEAR

First Semester		Second Semester	
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
Chemistry	115	Chemistry	125
Biology	115	Biology	125
English	143a	English	143b
Religion in Life I	152	General Psychology	103
<hr/>		<hr/>	
17 or 16 hours		18 or 17 hours	

SECOND YEAR

First Semester		Second Semester	
Military Science	212a	Military Science	212b
or		or	
Physical Education	142	Elective	2 hours
Chemistry	213a	Chemistry	213b
Humanities	234a	Humanities	234b
Civilization I	214	Civilization II	224
Mathematics	133	Mathematics	123
<hr/>		<hr/>	
16 hours		16 hours	

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THIRD YEAR

First Semester		Second Semester	
Chemistry	324a	Chemistry	324b
Physics	315	Physics	325
Biology	314	Religion in Life II	203
Elective	3 hours	Elective	4 hours
	16 hours		16 hours

If the student decides to remain at Ouachita for the fourth years and to take a bachelor's degree, the work of the fourth year will be elective, with enough junior-senior courses to total 42 hours in the last two years.

Pre-Pharmacy

FIRST YEAR

First Semester		Second Semester	
Mathematics	133	Mathematics	123
Biology	115	Biology	125
Chemistry	115	Chemistry	125
English	143a	English	143b
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
	18 or 17 hours		18 or 17 hours

SECOND YEAR

First Semester		Second Semester	
Chemistry	213a	Chemistry	213b
Chemistry	324a	Chemistry	324b
Physics	115	Physics	125
Economics	233a	Economics	233b
Military Science	212a	Military Science	212b
or			
Physical Education	142		
	17 hours		17 hours

To be completed in the summer: Comparative Anatomy 314. This course, followed by three years in the University of Arkansas School of Pharmacy, will qualify a student for the degree of Bachelor of Science in Pharmacy.

Medical Technician

FIRST YEAR

First Semester		Second Semester	
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
Chemistry	115	Chemistry	125
Biology	115	Biology	125
English	143a	English	143b
Mathematics	133	General Psychology	103
<hr style="width: 20%; margin: auto;"/>		<hr style="width: 20%; margin: auto;"/>	
18 or 17 hours		18 or 17 hours	

SECOND YEAR

First Semester		Second Semester	
Chemistry	213a	Chemistry	213b
Chemistry	324a	Chemistry	324b
Physics	115	Physics	125
Military Science	212a	Military Science	212b
or			
Physical Education	142		
Biology	222	Biology	414
Biology	232		
<hr style="width: 20%; margin: auto;"/>		<hr style="width: 20%; margin: auto;"/>	
18 hours		18 hours	

This course, plus fifteen months in the University of Arkansas Medical School, will qualify a student as a medical technician under the Registry of Medical Technologists.

Chemistry

For the student preparing for graduate training and professional work in Chemistry, this area of concentration in Chemistry includes enough work in mathematics, physics, and chemistry to prepare the student adequately for graduate study in Chemistry and with the minimum requirements for professional training as a chemist.

Minimum Requirements

Chemistry	40 hours	Physics	10 hours
Mathematics	18 hours	Reading knowledge of German	

ACADEMIC INFORMATION

FIRST YEAR

First Semester		Second Semester	
Chemistry	115	Chemistry	125
Mathematics	133	Mathematics	123
English	143a	English	143b
Biology	115	Psychology	103
Military Science	112a	Military Science	112b
		Religion in Life I	152
18 hours		18 hours	

SECOND YEAR

First Semester		Second Semester	
Chemistry	213a	Chemistry	213b
Mathematics	223a	Mathematics	223b
Physics	115	Physics	125
Humanities	234a	Humanities	234b
Military Science	212a	Military Science	212b
17 hours		17 hours	

Arts-Engineering

In cooperation with the College of Engineering of the University of Arkansas, Ouachita Baptist College is offering a five year combination liberal arts and engineering program. The first three years will be spent at Ouachita as outlined below; the last two years will be taken at the University in the College of Engineering. At the end of four years the student will, if successful, be awarded the B.A. degree by Ouachita Baptist College. At the end of five years the student will, if successful, be awarded the degree Bachelor of Science in Agricultural, Chemical, Civil, Electrical, Industrial, or Mechanical Engineering.

In order to enter this program the student must have had three units of English, one unit of history, one and one-half units of algebra, and one unit of geometry in high school.

In order to enter the last two years at the University the student must have made a grade point average of at least 1.5 during the three years at Ouachita Baptist College.

The prospective Chemical Engineer will vary the following course outline as indicated in the footnote; all others will follow the program as outlined.

FIRST YEAR

First Semester		Second Semester	
M.S. 112a—First Basic	2	M.S. 112b—First Basic	2
Eng. 143a—Communication	3	Eng. 143b—Communication	3
Chem. 115—General	5	Chem. 125—Gen. & Qual.	5
Math. 123—College Algebra	3	Math. 133—Trigonometry	3
Biol. 115—Botany	5	Math. 102—Engin. Prob.	2
		Psy. 103—Psy. of Adjust.	3
	—		—
	18		18

SECOND YEAR

M.S. 212a—Second Basic	2	M.S. 212b—Second Basic	2
Math. 223a—Intro. to Cal.	3	Math. 223b—Analytic Geo.	3
Phys. 115—General	5	Phys. 125—General	5
Art 202a—Mech. Drawing	2	*Rel. 203—Religion in Life II	3
*Rel. 152—Religion in Life I	2	Econ. 233b—Principles	3
Econ. 233a—Principles	3		
	—		—
	17		16

THIRD YEAR

Math. 343a—Diff. Calculus	3	Math. 343b—Int. Calculus	3
Eng. 234a—Humanities	4	Eng. 234b—Humanities	4
Math. 322—Descrip. Geo.	2	Phys. 333—Statics	3
*Math. 313—Theory of Equa.	3	*Math. 413—Diff. Equations	3
Speech 333—Public Speaking	3	Art 202b—Eng. Drawing	2
M.S. 313a—M.S. III	3	M.S. 313b—M.S. III	3
or		or	
Elective	3	Elective	3
	—		—
	18		18

*The prospective Chemical Engineer will take Chemistry 213a, b, Quantitative Analysis, during the second year instead of Religion 152 and 203. He will take Chemistry 324a, b, Organic Chemistry, during his third year instead of Mathematics 313 and 413. He will take Religion 152 and 203 during a summer term or during the third year if not taking M.S. III.

The prospective Electrical Engineering student will spend one six week summer session at the University between his third and fourth years. The student of Civil Engineering will spend six weeks in Summer Surveying Camp between the fourth and fifth years.

Pre-Law

The following quotation is copied from the 1953 catalog of the University of Arkansas Law School:

The law faculty has not prescribed a rigid pre-legal curriculum for admission to the School of Law. Since the law, in its application and as a subject of study, touches so many phases of life, it has been considered unwise to require an inflexible preparatory course. The lawyer's work calls for him to examine and analyze complicated factual situations and to select the most significant elements in them. A training of the analytical faculties is highly desirable; therefore such subjects as logic and mathematics may well form a part of the preparation for the study of law. Since lawyers must express themselves orally and in writing with clarity and precision, language, literature, composition, and public speaking are especially important courses. The student who desires to become versed in the history of law must possess a knowledge of Latin.

In the academic college the pre-law student should also take courses in political science, economics, and history. It is increasingly true that the lawyer must represent his clients in dealing with agencies of government, or he may himself be employed in administering agencies of government. The political and constitutional history of the United States and England forms a basis for the study of public and constitutional law in the Law School. As the lawyer's work often deals with economic and business problems, a knowledge of accounting and business processes is useful. In an economic structure dependent upon modern science, some knowledge of the principles and methods of the natural sciences will prove of value even to the general practitioner.

It is often impossible for the pre-law student to pursue courses in all these subjects, but the habit of careful reading and the constant exercise of practice in writing are almost indispensable elements in the training of a lawyer.

There are two plans for legal training acceptable to the University of Arkansas.

1. Two years (at least 66 semester hours) of college work followed by four years at the Law School.
2. Three years (at least 97 semester hours) of college work followed by three years at the Law School.

It would seem in either case that the student should begin his college work with the General Course, as outlined above.

There are, of course, many other vocations and fields of service besides these specifically outlined for which one can obtain training at this college. A few of them may be suggested: public school teacher, administrator, coach, or librarian; psychologist; artist; journalist; actor; biologist; mathematician; physicist; preacher; educational director; government administra-

tor; diplomat; social worker; Army officer. All of these and many others need a foundation of general education, and the first year general course is recommended. For the other years the student should ask for vocational and educational counseling from his counselor or adviser, the College counselor, or the Dean of Students.

Grades

There shall be four passing grades at Ouachita: "A", "B", "C", and "D". "A" shall denote excellence, or the type of work expected of superior students who do their best work, and shall carry three quality credits per semester hour. "B" shall indicate work that is better than average, but not of the quality expected of superior students; it shall carry two quality credits. "C" is the lowest satisfactory grade, and indicates mediocrity in either the student's capability or in his attention to his work; it shall carry one quality credit. "D" indicates passing but unsatisfactory work and carries no quality credit. Work which is not of passing quality shall receive a grade of "F". A grade of "F" is a permanent grade; a student who makes such a grade may receive credit for the course in which the grade was made only by registering for the course again and taking it regularly in class. A grade of "I" may be given, at the discretion of an instructor, to a student who fails to complete the required work for a course because of a good and sufficient reason. A grade of "I" shall automatically become "F" unless the deficiency is made up during the student's next semester of residence in the College when the course is offered, and it automatically becomes "F" at the end of one calendar year.

A student who leaves school during the semester or who drops a course during the first six weeks shall receive a grade of "W" in each course which he is passing at the time of withdrawal.

Honor Rolls

In order to encourage students to do the best academic work of which they are capable, three honor rolls are published at the end of each semester. Students who make all "A's" are listed on the President's Honor Roll; those who make all "A's" and "B's" are listed on the Dean's Honor Roll; and those who make a "B" average are listed on a third honor roll.

Probation

An applicant for admission to the College who has not maintained a "C" average in his high school work, as stated under Requirements for Admission, may be admitted on probation for a semester.

Any regular freshman or sophomore student who fails to earn as many as twelve semester hours and nine quality credits per semester will be placed on probation for the next semester of his residence at Ouachita. A

junior or a senior who fails to earn as many as twelve semester hours and twelve quality credits will be similarly placed on probation.

Students on probation are not permitted to carry normal loads; twelve hours is the recommended load for such students. Students on probation are not permitted to represent the College in any public activity. Probation will be removed at the end of any semester in which the student earns the minimum number of hours and quality credits, as stated in the preceding paragraph. Students who fail to remove their probation promptly may be asked to withdraw for one semester, one year, or permanently.

Classification

A student shall be classed as a freshman until he has earned 28 semester hours of credit and at least 18 quality credits. He shall then be classed as a sophomore until he has earned 59 semester hours and at least 49 quality credits. Then he shall be classed as a junior until he has earned 89 semester hours and at least 79 quality credits, after which he shall be classed as a senior. Students not pursuing courses leading to a degree and those registered for less than twelve hours shall be classed as special students.

An official roll of each class shall be made by the Registrar early in the year. No student will be entitled to class privileges until he has been certified by the Registrar's office as a member of a class.

Class and Chapel Attendance

It is assumed that a student's registration in the College declares his intention to attend all meetings of his classes, and his attendance is required. Each student is further required to attend chapel.

An absence may be excused for good reason. Such good reasons are as follows: illness of the student or of a member of his immediate family, which shall be properly attested by an attending physician or the College Infirmary; death in the immediate family; College business; or certain approved pastoral functions, in the case of ministerial students who are serving churches. These approved pastoral functions are as follows:

Conducting a funeral or wedding in the church, or holding an evangelistic meeting not more than one week per semester.

Absences from class and chapel will be reported by the student on the form provided for that purpose by the office of the Dean of Students. Evidence indicating that the absence should be excused will be submitted with the form, and the absence will be reported to the instructor, whether excused or unexcused.

Each unexcused absence from the last class session before or the first

class session after a scheduled holiday shall count as two absences. Any regularly enrolled student who has more than three unexcused absences in a class, or who is absent for any reason, excused or unexcused, from more than twenty-five per cent of the class sessions will receive credit for only two-thirds of the semester hours credit the course normally carries.

The penalty for unexcused chapel absences will be in the form of demerits, concerning which further details will be found in the Student Handbook.

At the end of each semester, students with excessive absences or with four or more unexcused absences will be reported to the Registrar's office by the instructors.

Course Regulations

Juniors and seniors may register for freshman and sophomore courses only in rare cases, and then with the express consent of the Dean of the Faculty and the area adviser. If an incomplete grade in a freshman course is removed during the senior year, or if a non-required freshman course is taken by a senior, it will count one-third less than its regular value. Freshmen and sophomores may register for junior and senior courses only with the consent of the Dean of Students and the advisor.

To carry less than twelve hours or more than seventeen hours, a student must obtain permission from the Dean of the Faculty. Permission to carry more than seventeen hours will be granted to a student if he has a "B" average for the previous semester, if he is a senior who needs the hours to graduate, or if he is taking one of the "Suggested Courses of Study" which requires eighteen hours. Failure to make a "B" average on the eighteen hours will result in the loss of one hour of credit.

No student is permitted to enroll in a correspondence or extension course while he is registered for more than fourteen hours of work in this college. A student who is registered for less than fifteen hours and wishes to take such a course must first secure permission from his advisor to do so, after which further permission must be secured from the Dean of Students. If such permission is not secured before enrollment in the course, it may not be credited on the student's Ouachita transcript, nor may it be counted toward graduation.

No course may be dropped after the end of the third week of the semester except for good reason and upon the payment of a fee of one dollar. If a student drops a course in which he is failing at any time after the first three weeks, he shall receive a permanent grade of "F" in the course; however, a course may be dropped before the end of the sixth week without a grade of "F", if the student is passing at the time.

No student will be permitted to register for more than three courses nor for more than eight hours, whichever is greater, under the same

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instructor during any one semester, unless he has received special permission to do so from the Dean of Students.

Withdrawal From The College

If a student finds it necessary to withdraw from the College for any reason, he must report his withdrawal immediately to the Business Office, in order that his account may be cleared; and to the Registrar, in order that he may be officially dropped from the College rolls and his teachers notified. Failure to comply with these regulations will result in continued charges at the dining hall and in continued class absences.

Refunds on student accounts will be made on the following basis: for withdrawal before the end of two weeks of the semester, 20% of the semester's tuition will be charged; before the end of the third week, 40%; before the end of the fourth week, 60%; before the end of the fifth week, 80%; and for withdrawal after the fifth week, the full tuition will be charged. Advance payment on room and board will be refunded, and if advance payment has not been made, the refund will be applied to the student's account for a semester's room and board. This refund will be computed on a *pro rata* basis.

If a student wishes to transfer from Ouachita Baptist College to another institution, he should ask the Registrar to send a copy of his transcript and a letter of dismissal from this College to the institution to which the student is transferring. This should be done at least a week before the transfer is to take place. One copy of each student's transcript is furnished without cost; for each additional copy, the student will be charged one dollar. No transcripts will be provided unless the student has paid all bills due the College, or has made satisfactory arrangements concerning them.

DEGREES

Ouachita Baptist College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education. To obtain one of these degrees the student must be of good moral character, must fulfill the specific and general requirements for the degree, and must be approved by the faculty.

General Requirements

The minimum requirement for any degree is the completion of 128 semester hours. Some programs of study will require more work than the minimum number of hours. The candidate for a degree must have achieved, by the time of his graduation, an average grade of "C" for all work which counts toward his degree. Those men who are eligible (see page 115) shall take eight hours in Military Science; all other students shall take four hours of Physical Education of which two hours shall be activity courses

and two hours Health and Hygiene. (Note: Those students who are not physically able to take Military or Physical Education activity courses are required to take at least four hours in lecture courses in Health.) In the case of men taking eight hours of Military Science, no Physical Education activity courses, and in the case of others, not more than four hours of activity courses shall count in the minimum 128 hours required for a degree. Every student must take forty-three hours of General Education courses as summarized below, and must complete an area of concentration as defined in the next section of this bulletin. In addition, each student who graduates from this College must have passed a proficiency test in English Composition and Grammar; this test is given during the junior year.

Of the academic work required for graduation, forty-two hours must be of junior and senior standing; that is, courses numbered 300 or above, and must be taken in the junior or the senior year in order to receive junior-senior credit.

A student must have spent his senior year in this College, completing not less than twenty-four hours of the last thirty-two hours required for graduation.

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

A candidate for a second degree (after one is earned) must spend an additional summer session or a regular semester in residence. He may use the same core for both degrees but must have at least twenty additional hours in his area of concentration for the second degree.

Area of Concentration

The curriculum at Ouachita is so organized that during the first two years of study, students acquire a familiarity with the broad, basic fields of human knowledge through the required courses in General Education. At some time during the first four semesters, and at least by the end of the last semester of the sophomore year, each student, working with the Dean of Students and the counseling services, must decide upon his educational objective for the following two years. Once the student has decided what is to be his objective, the counseling services will refer him to an advisor, who will normally be in the department in which the student will do most of his work.

The student and the advisor, working together, will outline the course of study which they feel will best enable the student to reach his objective. The outline will consist of three parts: (1) a statement of the objective; (2) a program of courses; and (3) the justification of the program. It will be submitted to the Dean of the Faculty and the Dean of Students by

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the advisor. These three, serving as a committee, will either accept the outlined program as submitted or return it to the advisor and the student for amendment. Upon final approval of the student's program, the student will receive a copy of the outline, as will each member of the committee. Any later change must be approved by each members of the committee, and no changes will be permitted during the semester preceding the student's graduation.

The program of courses for each student shall be called his **area of concentration**, and shall be composed of not less than forty-five hours exclusive of first and second year courses in General Education. It shall contain at least twenty-four hours in some one department and shall not contain more than forty hours in any one department; these hours will compose the core of the area of concentration. At least thirty of the forty-five hours must be in junior-senior courses. No work with "D" grade will be accepted in these forty-five hours. The area of concentration may be built around such professional study as pre-medical, pre-law, pre-engineering, teacher-training, or business; or it may be concentrated in such subject matter areas as humanities, social studies, fine arts, religion, or natural sciences, including mathematics. Areas of concentration may cut across departmental or divisional lines when necessary in order that each student may take the most direct course toward his educational objective.

Departments from which the core of the area of concentration may be taken are the following: Biology, Business, Chemistry, Education, English, History, Home Economics, Mathematics, Music, Physical Education, Psychology, Religion, Sociology, and Speech. Not more than twenty-one hours may be offered toward an area of concentration from each of the departments of Art, French, and Political Science, nor more than thirty hours from the departments of Education or Physical Education.

Summary of Requirements

1. Physical Education Requirements:

	Hours	Credit
a. For men, Military Science.....	*8	
or Physical Education and Health.....	*4	
b. For women, Physical Education and Health.....	*4	
	<hr/>	
	4	or 8

*See note in parenthesis in General Requirements.

2. General Education Requirements:

a. General Psychology 103.....	3
b. Basic Mathematics 113, Algebra 123 or Trigonometry 133..	3
c. Natural Science	10
1. Physical Science 125, or Chemistry 115 or Physics 115 and	

2. Life Science 135, or Botany 115, or Zoology 125	
d. English 143a, b	6
e. Religion 152 and 203.....	5
f. Civilization 214 and 224.....	8
g. Humanities 234a, b	8
	43 hours
3. Area of Concentration	45
4. Total (including electives).....	128
5. Junior and Senior Work.....	42
6. Quality credits	128

Specific Requirements

Bachelor of Arts

The completion of an area of concentration in any of the departments that offer such an area will qualify the students for this degree, if the general requirements are met.

Bachelor of Science

An area of concentration with at least twenty-four hours in one of the departments of Biology, Chemistry, Home Economics, or Mathematics, and at least twenty hours in the other sciences will qualify the student for this degree, if the general requirements are met.

Bachelor of Music

An area of concentration with twenty-four hours in one field of applied music, twelve hours in a second field of applied music, thirty-eight hours in music theory, and six hours in a foreign language will qualify the student for this degree if the general requirements are met.

Bachelor of Music Education

An area of concentration with twenty-four hours in one field of applied music, three hours in a second field of applied music, thirty-five hours in music theory, and twenty-four hours in education and conservation will qualify the student for this degree, if the general requirements are met.

Degrees With Honors

A student graduating with 360 or more quality credits will receive the degree "summa cum laude"; one having more than 320 but less than 360 will receive the degree "magna cum laude"; and one having more than 280 but less than 320, will receive the degree "cum laude."

DIVISION OF BUSINESS

Courses of Instruction

The program of instruction is divided into divisions, each of which in turn is divided into departments.

Regular college course numbers contain three digits: the first digit indicates whether the course is primarily for freshmen, sophomores, juniors or seniors; the second digit is a course number; and the third tells the number of semester hours credit. Courses marked "a" and "b" are full year courses; unless otherwise indicated, "a" indicates a first semester course and "b" a second. In many cases the "a" course is a prerequisite of the "b" course. No credit is allowed for one semester of a two-semester course unless specifically indicated. Courses numbered from 100 to 199 are primarily for freshmen; courses numbered from 200 to 299 are primarily for sophomores; courses numbered 300 and above are intended only for juniors and seniors.

The College reserves the right to withdraw or to change courses at any time. Any course may not be offered if requested by less than six students.

DIVISION OF BUSINESS

Chairman: James H. Edmondson

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

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

An area of concentration which is built around a core in Business Administration or in Secretarial Science requires the completion of a minimum of 32 hours in this Division; a core in Business Education or in Economics requires the completion of a minimum of 27 hours in the Division. In each case, 12 hours must be completed in courses numbered 300 and above. In any one of the four cores, three courses, totaling 16 hours, will be included;

these will be termed the basic business group. The courses are as follows:

Principles of Accounting 223a, b	6 hours
Principles of Economics 233a, b	6 hours
Business Law 364	4 hours
	—
	16 hours

It is suggested that entering freshmen enroll in the freshman course, Introduction in Business. Then, Economics should be taken in the sophomore year, Accounting in either the sophomore or junior year, and Business Law in the junior year.

The following are suggested courses for each of the four cores offered by the Division of Business:

A. Business Administration

Marketing 413	3 hours
Business Organization 443	3 hours
Statistics 382a, b	4 hours

B. Secretarial Science

Intermediate Dictation and Transcript 303	3 hours*
Advanced Dictation and Transcription 313	3 hours*
Business Communication 342	2 hours*
Advanced Typewriting 212a	2 hours*
Production Typewriting 212b	2 hours*
Office Machines 323	3 hours
Office Practice 423	3 hours

C. Business Education

Intermediate Dictation and Transcription 303	3 hours
Advanced Dictation and Transcription 313	3 hours
Business Communication 342	2 hours
Advanced Typewriting 212a	2 hours
Office Practice 423	3 hours
Teaching Commercial Subjects (Education) 422	2 hours

The courses listed here must be completed in order to satisfy the certification requirements in the State of Arkansas. A student may be granted two semester hours for each high school unit in stenography and typewriting, the total not to exceed four semester hours in each subject, toward the requirements of the State Teacher's Certificate to teach commercial subjects in the high schools of Arkansas.

D. Church Secretarial Science

Intermediate Dictation and Transcription 303	3 hours
Advanced Dictation and Transcription 313	3 hours
Business Communication 342	2 hours
Office Practice 423	3 hours

DIVISION OF BUSINESS

Religious Journalism 302	2 hours
The Baptist Denomination 371	1 hour

This core, totaling 31 hours, is offered in cooperation with the Department of Religion, and the courses listed here must be included.

In each case, the list of courses will be taken in addition to the 16 hours which composes the basic business group.

*Starred courses must be preceded by the appropriate elementary courses, on either the high school or college level.

Proficiency in the use of the typewriter and a satisfactory knowledge of English must be demonstrated before a student may receive a degree in Business.

Students who have high school credit in typewriting or shorthand may continue their study at the level indicated by the results of advanced-standing examinations. A student may not claim college credit for beginning shorthand or beginning typewriting if high school units in equivalent courses are used as entrance credits.

Two-Year Commercial Program

A two-year commercial science program is offered for students who enter college knowing that they cannot stay for a normal four-year program. This is a terminal course. Students enrolling in this program may not count any courses numbered on junior-senior level which are taken during their first two years as credit toward a degree should they elect to continue for a four-year course leading to a degree. A student enrolling under this program must indicate his desire to do so immediately upon enrollment. A certificate will be awarded at the completion of the program.

FIRST YEAR

First Semester	Second Semester
Eng. 143a Communication	Eng. 143b Communication
S.S. 102a Beginning Typewriting	S.S. 102b Beginning Typewriting
S.S. 202a Elementary Shorthand	S.S. 202b Elementary Shorthand
Bus. 223a Principles of Accounting	Bus. 223b Principles of Accounting
Econ. 233a Principles of Economics	Econ. 233b Principles of Economics

SECOND YEAR

First Semester		Second Semester		
S.S.	212a	Advanced Typewriting	S.S. 212b	Production
S.S.	303	Intermediate Dictation and Transcription	S.S. 313	Advanced Dictation and Transcription
S.S.	342	Business Communication	S.S. 323	Office Machines
Bus.	443	Business Organization	Bus. 364	Business Law
			S.S. 423	Office Practice

1. BUSINESS ADMINISTRATION

Associate Professor Edmondson

A. General Business

122. Introduction to Business.

Principles of business organization, promotion, financing, vocational opportunities, and general business practices. First semester. Edmondson.

332. Corporation Finance.

Prerequisite Econ. 233a, b. Financial structure, problems and capitalization of corporations. First semester, odd years. Edmondson.

364. Business Law.

A general survey of law as it affects the business man. Contracts are emphasized. Second semester. Edmondson.

373. Retailing.

Principles, practices, and problems of retail merchandising. Second semester, odd years. Edmondson.

382a, b. Business Statistics.

Prerequisite: Math 113. Elementary theory, presentation, and analysis of statistics in business. Donnels.

443. Business Organization.

Organizational patterns and problems of business organization and management. Second semester, odd years. Edmondson.

462. Personnel Management.

A study of selection, testing, training, and management methods. Second semester, even years. Edmondson.

DIVISION OF BUSINESS

B. Accounting

223a, b. Elementary Accounting.

An introductory study of accounting principles and techniques. Edmondson.

392a, b. Intermediate Accounting.

A continuation of 223a, b. Offered on demand.

2. ECONOMICS

233a, b. Principles of Economics.

Consumption, production, exchange, and distribution. 233a deals with theory; 233b deals with economic problems. Edmondson.

303. Consumer Economics.

The problem of credit, money management, and security planning as it affects the consumer. Recommended for economics and home economics majors. Elective for all students. Second semester. Orr.

392. Labor Relations Economics.

History, aims, and operations of labor unions. Economic effects of labor problems. First semester, odd years. Edmondson.

413. Principles of Marketing.

Marketing of raw materials, industrial, agricultural, and consumer goods. Processes, policies, and pricing. First semester, even years. Edmondson.

433. Money and Banking.

The history of prices; basic principles of credit; banking; Federal Reserve system. First semester, odd years. Edmondson.

463. Contemporary Economic Problems.

Major economic problems currently needing study. Pricing, Government control of business, etc. Second semester, odd years. Taught by staff from Business, History, and Political Science departments.

3. SECRETARIAL SCIENCE

Assistant Professor Orr

102a, b. Beginning Typewriting.

Development of basic typewriting skills and operating techniques. This course is for beginning students only. Students who have had previous typewriting instruction may enroll only by special permission. Orr.

202a, b. Elementary Shorthand.

Prerequisite: 102 or equivalent. An intensive introductory course of fundamental principles of Gregg Shorthand, simplified. Students who have previously had shorthand instruction may enroll only by special permission. Orr.

212a. Advanced Typewriting.

Letter-writing with emphasis on syllabification, punctuation, and spelling; arrangement of reports and manuscripts; tabulated and statistical reports. Minimum speed of 50 words per minute required for enrollment. First semester. Orr.

212b. Production Typewriting.

The prime objective is to develop each student's typing production rate to meet present-day standards of business. To achieve the objective of this course, a wide variety of typing jobs which must be planned, typed, and assembled are included. Second semester. Orr.

303. Intermediate Dictation and Transcription.

Prerequisite: 102a, b and 202a, b. Intensive drill on dictation, speed building, and transcription, with emphasis on business standards in quality and quantity. Expected dictation rate is 120 wpm with an acceptable transcription rate. First semester. Orr.

313. Advanced Dictation and Transcription.

A continuation of S.S. 303. Expected dictation rate is 140 wpm with an acceptable transcription rate. Second semester. Orr.

323. Office Machines.

This course is open only to students specializing in the Division of Business. Instruction and practice in operating key-driven calculators, rotary-type calculators, listing machines, ten-key machines, duplicators, and machine dictation equipment. Three hours of lecture plus three hours laboratory work required. First semester. Orr.

DIVISION OF EDUCATION

342. Business Communication.

This course emphasizes the fundamentals of business letter writing. Special attention is given to form and composition of the various types of business letters. First semester. Orr.

423. Office Practice.

Prerequisites: S.S. 212, 303, and senior standing. Duties, responsibilities, and personal qualifications of a secretary; efficiency in office routine; and office style problems. This course is designed to prepare the student for actual service as a secretary and to acquaint teachers of business subjects with office procedure and practice. Second semester. Orr.

Ed. 422. Teaching Commercial Subjects.

Prerequisite: eight hours stenography and six hours typewriting unless deduction is claimed for high school units in these subjects. This course consists of materials, methods, classroom procedure, and testing in typewriting and shorthand in the secondary schools. Demonstration techniques relating to the skill subjects are an integral part of this course. Second semester. Orr.

DIVISION OF EDUCATION

This division is composed of the departments of Health and Physical Education, Library Science, Psychology, and Teacher Education. Its purpose is to train students for teaching in the public schools of Arkansas.

1. HEALTH AND PHYSICAL EDUCATION

Associate Professor Shultz

Instructor Bell

Coach Rodgers

The aims of the Department of Health and Physical Education are three: to teach the value of games and sports as a part of any valid system of education; to provide basic instruction in health and safety, which is needed by every member of the community; and to train physical education teachers for elementary and secondary schools.

In order to further these aims, the Department encourages the participation of men and women in the intramural athletic program, and of men in intercollegiate sports. Each student who is physically able is expected to participate in the intramural program, which is varied to fit the season.

INTERCOLLEGIATE ATHLETICS

The purposes of the intercollegiate program are:

1. To improve personal health and individual personality.
2. To develop individual athletic skills.
3. To develop proper attitudes and habits which have desirable carry-over values.
4. To encourage any student to participate in intercollegiate athletics for personal enjoyment.
5. To provide an outlet for the biological urge for play and physical activity.
6. To provide a central core of activity in which the entire student body may participate through cheering sections, cheer leaders, bands, military parades, concession stands, ushers, ticket takers, organizing, printing and selling programs, student writers, and photographers, etc.
7. To teach respect for authority and the fact that violation of rules draws penalties.
8. To learn to sacrifice personal desires in the interest of team welfare.
9. To train physical education teachers and coaches for their work in either elementary or secondary schools.

The following eligibility rules are now in effect:

1. The College will abide by all regulations imposed by any conference of which it may be a member. (At present, the Arkansas Intercollegiate Conference.)
2. Students who are on probation are not eligible to participate in intercollegiate contests.
3. Students are not eligible after their first year in college if they have not earned at least twenty-four semester hours with at least eighteen quality credits during the two preceding semesters in residence. (Summer sessions are not considered in applying this rule.)

Area of Concentration

A student may complete an area of concentration with a core in Health and Physical Education by the completion of twenty-eight hours. A student who has eight hours credit in Military Science and four hours credit in activity courses must have completed 132 hours in order to graduate. Directed Teaching may not be counted in the minimum twenty-eight hours, and men who register for varsity sports and receive credit in them may not count such credit toward the 128 hours required for graduation. Similarly,

DIVISION OF EDUCATION

though all students may register for additional activity courses above the four which are required, they will not be counted toward graduation requirements.

The following courses must be included in the minimum twenty-eight hours required for a core in Health and Physical Education:

313 School and Community Recreation

383 Principles of Physical Education

423 Administration of Health and Physical Education

Ed. 433 Materials and Methods in Physical Education for Secondary Schools

463 Kinesiology or Biology 213, Human Physiology

473 Health and Safety

Four hours of Techniques of Coaching; Team Sports, Individual Sports, Gymnastics, and Rhythms.

Four activity hours for men:

M111a,b Individual Sports

M121a,b Team Sports

Six activity hours for women as outlined below.

ACTIVITY COURSES FOR MEN

All activity courses meet twice a week. Two activities in a semester may not be taken except with permission of the Director of the Department.

M111a Individual Sports—Tumbling, gymnastics, handball, and badminton. First semester.

M111b Individual Sports—Boxing, archery, and recreational sports. Second semester.

M121a Team Sports—Touch football, speed ball, and elementary basketball. First semester.

M121b Team Sports—Advanced basketball, volley ball, track and field, and soft ball. Second semester.

M131 Varsity Golf.

M161 Varsity Tennis.

M171 Varsity Football.

M181 Varsity Basketball.

- M231 Tennis. Repeated each semester.
- M241 Golf. Repeated each semester.
- M271 Varsity track and field.
- M281 Varsity baseball.

ACTIVITY COURSES FOR WOMEN

Women with a core in Physical Education are required to take W121a,b, W221a,b; W351a, and a choice of one of the following: W211, W351b, W231, W241, or varsity tennis. The official Physical Education costumes for women is white shirt, purple pedal pushers, white socks, and white tennis shoes. The shirt and pedal pushers shall be purchased in the Ouachita Bookstore.

All activities meet twice a week. Two activities in the same semester may not be taken except with the permission of the Director of the Department.

- W121a Team Sports—Field hockey, volley ball, and fundamentals of basketball. First semester.
- W121b Team Sports—Advanced basketball, soccer, and softball. Second semester.
- W161 Varsity tennis.
- W211 Marching, tumbling, and pyramid building. First semester.
- W221a Individual Sports—Archery and badminton. First semester.
- W221b Individual Sports—Recreational games. Second semester.
- W231 Tennis. Repeated each semester.
- W241 Golf. Repeated each semester.
- W351a Elementary Folk Rhythm. First semester.
- W351b Advanced Rhythm. Second semester.

Lecture Courses

262. History of Physical Education.

This course, for men and women, is a study of the history of physical education, with emphasis on recent trends. First semester. Shultz.

313. School and Community Recreation.

A survey of the scope and nature of school and community recreation and the problems of the school administration, designed to meet the growing need for trained leadership in the field of recreation. Second semester. Bell.

DIVISION OF EDUCATION

M342. Sports Officiating.

Training of competent officials in the major sports, familiarizing prospective coaches with the use of the rule book and knowledge of the rules. First semester. Shultz.

M352. Track and Field.

Theory and practice of each event on the intramural and inter-collegiate programs of track and field athletics. Second semester. Shultz.

W362. Coaching Team Sports.

The theory and practice of coaching and playing field hockey, volley ball, basketball, and softball. The course includes the administration and organization of these sports in intramural programs and physical education classes. First semester. Bell.

M362. Coaching of Team Sports.

The theory and practice of coaching touch football, speed ball, soccer, volley ball, and softball. The course includes the administration and organization of these sports in intramural programs and physical education classes. First semester. Shultz.

372. Coaching of Individual and Recreational Sports.

Methods and techniques of coaching golf, tennis, achery, tumbling, handball, badminton, and horse-shoe pitching. The course includes the administration and organization of these sports in intramural and physical education classes. Second semester. Bell. Shultz.

383. Principles of Physical Education.

This course is given to develop a better understanding and appreciation of the purposes, values, nature, scope, and significance of Physical Education.

M412. Techniques of Athletic Training.

This course deals with prevention and care of athletic injuries, diet, conditioning, bandaging, taping, and massage. Second semester. Shultz.

432. Basketball Coaching.

Theory and practice; fundamentals of offensive and defensive basketball, with emphasis on team formation; officiating; the buying of equipment; caring for equipment and gymnasium. Second semester. Rodgers.

Ed. 433. Materials and Methods in Health and Physical Education for Secondary Schools.

Prerequisite to Directed Teaching in Health and Physical Education.

M442. Football Coaching.

Theory and practice; offensive and defensive tactics, playing various positions; strategy and generalship; early season practice; use and development of material; ethics of the game; rules, sportsmanship, and general value of the game as part of the physical education program. First semester. Rodgers.

463. Kinesiology.

This course is designed for men and women. It is a study of body movements, muscle action, and joint mechanisms in relation to physical education activity; mechanical analysis of the more commonly used physical skills. First semester. Shultz.

483. Tests and Measurements.

This course, open to men and women, serves as a guide for teachers of physical education in measuring the student's work. Second semester. Shultz.

HEALTH COURSES

M142. Personal Hygiene, Community Health, and School Health.

This course for men deals with the importance of safety in personal health and sane living; in community health needs; and in the school as a healthful place for children to live. Second semester. Shultz.

W142. Personal Hygiene, Community Health, and School Health.

This course for women has the same objectives as M142, the corresponding course for men. Second semester. Bell.

152. First Aid. (American Red Cross)

This course is designed to train individuals to render competent first aid in case of accident or injury until the services of a physician can be secured. Upon successful completion of this course, certificates for Advanced First Aid will be given by the American Red Cross. First semester. Shultz.

273. Communicable Diseases Workshop.

This course, which is sponsored jointly by the State Health Department and the U.S. Public Health Service, is planned for the dissemination of information to the general public concerning the principles and controls of

group and inter-group hygiene as they concern the school and community life: lighting and seating, ventilation and heating, care of food, water supplies, sewage disposal, control of infectious and communicable diseases, and health agencies. Summer.

Ed. 353. Materials and Methods in Health and Physical Education in the Elementary School.

This course for women includes the teaching of story plays, hunting games, mimetics and activities; class administration and routine; motivation, scope, and administration of health programs and a daily program; and graduation of subject matter. First semester.

Ed. 433. Material and Methods in Health and Physical Education for Secondary School.

This course, open to men and women, includes suggested activities, time allotment, seasonal division of work, public relations, purchase and care of supplies and equipment, graduation of subject matter, and the handling of the handicapped child. Second semester. Shultz.

423. Organization and Administration of Health and Physical Education and Recreation Program in Schools.

This course, open to both men and women, deals with administrative programs of city and rural districts in elementary and secondary schools, including equipment and management. First semester. Shultz.

473. Health and Safety.

The course satisfies the health and safety requirements for certification of teachers in Arkansas.

This course, open to men and women, is a study of the underlying principles of health and safety education in the elementary and secondary school, methods of teaching health and safety, and the administration of the health and safety program in the school. First semester. Bell.

2. LIBRARY SCIENCE

Assistant Professor Seager

212. The School Library.

The purpose of this semi-professional library course is to give information and experience in the selection of library materials and in the practice of library procedures for both elementary and secondary school libraries. Book selection, teaching and profitable use of library materials, techniques of library service, correlation of the reading program with the school program, and recognition of the library as an integral part of the school

are some of the phases stressed in this course. Designated for the teacher-librarian, the course is also open as an elective to sophomore, junior, and senior students. The class periods include a combined lecture and laboratory scheme. First semester.

222. Library Services.

This course, a continuation of L.S. 212, includes library administration, guidance as related to library work, reference service, and bibliography making. Prerequisite: L.S. 212. Second semester.

3. PSYCHOLOGY

Professor Sutley

Assistant Professor Donnels

The aims of the Department of Psychology are to help each person come to a better understanding of himself and of other people; to indicate the practical uses of psychology in all dealings with people, including the work one has chosen to do; and to provide a sound basis for further study in the field of psychology, including graduate work.

103. Psychology of Adjustment for Freshmen.

A study of the problems most vital to the personal and social adjustment of the student as he enters college. Consideration is given to such matters as the improvement of basic study habits, vocational orientation, social proficiency and leadership, personal philosophy, and emotional stability.

213. General Psychology.

This course attempts to survey psychological principles as they pertain to the process of learning, to motivation, and to emotional experiences. Emphasis is placed upon psychology as an approach to the understanding of man and his role in society. First and second semester.

223. Mental Hygiene.

A study of psychological factors contributing to personal adjustment and mental health. Attention is given to the milder forms of normal deviation, with emphasis on the well integrated personality.

233. Applied Psychology.

Practical applications of psychology to problems of everyday life and to various fields of human endeavor.

313. Psychology of Childhood.

General information regarding the child's nature and needs, mental

growth, and development of interests, habits, ideals, and emotional reactions.
First semester.

333. Psychology of Adolescence.

This study is an analysis and inventory of the adolescent with a view to discovering his potentialities and needs as determined by his development. It deals with the emotional life, personality, interests, guidance and control, and hygiene of the adolescent. Second semester.

343. Social Psychology.

A study of the social aspects of individual personality and an analysis of personal adjustment of the individual to his social environment. Prerequisite or co-requisite: Psychology 213.

353. Psychological Measurements.

A study of the statistical technique of test construction, the evaluation of tests in a testing program, and the areas in which tests are most frequently used.

413. Introduction to Clinical Psychology.

In this course consideration is given to the general nature of clinical psychology and to certain clinical problems. The following clinical methods are studied and discussed: the measurement of achievement and aptitude, intelligence testing, interest and personality, and projective methods. Psychotherapy, including directive techniques and client-centered therapy, is studied.

423. Psychology of Personality.

The development of personality is stressed in this study of the foundations of personality, with emphasis upon typical behavior problems.

433. Psychology of Abnormal Behavior.

A study of mental and emotional deviations too deeply seated for early recovery. Attention is given to the incidence, causes, symptoms, therapy, and prognosis of the various types of cases.

4. TEACHER EDUCATION

Professor Vaughan

Assistant Professor Wright

Assistant Professor Donnels

The Department of Teacher Education seeks to assist the future teacher

in developing understanding and wholesome attitudes essential to good teaching in public schools.

A student may choose to concentrate in this Department provided that he complete the following requirements: (1) twenty-four semester hours in Education courses as the divisional pre-requisite for graduation, and (2) teacher certification on either the elementary or secondary level.

Secondary Education

The student who decides to specialize in secondary education must fulfill a third requirement by concentrating in not less than two of the subject fields listed below:

Minimum Semester Hours for State Certification

	Senior High School	Junior High School
Commerce*	27	20
English*	24	18
French	18	15
Mathematics*	15	9
Physical Education*	25	18
Science*	24	16
Public School Music*	24	18
Social Studies*	20	18
Spanish	18	15
Home Economics	(For certification requirements, see special field of Home Economics)	

*For information regarding the specific courses to be taken in this subject matter field, the student should consult the Head of the Department of Teacher Training.

The student desiring a bachelor's degree and a high school certificate fulfills his professional education requirements by completing the following schedule of courses. It is recommended that courses marked with an asterisk be taken in an internship block during the senior year.

1. Basic Professional courses—9 hours
 - Introduction to Education and Orientation—Ed. 223 3
 - Psychology (Educational or Adolescent)—Ed. 303 or 373b 3
 - *General Methods and Observation—Ed. 413 3
2. Techniques of Teaching courses—9 hours
 - *Evaluative Procedures—Ed. 322 2
 - *Special Methods or Principles of Guidance—Ed. 363 3
 - *Directed Teaching—Ed. 401-406 5

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Minimum requirements consist of 90 clock hours for each student teaching in major or minor fields on senior college level.

Elementary Education

Students who wish to place major emphasis upon elementary education and at the same time fulfill the departmental requirement for State teacher certification should take the following courses. It is recommended that courses marked with an asterisk be taken in an internship block during the senior year. None of the 400-16 courses are to be taken before the internship semester.

If a student finds it necessary to complete a sixty-hour elementary certificate before senior class level has been reached, he, with the consent of a Department of Education staff member, may complete work for a teacher's certificate without participating in the internship block.

A. Music	
Class Piano 101a,b	2
Class Voice 241a,b	2
Public School Music 232*	2
B. Speech	
Voice and Diction 113b	3
C. Physical Education	
First Aid 152	2
Materials and Methods in Elementary Schools Ed. 353	3
Organization and Administration of Health Programs and Recreation in Schools 423	3
Health and Safety 473	3
D. Social Studies	
Geography 223	3
Conservation 203	3
E. Education	
Children's Literature 242*	2
Educational Psychology 303	3
Child Psychology 313	3
Evaluative Procedures 322*	2
Curriculum and Methods on the Elementary Level 355*	5
Directed Teaching 405*	5
Audio-Visual Aids 492	2

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*Students may be exempted from these courses and recommended electives substituted at the discretion of division heads.

Arkansas Experiment in Teacher Education

Ouachita College participates in the Arkansas Experiment in Teacher Education. The experiment is being developed with financial assistance from the Fund for the Advancement of Education, a program supported by the Ford Foundation.

The five-year program developed in the Experiment includes four years of non-professional education, with a strong basic program of general education and an adequate concentration in at least one field in the public school curriculum. The fifth year of the program will be devoted entirely to the development of those professional understandings, skills, and attitudes which are desired in a teacher.

A fifth-year student may have had credit in Human Growth and Development (Educational Psychology) or Introduction to Education, or both, provided that he has not completed more than a total of 6 semester hours of credit in education courses.

A brochure, outlining the requirements for entrance, and affording information regarding the \$125 monthly stipend, graduate credit, etc. is available from the Chairman of the Division of Education.

Courses

223. Introduction to Education and Orientation.

It is the purpose of this course to give students an opportunity to examine the possibilities of the teaching profession and to help them to determine whether or not they should enter a teacher training program. Students will be given opportunities for pre-teaching experiences through observation and actual activities with school age children. First and second semester.

242. Children's Literature.

A subject matter and methods course for elementary school teachers.

253. Principles of Secondary Education.

A study of education from the viewpoints of biology, psychology, and sociology. This course deals with the underlying principles governing the American system of public education, the secondary pupil, and the curriculum, with special emphasis on secondary education. Prerequisite: sophomore standing and Psychology 213.

303. Educational Psychology for the Elementary Level.

Emphasis in the course is placed in general on the psychology that

underlies a child's development and more specifically on the psychology involved in the child's learning process.

322. Evaluative Procedures.

The matters of grading student class work, of evaluating student progress, and of determining student proficiency, aptitude, and interest are discussed. This course is designed to acquaint the elementary or secondary teacher with practical evaluative procedures that belong to our present school system. First and second semesters.

343. Educational Psychology for the Secondary Level.

A study of the adolescent and his problems of adjustment at home, in the high school, and in society. Emphasis is placed upon the problem of motivating the student to perform as proficiently as possible.

355. Curriculum and Methods on the Elementary Level.

A basic course in which teaching procedures and materials for use in grades one through six are presented. Curriculum construction and its relation to the Arkansas State Course of Study are given special consideration. Emphasis is given to the teaching of reading as a fundamental tool in the learning process. Although this course is designed primarily for students of junior and senior classification, it may be taken by second semester sophomores in order to fulfill certificate requirements on the sixty-hour level.

363. Guidance and Personnel.

The goals of the course are (1) to assist teachers by acquainting them with methods for counseling their students and for stimulating a better student-teacher relationship, and (2) to give practice in the skill of interviewing and experience in devising and using a cumulative record. Admission by consent of instructor only.

373a,b. Human Growth and Development (Same as Child and Adolescent Psychology).

These courses cover the psychology of childhood and adolescence. In the normal sequence of the courses the student is guided in the selecting and studying of a child and in the selecting and studying of an adolescent. Either part of the sequence may be taken without the completion of the other.

400-16. Internship in Teacher Training, Elementary Level.

A general course, composed of pre-study, supervised teaching, and criticism, designed to replace a former five-hour requirement in practice teaching, as well as Children's Literature, Curriculum and Methods in

Elementary Education, Music Education 232, and Evaluative Procedures. No other on-campus courses are to be taken during the internship period. Credit—16 hours.

401-6. Directed Teaching.

By arrangement with authorities of the public schools, students do practice teaching under supervision. Each student is required to do 18 clock hours (50 minutes net) of student teaching for each hour of credit. As far as practical, this work is limited to members of the senior class. Prerequisite: Education 213, 223, and 413 or its equivalent. Repeated each semester. This course may be taken for varying amounts of credit with a maximum of 6 hours in any one semester. A fee of \$2.00 per credit hour is charged.

410-416. Internship in Teacher Training, Secondary Level.

A general course, including pre-practice teaching experience, practice teaching in a public school, and post-practice teaching conferences. Professional education offered in this block covers work in general methods on the secondary level, special methods, guidance, evaluative procedures, and directed teaching. No other on-campus courses are to be taken during the internship. Credit—16 hours.

413. Methods of Teaching in High School.

A study of the general principles underlying the teaching of high school subjects. Each student will do special work on the methods for teaching his major subject. The subject matter of this course consists of the outcomes of teaching, assignments, reviews, planning of instruction, supervision and teaching how to study, quizzes, examination, use of tests, grouping of students, recitations, preparations, procedures, and class room experimentation. Prerequisite: Six semester hours in Education and junior standing. First semester.

492. Audio-Visual Aids in Public Education.

This course is designed to help the prospective teacher to become familiar with audio-visual aids and to assist him in directing a program of audio-visual education in the public schools. It gives students practical experience in the use of all audio-visual materials including the motion picture projector, slide projector, opaque projector, and other mechanical materials. Second semester. Members of staff.

METHODS COURSES IN OTHER DEPARTMENTS

232. Public School Music—Materials and Methods.
See description under Division of Fine Arts.

DIVISION OF FINE ARTS

353. Materials and Methods in Health and Physical Education (Elementary Schools).
422. Teaching Commercial Subjects.
See description under Department of Business.
433. Materials and Methods in Health and Physical Education. (Secondary Schools). See description under Health and Physical Education.
442. Materials and Methods in Grade and High School Music.
See description under Division of Fine Arts.
483. Methods of Teaching Home Economics.
See description under Home Economics Department.
492. Piano Methods.
See description under Division of Fine Arts.

DIVISION OF FINE ARTS

Chairman: Herbert M. Cecil

The Division of Fine Arts is composed of the Department of Music and the Department of Art. The Division has the dual purpose of training students for careers in one of the arts and of providing an art experience for students who are seeking a liberal education.

I. ART

Assistant Professor Raybon

The aim of art education is to develop a sense of appreciation for the beautiful and harmonious in our daily living and environment and to offer professional art training. Art courses are open to any student wishing to develop his critical and creative ability.

Art may be included in an area of concentration in an amount not to exceed twenty-one hours.

Students are required to furnish their own materials with the exception of certain materials and studio equipment provided in the College. The department of art reserves the right to retain student work for temporary or permanent exhibition.

Basic Art

113a,b. Elementary Design.

A study of the basic principles of design in the choice and arrangement of form, value, texture, and color. Individual creative work is emphasized.

213a,b. Drawing.

Drawing from still life, landscape, and portrait figures. One and two point perspective.

233a,b. Advanced Design.

A study in the selection and arrangement of mass, value, color, and texture. The work gives the student a summary knowledge of the various fields of design, such as abstract design, commercial design, interior design, and industrial design. Offered in 1952-53 and alternate years.

333a,b. Painting.

Creative problems in painting, with emphasis on the composition and function of color in representing form and space. The media used (i.e., oil paint, water color, tempera) are selected according to the needs and desires of each student.

411-4a,b. Studio Problems.

This work is given according to the needs and ambitions of each student and consists of advanced problems in his chosen branch of art. Each student has individual conferences once a week to discuss the research and laboratory work in his particular problem.

Applied Art

202a,b. Mechanical Drawing.

Correct use of instruments. Lettering, design, layout, and projections. To be arranged.

302. Costume Illustration.

A study of the history of costume design and the application of art principles to the designing of clothes. Second semester.

322a,b. Public School Art and Crafts.

A study of the aims of art in the school and its place in the integral school program. Theory, processes, and procedures for teaching art and crafts in elementary and secondary schools, with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Required for Arkansas Elementary Certificate. Offered 1953-54 and alternate years.

History Of Art

222a,b. Art Appreciation.

This is a general cultural course, non-technical in nature, designed to

DIVISION OF FINE ARTS

acquaint the students with the principles and masterpieces of the world's art (primarily architecture, sculpture, and painting, but with some attention to the crafts, industrial arts, photography, etc.). Illustrated lectures, demonstrations, and discussions are employed as a means of developing an awareness of the scope and significance of visual art in human civilization from ancient to contemporary times.

312a,b. Introduction to Art History.

Introduction to the study and appreciation of painting, sculpture, architecture, and minor arts from prehistoric to modern times. The aim of the course is to develop an understanding of the aesthetic and expressionistic character of the visual arts and to interpret them in relation to the motivating forces that influence them. The first semester is devoted to ancient and medieval arts; the second semester deals with Renaissance and modern art. Emphasis is given to the relation of art and environment. Illustrated with visual aids. Required of all art minors.

2. MUSIC

Professor Cecil
Associate Professor Bowden
Assistant Professor Lyon
Assistant Professor Queen
Assistant Professor Wright
Instructor Putt

The Department of Music has two purposes. First, it aims to prepare students for a career in one of three fields: musical performance, music education, or church music. Second, it provides the study of music for those who desire a non-technical basic knowledge of music as a part of their liberal education. For students who desire a career in musical performance, the Department offers the Bachelor of Music degree. For students who wish to become music teachers, the Bachelor of Music Education degree is offered. The Bachelor of Arts degree with a core in church music is offered for students who wish to prepare for a life of service in that field. The Bachelor of Arts degree with a core in music is offered to students who desire music as a part of liberal education.

Degrees

Bachelor of Arts

Requirements for B.A. degree, with a core in music:

General Education	43 hours
Physical Education or Military Science.....	4 or 8
Theory I, II, V.....	20 hours
Applied Music	16 hours

Ensemble	3 hours
Requirements for B.A. degree, with a core in church music:	
General Education	43 hours
Physical Education or Military Science.....	4 or 8
Church Music I, II, III.....	9 hours
Choral Conducting	4 hours
Theory I	8 hours
Ensemble	3 hours
Applied Music	16 hours

Bachelor of Music Education

Requirements

General Education	43 hours
Physical Education or Military Science.....	4 or 8
Theory I, II, III, V.....	28 hours
Applied Music	24 hours
Wind Methods	2 hours
String Methods	2 hours
*Education	18 hours
Ensemble	2 hours
Conservation	3 hours
Health	2 hours

Applied music courses are to be divided as follows: eighteen hours in the student's major instrument, to be spread over the four-year course; four hours of piano; two hours of voice. The two hours of voice may be obtained in class lessons. A student whose major instrument is piano should plan to take twenty-one hours of piano and three hours of voice. A voice major should plan to take twenty hours of voice and four hours of piano.

Optional Course for B.M.E. Degree

Students interested primarily in wind instruments may take (in the place of the twenty-four hours of applied music as described above) nine hours of a wind instrument, six hours of a string instrument, six hours piano, and three hours voice.

Every candidate must be presented in a public recital given in his chosen field, with the exception of those taking the optional course.

*Education 442a,b must be included in the 18 hours of Education.

Bachelor of Music

Requirements

General Education	43 hours
Physical Education or Military Science.....	4 or 8

DIVISION OF FINE ARTS

Theory I, II, III, IV, V.....	36 hours
First Applied Music.....	24 hours
Second Applied Music.....	12 hours
French	6 hours
Ensemble	2 hours

Every candidate must be presented in a public recital in his chosen field.

APPLIED MUSIC

Admission to courses in Piano, Organ, Voice, or Violin is on a selective basis. A student may register for a course in applied music only after he has satisfied the head of the Department, usually by examination, that he has had the previous preparation, or has the ability, to do satisfactory work in that course as it is outlined by the Department.

Students registering in applied music will be placed in the applied music grade of their ability. Advancement to the next grade is through the action of the examining committee on the recommendation of the instructor. A student not having reached the standards of his grade will be required to continue in the same grade for the following semester.

Credit for applied music is arranged in the following ways:

Class Piano 191.

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

Preparatory Grade 011.5a,b.

One half-hour lesson, five hours practice per week—1½ hours credit.

Intermediate and Advanced Grade (on the AB degree) 112, 212, 312, 412.

Two half-hour lessons, seven hours practice per week—2 hours credit.

Intermediate and Advanced Grades (on the BM and BME degrees) 113, 213, 313, 413.

Two half-hour lessons, 10 hours practice per week—3 hours credit.

Pianoforte

Associate Professor Bowden

Assistant Professor Queen

Assistant Professor Wright

A systematically developed technical background is the first prerequisite in modern piano playing. No so-called method is adhered to, but the best principles from all methods are chosen. Exercises are given to develop proper co-ordination of mind and muscle. Rhythmical accuracy, correct phrasing, good tone quality, melodic outline, dynamic shading, and correct pedaling are insisted upon.

011.5a,b. Preparatory Grade.

Basic principles of touch and tone. Major and minor scales, legato and staccato touch. Studies from Heller, Gurlitt, Czerny, Bertini. Pieces by Bach, Godard, Reinecke, Poldini, Clementi, and others.

103a,b. Secondary Piano.

Special piano courses for students who are concentrating on an applied music other than piano.

191a,b. Piano Class.

First and second year piano classes are offered for adult beginners. Classes are kept small in order to give individual attention to each pupil. This class is not offered to piano majors. Two one-hour lessons, five hours practice per week. To be arranged. Wright.

Intermediate Grade.

113a,b. First Year. Private lessons. Continuation of technical exercises, scales and arpeggios, similar and contrary motion, with contrasting touches accenting in threes, fours, sixes, and sevens. Bach Album (Sarah Heinz); Bach, Little Preludes and Fugues; Bach easier two-part inventions; Joseph Low octave studies; Czerny, Opus 636; pieces by Haydn and Mozart; Mendelssohn, Songs Without Words.

213a,b. Second year. Private lessons. Advanced principles of touch; study of scales in double thirds. Hanon's technics; Czerny, Opus 299; Cramer-Bulow etudes; Bach two-part and three-part inventions. Haydn and Mozart sonatas; pieces by Mendelssohn, Weber, Schubert, Sinding, Rachmaninoff, and MacDowell.

Advanced Grade.

313a,b. Third year. Private lessons. Scales in double thirds, chromatic double thirds, fourths, and sixths. Technical exercises from Hanon, Phillip, and Joseffy, and Kullak's octave studies. Clementi-Tausig, Gradus ad Parnassum; Czerny, Opus 740; Bach, English Suites and Partitas, Preludes and Fugues. Studies and pieces from Scarlatti, Chopin, Liszt, and Moskowski.

To be classified as junior in Piano, a student must be able to play technical exercises at the following rate of speed: major and minor scales similar and contrary motion, 480 notes a minute; arpeggios, major, minor, diminished, and dominant sevenths, 464 notes a minute.

Students must be able to play from memory an entire Beethoven sonata, a waltz and a polonaise from Chopin, and three pieces from standard modern composers.

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413a,b. Fourth year. Private lessons. Continuation of technical work. Bach Well-Tempered Clavichord, Moscheles etudes, Chopin etudes, Beethoven sonatas, piano concerto, or concert pieces selected by the teacher. Selections from Liszt, MacDowell, Henselt, Brahms, Tschaiakowski, Debussy, Dohnanyi, and others.

Candidates for graduation in piano must study Moskowski's Etudes de Virtuosite Op. 72; Moscheles' etudes; Villoing's Rubinstein Technics; and Phillips' Extra Pratiques; and memorize two preludes and fugues from the Bach Well-Tempered Clavichord, or the equivalent.

A candidate must give a public recital of the following selections or equivalent.

- (1) Beethoven Sonata, Opus 3, No. 2.
- (2) A Schubert-Liszt song transcription.
- (3) Chopin Etude, Opus 25, No. 10.
- (4) Group of three compositions from works of Greig, Rachmaninoff, Brahms, MacDowell, or other standard composers.
- (5) A concerto (one movement).

At the time of the recital, a candidate must be able to play all exercises in Hanon's The Virtuoso Pianist.

Organ

Associate Professor Bowden

Organ students must have completed the equivalent of the preparatory grade in the piano course before studying the organ.

113a,b. Private Lessons.

Pedal studies of Clemens and Schneider; Dickinson, Art of Organ Playing; Bach, Eight Little Preludes and Fugues, and hymn playing.

213a,b. Private Lessons.

Mendelssohn, Sonata in C Major; Reiman, Technical Studies of the Organ; Rinck, Chorale Studies; pieces by Buck, Rheinberger.

313a,b. Private Lessons.

Bach sonatas, chorale preludes, preludes and fugues; Franck, Fantasie in C Major; Piece Heroique; shorter works by Foote, Handel, Karg-Elert, Widor, and others.

413a,b. Private Lessons.

Bach sonatas, chorale preludes, fugues; Mendelssohn sonatas; Vierne,

movements from symphonies; smaller works by De Larmarter, Vaughan Williams, Edmundson, Bingham, Reger, and others.

Voice

Assistant Professor Lyon

Requirements for graduation in this department include study in one foreign language (French, German, or Italian) and a working knowledge in two others.

011.5. Preparatory Course.

A preparatory course in voice is arranged to meet the demands of students whose preparation has been insufficient, or whose work is below the standards for entrance into Voice 113a.

113a,b. Private Lessons.

Principles of correct breathing. Knowledge of use of vowel to produce resonant tone. Knowledge of use of consonants in relation to vowels. Scale-wise vocalizations for extension and flexibility. Understanding of different rhythms and time patterns. Avoidance and correction of common faults of singing. Exercises by Sieber, Abt, and Vaccai. Ability to sing easy songs and classics in correct intonation. Tone quality and proper interpretation. Songs in English and Italian.

191a,b. Class Lessons in Voice.

The same as courses 113a,b and 213a,b, except in class of three or four. Progress cannot be made as when individual attention is given. This class is not offered to voice majors. Two one-hour lessons, five hours practice per week. One hour credit.

213a,b. Private Lessons.

Further development of breathing and technique. A study of extended major and minor scales and arpeggios for flexibility and development of full range of the voice. Uniformity in color and tone. Vocalises by Concone, Lutgen, and Fox. Songs of medium difficulty, classic and romantic. Songs by Handel, Haydn, Mozart, Schubert, Schumann, Franz, and others. Songs in English, Italian, German. Beginning of oratorio study. Appearance on programs.

313a,b. Private Lessons.

Continuation of 213a,b. Further attention to embellishment, turns, mordents, trills, etc. Fuller developments of tone and color. Vocalises by Lamperti and Marchesi. Special study of the classics. Study of recitative and

Aria from opera and oratorio by Handel, Haydn, Mozart, Bach, and Gluck.
Assist in a recital. Songs in English, Italian, German, and French.

413a,b. Private Lessons.

Study of style and interpretation, beauty and artistic finish of tone. Vocalises by Lamperti and Marchesi. Special study of ultra-modern song. Repertoire of English, Italian, German, and French songs. More difficult songs from classic, romantic, modern, and ultra-modern song literature. Songs of Strauss, Debussy, Ravel, Faure, Franck, Russian composers, and others. A deeper study of arias of the opera and oratorio. A senior recital for voice majors.

String Instruments

Assistant Professor Lyon

Violin

113a,b. Private Lessons.

Technical exercises of Sevcik, Mazas, Dont, and Sitt. Studies by Kreutzer, concertos of Accolay, Haydn; sonatas and sonatinas of Handel and Schubert; other standard works of medium difficulty.

213a,b. Private Lessons.

Art of the Bow, Tartini; double stop of Ed. Herman; Mazas, Part II; scales and arpeggios, three octaves; Kreutzer etudes; Sevcik bowings; concertos of Rode, Vivaldi, Nardini, DeBeriot; Bach A Minor Concerto; pieces by DeBeriot, Alard, Wieniawski, and Kreisler.

313a,b. Private Lessons.

Technical Studies Sevcik Op. 1, Parts 3 and 4; scales in all practical forms of bowing; etudes of Rode, Rovelli, Fiorillo; sonatas by Cesar Franck, Schumann, Carpenter, and others; concertos by Spohr, Bach E Major, and standard repertory compositions.

413a,b. Private Lessons.

Six solo sonatas; concertos of Bruch, Wieniawski, Lalo, Mendelssohn, and others; sonatas by modern composers as well as the classics.

Students majoring in Violin must present one public recital. They must participate in string ensemble and play viola one semester in the orchestra.

Violoncello

113a,b. Private Lessons.

Students of the violoncello will study exercises to develop thumb posi-

tion; scales, major and minor, in four octaves; arpeggios, and ensemble playing.

Violoncello 213a,b and 313a,b are continuations of 113.

Wind Instruments

Instructor Putt

011.5. Preparatory Grade.

The preparatory grade of wind instruments instruction is designed for students who have had no previous instruction. Concentration on special studies for developing correct embouchures as well as basic studies for breath control, tone quality, articulation, and the technical problems peculiar to each instrument.

Flute
Oboe
Clarinet
Bassoon
Trumpet (Cornet)
French Horn
Trombone (Baritone)
Tuba

General description of instruction on all instruments:

The first year will be primarily concerned with the following:

1. A foundation for more advanced study by developing correct habits involving the following:
 - a. Position
 - b. Embouchure
 - c. Breath control
 - d. Tone production
 - e. Technical facility
2. Knowledge of scales, chords, and interval patterns on the instrument.

The second year will be concerned with the following:

1. More advanced study of scales, chords, and interval patterns.
2. Transposition.
3. Sight-reading more difficult works.
4. Solo performance.
5. Study of band, orchestra, and ensemble literature. As far as possible the study of scales, chords, and interval patterns will parallel the theory courses. The course of study will include the completion of studies, solo pieces, sonatas, and concerti equivalent to the following:

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Flute 113a,b.

Studies: Altes, Berbiguier, Anderson, and Hughes.

Solo literature: Handel and Bach sonatas, Paris Conservatory Solos of medium difficulty.

Flute 213a,b.

Studies: Jeanjean, Kuhlau, Anderson, and Barrere; orchestral studies Wagner and Strauss.

Solo literature: Bach Suite in B-minor; concerti by Mozart, Ibert, Benet; sonatas by Piston and Hindemith.

Oboe 113a,b.

Studies: Andraud, Bleuzet, Brod, and Ferling.

Solo literature: sonatas by Barret, Handel; concertino by Guilhaud.

Oboe 213a,b.

Studies: Lamotti, Gillet, and Verroust; and orchestral studies, Wagner and Strauss.

Solo literature: concerti and sonatas, Handel, Haydn, Goosens, and Hindemith.

Clarinet 113a,b.

Studies: Klose, Rose, Baerman, and Langenus.

Solo literature: Cavallini Caprices, Paris Conservatory Solos of medium difficulty; sonatas by Saint-Saens, Hill, and Mason.

Clarinet 213a,b.

Studies: Klose, Rose, Jeanjean, Perier, and Labanchi; orchestral studies Wagner and Strauss.

Solo literature: concerti by Weber, Spohr, and Mozart; sonatas by Brahms, Hindemith, and Mendelssohn.

Bassoon 113a,b.

Studies: Weissborn, Jancourt, and Oubradous.

Solo literature: sonatas by Saint-Saens, Hurleston, and Lango.

Bassoon 213a,b.

Studies: Weissborn, Oubradous, Gumbert-Weigand; orchestral studies, Wagner and Strauss.

Solo literature: concerti by Mozart, Bruns, and Holebrooke.

Trumpet (Cornet) 113a,b.

Studies: Reinhart pivot system, Kopprasch, Schlossberg, Paudert, and St. Jacombe.

Solo literature: Paris Conservatory Solos of medium difficulty, sonatas by Emmanuel, and Bohme.

Trumpet 213a,b.

Studies: Sackse, Chavanne, Chalier, Petit, and orchestra studies, Wagner and Strauss.

Solo literature: sonatas by Hindemith and Pilss; concerti by Haydn, Jonas, Goedicke, and Vidal.

French Horn 113a,b.

Studies: Franz, Pottag, Hauser, and Horner.

Solo literature: Villanelle by Dukas; Prelude, Lied, and Rondo by Clergue.

French Horn 213a,b.

Studies: Bremond, Alphonse, Gallay, Sansone, Sackse. Orchestral studies.

Solo literature: sonatas and concerti by Bach, Mozart, Beethoven, Strauss, and Atterburg.

Trombone (Baritone) 113a,b.

Studies: Reinhardt pivot system, Rochut, Kopprasch, Vobaron.

Solo literature: Paris Conservatory solos of medium difficulty; concerti by Blasewitsch, Le Clerg.

Trombone 213a,b.

Studies: Rochut, Gaetke, Breard, and orchestral studies of Wagner and Strauss.

Solo literature: concerti by Lauga and Le Clercq, sketch by Techerepnine, sonata by Hindemith.

Tuba 113a,b.

Studies: Bell, Eby, Rochut, and Muller.

Solo literature: concert piece by Paimpare: Air and Boure by Bach-Bell.

Tuba 213a,b.

Studies: Teuchert, Geib, Chamany, orchestral studies by Wagner and Strauss.

Solo literature: concertino by Le Clercq, sonata by Antoniotti.

DIVISION OF FINE ARTS

THEORETICAL SUBJECTS

Professor Cecil

Associate Professor Bowden

Assistant Professor Lyon

Assistant Professor Queen

Assistant Professor Wright

Instructor Putt

122. Fundamentals of Music.

This course is offered primarily for elementary school teachers and for students who are not prepared to enter other courses in sight singing, ear training, harmony, or methods of teaching. Credit for the course is given on the Bachelor of Arts Degree. No credit is offered, however, toward the Music Degrees. This course partially meets the requirements of Public School Music for the Elementary Certificate of Arkansas. It is not open to students concentrating in music. Putt.

134a,b. Theory I.

An integrated study of sight-singing, ear-training, harmony and counterpoint. Three lectures and two laboratories. Queen, Lyon, Putt.

141a,b. String Methods Class.

The student learns to perform on one string instrument—violin, viola, cello or bass viol—with special emphasis on teaching of positions of instrument and bow, and gains a fundamental knowledge of each string instrument. Lyon.

151a,b. Wind Methods Class.

The first semester is spent learning to play one of the wood-wind instruments, with emphasis on teaching wood-wind classes. The second semester is spent learning to play a brass instrument. An elementary knowledge of the percussion instruments is also required in the second semester. Putt.

Ensembles.

Each music major is encouraged to belong to one of the following organizations. No more than four hours credit in ensemble will be allowed toward graduation. A full year of each course must be completed in order to get credit.

130.5a,b. Ouachita Gleemen.

This organization is a chorus for men, which performs music of both sacred and secular character and appears at various campus functions during the year. It is open to all College men.

140.5a,b. Treble Clef Club.

This organization is a chorus for women, which performs music of both sacred and secular character and appears at various Campus functions during the year. It is open to all College women.

150.5a,b. Piano Ensemble.

Study and practice of two-piano literature for four hands and eight hands. To be admitted students must have attained the intermediate grade level in piano. To be arranged. Queen.

160.5a, b. Little Symphony.

The membership of the Little Symphony is selected from the better instrumentalists on the Campus. It participates in College activities throughout the school year.

171a, b. Band.

The College Band plays for all athletic events and gives several concerts during the year. Membership in the Band may be had by tryouts at the first of the year. Students who participate in the Band will receive one semester hour credit for each ~~year~~ ^{Sem.}. No junior-senior credit is allowed for Band work. Putt.

181a, b. College Choir.

The Ouachita College Choir performs a capella and accompanied literature from both sacred and secular repertoires. Fundamentals of voice production, choral techniques, and interpretation are stressed.

202. Fundamentals of Music.

A continuation of Fundamentals 122.

Ed. 232. Public School Music—Materials and Methods (for non-majors).

This course is designed for the teacher in the public schools who must teach some public school music along with general school subjects. It completes the Public School Music requirement for elementary certificate in Arkansas. Prerequisite Music 122.

244a, b. Theory II.

A continuation of Theory I. Prerequisite: Theory I.

263. Church Music I.

The course is for prospective church organists, church choir directors,

DIVISION OF FINE ARTS

educational directors, and pastors. It deals with the music of the Bible, principles of worship, principles of church music, and the combination of music and worship ideals in service planning.

273. Church Music II.

The second course is a historical study of the development of hymn literature.

313. Church Music III.

This course is concerned with the practical aspects of the organization and management of a church music program in a Southern Baptist Convention church.

322a, b. Choral Conducting.

This course is intended to serve the student who is preparing for a career in the field of church music. He will gain a knowledge of baton techniques, conducting procedures, and choral literature.

301. Keyboard Harmony.

Practical application of the work done in harmony. Keyboard resolution of seventh chords, cadences, simple chord progressions, and modulations. To be arranged. Offered 1954-55 and alternate years. Wright.

332a, b. Counterpoint.

Simple counterpoint in two-parts and three-parts, five species. Simple counterpoint in four parts, all species. (Florid melodies as *canti-firmi*.) Double counterpoint. Text: Kitson. To be arranged. Bowden.

333. Survey of Music Literature.

This course has as its purpose the training of intelligent listeners and the developing of proper judgment of values, through the demonstration of music with recordings of masterpieces of music. College students who wish a more critical appreciation of the elements of music may take this course. Second Semester. Putt.

344a, b. Theory III.

An integrated study of form and analysis, orchestration, and conducting. Three lectures and two laboratory periods. Prerequisite: Theory II. Putt, Lyon.

362a, b. Theory V. History of Music.

The first semester of this course is a study of primitive, ancient, and

early Christian music and of the development of polyphony, the early stages of the opera, the oratorio, and instrumental music up to the beginning of the nineteenth century. The second semester is a continuation of Music 362a, and should not be taken before the preceding course. The development of the different forms of music is continued from the time of Beethoven up to the present time including a study of the modern school. Cecil.

400. Graduating Recital.

Candidates for the Bachelor of Music and Bachelor of Music Education degrees will be required to give a graduation recital.

Ed. 405. Directed Teaching.

See description under the Department of Education.

422. Conducting.

The purpose of this course is to give the student a knowledge of the art of conducting. Complete study of music terms, denoting time, expression, dynamics; study of Italian, French, and German musical terms; transposition; score reading; library readings. Practice in the technique of the baton. The latter part of the course is spent in the actual conducting and rehearsing of band, orchestra, chorus, and other ensembles. First semester. Lyon.

432a, b. Form and Analysis.

Critical analysis of form and the harmonic and contrapuntal material found in selected works from Bach, Beethoven, Schumann, Mendelssohn, Chopin, and the contemporary composers. Practical written work in various forms, including simple, two-part and three-part rondo, and sonata forms. To be arranged.

Ed. 442a, b. Materials and Methods in Elementary and Secondary School Music. (for majors) Cecil

This course is designed for the public school music teacher. The first semester deals with the objectives of music education, the study of music to be taught, and methods of teaching school music from the kindergarten through the sixth grade. The second semester deals with the methods of organizing and conducting a junior and senior high school music department, including glee club and instrumental ensembles, and the study of available material for junior and senior high school music. Prerequisite: Music 141a, b; 151a, b.

453. Orchestration.

This course takes up the study of orchestral instruments, their trans-

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posing qualities and technical limitations, tone color, blending qualities of each instrument, and scoring for all combinations of instruments and voices. To be arranged.

Ed. 492. Piano Methods.

For students intending to teach. Thorough drill methods and fundamentals. Presentation of teaching material and study of the piano teacher's problems. First semester. To be arranged. Offered 1954-55. Wright.

474a, b. Theory IV. Composition and Analysis in Large forms.

Advanced contrapuntal techniques. Four lectures. Prerequisite: Theory III.

DIVISION OF HUMANITIES

Chairman: Winfred S. Emmons, Jr.

The Division of Humanities is primarily concerned with the ideas of humankind and their expression in literature. Its purpose is to teach such of these ideas as are found in literature and to integrate them with all of life. What this Division aims to achieve may best be conceived in terms of the Renaissance concept of the complete man. Such an objective demands that the Division of Humanities be, for the most part, a non-specialized division.

Because the Division of Humanities is concerned with ideas, it provides courses in languages, for languages are the vehicles of ideas. The grammar of a language and its lexicon have no purpose except as they are keys to the ideas expressed in that language, and as they may open the barriers that separate us from the ideas of other men. It is assumed that other men may have things to say that we would do well to listen to, whether their language be English, Hebrew, or any other.

Practical considerations, of course, prevent the offering of all languages, or even of many languages, toward the main purpose of this Division. Furthermore, it is not to be expected that any person will become a complete man because he has taken a course in this Division. But it is fully intended that each person who pursues any course in the Humanities will be aided thereby in his own personal quest of completeness, and it is to be hoped that he will conceive a desire to follow that quest further, on his own initiative. The final goal of this Division cannot be achieved in this life, but it is believed that the aspiration and the attempt to reach that goal are what make life worth living.

The Division includes the Departments of English, Foreign Languages, Journalism, and Speech.

1. ENGLISH AND COMPARATIVE LITERATURE

Professor Emmons
Associate Professor Simmons
Associate Professor Holiman
Assistant Professor Kennan
Assistant Professor Allen
Instructor Black

It is the special purpose of this Department to offer courses designed to acquaint the student with the masterpieces of literature in English, and with the relationship of this literature to the whole of Western culture. This purpose finds its most complete expression in the sophomore courses called Humanities, where there is an integrated presentation of Western literatures, art, and music. With this introduction to the integration of the arts as a prerequisite, the more advanced courses are devoted to literature alone.

A secondary purpose of the Department is to develop language skills, which are necessary to all studies. The Communication courses are concerned with the minimum skills required of all students in the College; advanced courses are provided for those who desire a more complete knowledge of the history and structure of the English language than is offered on the Freshman level.

An area of concentration with an English core will include twelve hours of a foreign language and the following English courses: English Literature (353a, b); American Literature (323); Shakespeare (413a or b); History and Development of the English Language (453) or Chaucer (463); and Thesis (451); plus electives. Students following such a program are expected to schedule English 353a, b in the proper order, beginning with the first semester of the junior year, and to observe all prerequisites listed below.

143a, b. Communication.

A course in effective reading and writing, with some attention to speech. English staff.

234a, b. Humanities

An integrated course in literature and the fine arts, covering the period from classic Greece to the present. The purpose of the course is to aid the student to arrive at a greater capacity for appreciation of the arts and of ideas. Holiman.

312. The Drama.

The development of the drama in the West, with emphasis on the literary values in the plays. First semester. Emmons.

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323. American Literature.

A survey of American literature, with emphasis on the major writers and their ideas. Prerequisite: 353a, b. Second semester. Emmons.

332. Creative Writing.

A course in the process of creative writing, based on personal experience and designed for publication. Second semester, when demanded. Kennan.

342a, b. The English Novel.

A study of the development of the English novel, with reading and discussion of representative novels. Offered alternate years with English 422a, b. Holiman.

353a, b. English Literature.

A concentrated survey of the development of English literature from the Old English period to the present, with emphasis on ideas and historical factors as reflected in the literature. Prerequisites: completion of College requirements in Communication and Humanities, or consent of the instructor. Emmons.

362. Advanced Grammar.

An intensified course in grammatical concepts and in sentence analysis, designed primarily for those who intend to teach English. Prerequisite: Completion of 143a, b, with a grade of "C" or better, or consent of instructor. Second semester. Emmons.

413a, b. Shakespeare.

An intensive study of a few plays, with briefer consideration of others. Prerequisite: 353a. Simmons.

422a, b. Great Novels in Translation.

A detailed study of some of the great foreign novels, with analysis of their values as works of art and as interpretations of human nature. Offered alternate years with 342a, b. Holiman.

423. The American Renaissance.

A study of American literature and civilization based on the Transcendentalist movement, Hawthorne, Melville, and Poe. Prerequisite: 323. First semester, alternate years. Offered 1954-55. Emmons.

431. Thesis.

A course in practical scholarly research techniques. Prerequisites: completion of at least two term papers in advanced courses in English or history. Given each semester and arranged individually. Emmons, with assistance of the English staff.

443. Approaches to Poetry.

A course in the understanding and enjoyment of poetry. Students will be encouraged but not required to compose original verse in order to gain some concept of the poetic processes. First semester, alternate years. Offered 1954-55. Emmons.

453. History and Development of the English Language.

A brief survey of the development of English out of the parent languages and of the linguistic processes involved. Prerequisite: 353a or b or consent of instructor. Second Semester, alternating with 463. Emmons.

463. Chaucer.

The shorter poems and the Canterbury Tales. Some attention will be given to the Middle English language, as well as to the literary value of the works studied. Prerequisite: same as for 453. Second semester, alternating with 453. Emmons.

473. The Romantic Movement.

A study of the Romantic movement in England, with parallel readings in the philosophy of Romanticism from the Continental literatures. Prerequisite: 353b. First semester. (Not offered in 1954-55) Emmons.

483. Contemporary Literature.

A study of trends in literature during the twentieth century. Prerequisite: 353b. Second semester. (Not offered 1954-55) Emmons.

2. FOREIGN LANGUAGES

Assistant Professor Gardner

The purpose of the courses offered in this Department is to develop an appreciation of the French and Hispanic cultures through a study of their languages, literatures, and lives. During the first two years, supplementary readings of famous literary works, travelogues, and biographies in translation are added to the necessary study of pronunciation, grammar, and idiomatic expression of the language.

French

223a, b. Elementary French.

The fundamentals of pronunciation and grammar are stressed. Recordings by French phonetics specialists are used for laboratory practice. Selections from standard authors are read on elementary level.

322. Advanced Composition and Conversation.

Individual training in diction, conversation, and advanced grammar. Designed for those wishing to acquire fluency in the spoken language. Prerequisite: 223a, b or equivalent.

343a, b. Intermediate French.

Individual attention is given to the development of accuracy and fluency in reading French literature in the original. Supplementary translations of newspaper articles are required to increase vocabulary and to insure intelligent comprehension of the idiomatic expression of the language. Designed for students with 5 semester hours of college French or 2 or more units of high school French.

332. Contemporary Literature.

Directed reading of outstanding literary works of twentieth century. Magazine material is used in connection with selections from anthologies. Prerequisite: 343a, b.

412a, b. Great Masterpieces.

A study of outstanding works of major French authors from the sixteenth through the nineteenth centuries.

421-4. Advanced Readings in French.

For advanced students who wish to read extensively in a particular field of literature. Students meet individually with instructor. Permission of instructor.

Spanish

223a, b. Elementary Spanish.

Conversational approach is used to stress pronunciation and grammar. Reading on the elementary level is used to stimulate interest in Spanish and Latin American literature.

323a, b. Intermediate Spanish.

Extensive reading of Spanish and Latin American literature on the

intermediate level. Oral ability is increased through resumés and class discussions of material read. Prerequisite: Spanish 223a, b or two years of high school Spanish.

3. JOURNALISM

This department will serve two classes of students: those who intend to go into the professional field of religious or secular journalism and those, such as teachers, preachers, and business people who need a knowledge of the subject as an aid in their vocations. Students in any of the courses may be required to serve on the staff of the Signal.

213. Introduction to Journalism.

A survey of news-value, writing techniques, art-work, feature writing, business methods in newspapers, history, and other aspects of journalism. Prerequisite: English 143a, b with a grade of "C" or better.

223. Reporting.

Fundamental principles of gathering and writing news, with emphasis on accuracy, structure, and style; news-values; news sources; the modern newspaper and the reporter's role; specialized fields of reporting, including society, speeches, and meetings; and interviewing.

313. Feature Writing.

Instruction and practice in writing special feature articles for newspapers and for general and specialized magazines; emphasis on Sunday newspaper features. Theory and practice in selecting ideas, gathering materials, preparing and selling manuscripts; writing different types of articles; and developing the qualities of good writing style. Prerequisite: Journalism 223.

323. Editing.

Theory and practice in editing, including a study of newspaper style, handling of the various kinds of copy, copyreading, headline writing, proof-reading, make-up and layout, staff direction, and general desk work.

412. Public Relations.

For those interested in public opinion and the various media through which it is influenced.

422. Religious Journalism.

This is a study of the principles and techniques of writing copy for newspapers and other printed materials connected with the church program.

The fundamentals of news-values, news gathering, and news writing will be studied. This course is planned primarily for ministerial students, educational directors, church secretaries, and those who plan careers with the church press. Second semester.

4. SPEECH

Associate Professor Rudolph

Instructor Shaw

The courses of study in Speech are planned to give training for those who desire to prepare themselves for the teaching of various phases of Speech, for those desiring to study Speech for its cultural value, and for those going into the professional world who desire to cultivate a greater facility in the forceful and effective expression of their ideas.

Requirements for a core in Speech include the following courses: 113a, b; 212a, b; 333; 343a, b; plus five junior-senior elective hours in Speech.

There are two national honorary fraternities to which Speech students are eligible:

Pi Kappa Delta, national honorary forensic fraternity.

Alpha Psi Omega, national dramatic fraternity.

113a. Fundamentals of Speech.

An orientation course in the field of speech. Emphasis will be placed upon the securing of poise, spontaneity, sincerity, and self-mastery. Credit is allowed on Speech 113b without taking Speech 113a, but no credit is allowed on Speech 113a unless 113b is taken. First semester.

113b. Voice and Diction.

A course designed to establish good habits of speech through analysis of each individual's voice and articulation, class instruction in the development and care of the speaking voice, drills for careful articulation, and application and adaption of this instruction to individual abilities and needs. Emphasis on the development of flexibility, musical quality, audibility, and clarity. Second semester.

212a, b. Oral Interpretation of Literature.

An analysis of material from both intellectual and emotional viewpoints. The purpose of this course is not only to equip students for oral presentation, but also to lead to an appreciation of the spiritual and intellectual values of literature.

322. Dramatic Reading and Platform Art.

Gathering and arranging of program material. Selecting studies from classic literature for public presentation. Admission by consent of instructor. Second semester.

333. Public Speaking.

Theory and practice in composition and delivery of speeches of various types and for various occasions. The aim of the course is to develop the ability of the student to express his ideas effectively under circumstances that arise in the normal course of life. First and second semesters, and summer term.

343a, b. Play Production.

Basic principles involved in the production of plays, including acting, make-up, stagecraft, and directing. Corequisite: English Drama 312.

432. Character Portrayal.

Advanced study of the technique of acting, with special emphasis on the study and creation of character. Second semester.

441-2-3. Applied Play Production.

An opportunity to put into practice the theory learned in Speech 343. Credit is given on basis of one hour for each one-act play produced for the public. Prerequisite 343.

453. Introduction to Speech Correction.

Prerequisite: Junior standing and Speech 113b. An introduction to diagnosis, nature, and problems of various speech disorders. Offered alternate years. Second semester.

Private Instruction.

Adapted to the needs of the individual student. It may consist of corrective work, platform reading, or advanced study in some field in which course work is offered. The private courses are as follows: 102a, b; 202a, b; 302a, b; 402a, b. A fee of \$18.00 is charged for each semester hour.

463a, b. Radio-Television Broadcasting.

This course is designed for speech majors, religious workers, teachers and those interested in the general field of Radio-TV. Class work will consist of lectures and the production of radio and TV programs. Students may participate in the following activities; announcing, newscasting, religious broadcasting, teaching, ethics, writing comedy and drama, directing acting, continuity, programming, music and station management.

DIVISION OF NATURAL SCIENCE

FORENSIC ACTIVITIES

The department sponsors and supervises an extensive program of intracollegiate and intercollegiate debates and other speech contests which provide special training for students with unusual talent.

123. Discussion and Debate.

A course designed for students interested in group discussion and a study of the principles of argumentation and debate, including analysis, briefing, evidence, reasoning, and refutation.

370a, b. Contest Debate.

Same as 371 and 471, but open to sophomores only.

371a, b. Contest Debate.

Prerequisite: 123. Study of the National Debate question for those interested in competition debate.

471a, b. Contest Debate.

Prerequisite: 123. Study of the National Debate question for those interested in competition debate.

DIVISION OF NATURAL SCIENCE

Chairman: Eugene A. Provine

The Division of Natural Science offers instruction in biology, chemistry, physics, mathematics, and home economics. It is the purpose of this Division to provide instruction in the sciences in such a way as to emphasize their cultural value as well as to give practical training designed to lead to a definite vocation. These objectives are stated more specifically in the introductory statements of the several departments.

1. BIOLOGY

Professor Mundie

Assistant Professor Oliver

The Department of Biology aims to develop in the student an understanding of the life processes as they have been explained by science, a comprehension of the importance of living things to one another, and some concept of the methods and limitations of science in the intelligent use of knowledge.

The Department offers courses that are prerequisite to such professions as medicine, dentistry, agriculture, forestry, and related fields. An area of concentration with a core in Biology should include Biology 115 and 125, with twelve hours in courses numbered above 300, as suggested by the head of the department. A student who desires to follow such a program should apply to the Professor of Biology and ask his advice, as soon after the freshman year as possible.

The following courses are recommended for various groups of students: for students interested in Physical Education, Biology 115, 125, and 213; for students interested in both Physical Education and Biology, Biology 314, 323, 333, and 424, in addition to the courses in the preceding list; for students interested in general, liberal arts training, Biology 115, 125, 213, 222, 232, 333, and 424. For teachers and ministers, Biology 115, 125, 222, 232, 244, 314, 323, and 333 are recommended. For Home Economics students, Biology 115 or 125, 213, 222, and 232 are required. For pre-medical and pre-dental students, Biology 115, 125, and 314 are required; in addition, it is recommended that they take 323, 333, and 424.

General Biology. Botany 115. Zoology 125.

The aim of the course is to give liberal arts students a broad cultural background in the general field of biology, as well as to give a good foundation to premedical students and to those specializing in biology. Fundamental biological principles are stressed, and these principles are applied to man whenever possible.

135. Life Science.

A course designed to acquaint the student with basic information in the field of biology. The objective of the course is to help the individual to better understand the world in which he lives. Three lectures, one two-hour period of laboratory work, and one two-hour period of laboratory demonstrations, films, and field trips each week.

213. Human Physiology.

A course designed to acquaint the student with the structure and functions of the human body. Diseases, infection, immunity, and methods of prevention and control are also discussed. Prerequisites: Biology 115, or 125.

222. Bacteriology.

A course dealing with the fundamentals of bacteriology. Emphasis is given to the study of bacteria in relationship to man, to plants, and to animals. Their classification, morphology, physiology, and environmental needs are discussed. Prerequisite: either Biology 115, 125, or Chemistry 115. Lecture only. First semester.

232. Bacteriology.

Laboratory only. The work includes methods for the preparation of culture media, staining, culturing, and some of the more common biochemical reactions. Prerequisites: Biology 222 (bacteriology lecture) and one of the following: Biology 115, Biology 125, or Chemistry 115. First semester.

244. Plant Taxonomy.

A study of the principal groups of plants with reference to their structure, ecological relationship, life histories, taxonomy, and phylogenesis. Laboratory work includes classification, observations, and dissections of typical plant types. This course is recommended to prospective teachers as well as to students specializing in biology. Second semester. Lecture and laboratory.

301. Human Physiology.

Laboratory only. A course designed to acquaint the student with the instruments used in the physiology laboratory. Practical demonstrations are used wherever possible. Only those students who have had or are now taking human physiology lecture are eligible to take this course.

314. Vertebrate Comparative Anatomy.

A course dealing with the vertebrate animals from a phylogenetic standpoint, followed by a comparative study of their anatomy. The laboratory work includes the dissection of certain protochordates, dogfish, *Necturus*, and the cat. Premedical, pretechnical and pre dental students and those interested in biology are invited to take this course. Prerequisite: Biology 115 and 125 and junior-senior standing. A cat is to be furnished by each student. First semester. Lecture and laboratory.

323. Genetics.

This course is designed to develop an understanding of the basic principles and theories of the mechanics of heredity. Prerequisite: Biology 115 and 125. First semester.

333. Heredity and Eugenics.

The relationship of heredity to plant and animal improvement is stressed. Eugenics versus eugenics is discussed. Heredity and some of the race problems of man are surveyed. Prerequisite: Biology 323. Second semester.

414. Histology and Microtechnique.

A comparative study of the primary tissues of vertebrate animals. Histological technique followed by tissue study is taken up in the laboratory. A course of practical value to all biology students, pre dental and pre medi-

cal students, and to future laboratory technicians. Prerequisite: Biology 115 and 125 and junior or senior standing. Offered in alternate years. Lecture and laboratory.

424. Embryology.

A course devoted to a study of the development of the vertebrate embryo from the comparative viewpoint. Cell division, gametogenesis, fertilization, cleavage, gastrulation and organ formation in the frog, chick, and pig are studied. Second semester. Lecture and laboratory.

431-4. Special Studies in Biology.

The subject of this course will vary to suit the needs and desires of students in biology. Given on demand.

2. CHEMISTRY

Professor Provine
Associate Professor McCarty

The first year of Chemistry, courses 115 and 125, is designed for students who desire a knowledge of the science for its cultural value, for its use in related fields, or as a prerequisite for more advanced work in chemistry. Other courses are planned to meet the requirements of those who desire a more thorough knowledge of the subject, to prepare for work in chemistry, medicine, engineering, or other professions.

Students desiring an area of concentration in Chemistry should take the following courses: 115, 125, 213a, b, and 324a, b. The remaining hours are to be selected from 300 or 400 courses. Requirements for a professional course in chemistry are listed on page 36.

115. General Chemistry.

A general introductory course in chemistry. Lectures and recitations three hours, and laboratory four hours a week.

125. General Chemistry and Qualitative Analysis.

The lecture periods are devoted to the theories and calculations involved in elementary qualitative analysis and to general chemistry of the metallic elements. The laboratory work consists of preliminary experiments and the separation and identification of the common cations and anions. Prerequisite: Chemistry 115. Lecture and recitation three hours, and laboratory six hours a week.

205. General Chemistry.

This course is a continuation of Chemistry 115 and is designed for

non-majors in chemistry. It may be used as a prerequisite for Chemistry 224a, b. The laboratory consists of a brief system of cation and anion analysis followed by experiments related to foods, dyes, bleaches, and solvents. Lecture and recitation three hours and laboratory four hours a week. Prerequisite: Chemistry 115.

213a, b. Quantitative Analysis:

A study of some of the general methods of gravimetric and volumetric analysis. Lecture and recitation one hour and laboratory six hours a week. Prerequisite: Chemistry 125. 213a may be taken for credit without taking 213b.

324a, b. Organic Chemistry.

A systematic study of the typical compounds of carbon. Lecture and recitation two hours and laboratory four hours a week. Prerequisite: Chemistry 125 or 205.

344a, b. Physical Chemistry.

An introductory course to theoretical chemistry. Three hours lecture and three hours laboratory per week. Prerequisite: Chemistry 213b, Physics 125, and Mathematics 223a, b.

413. Advanced Physical Chemistry.

Lecture three hours. Prerequisite: Chemistry 344a, b.

424. Organic Preparations.

A study of the more difficult relations of organic chemistry through laboratory preparations. Special emphasis is given to the preparations and purifications of typical dyes and drugs. Prerequisite: Chemistry 324. First semester. (12 hours lecture and laboratory.)

433. Qualitative Organic Analysis.

A systematic identification of organic compounds. This course includes a number of preliminary experiments, followed by unknowns of both pure substances and mixtures. Prerequisite: Twenty-four hours of chemistry. Second semester. (9 hours of lecture and laboratory.)

441-4. Special Studies in Chemistry.

The contents of this course will vary to suit the needs and desires of students in chemistry. Given on demand.

3. HOME ECONOMICS

Associate Professor Thomas
Instructor Jones

The objectives of this department are to prepare young women for the important position of homemaking, and for the vocations that grow out of homemaking activities. The courses are arranged to meet the needs of those students who desire a good foundation in the social, scientific, artistic, and economic problems of the home; for those who wish to enter the commercial field; and for those who wish to follow any career related to the home economics field.

The department of Home Economics also aims to give instruction to students interested in other divisions of the College who may elect courses in home economics as a part of liberal education.

Area of Concentration

The B. A. degree will be conferred upon those with a core in home economics and less than seventeen hours in other Natural Science courses. The B.S. degree will be conferred upon those with a core in home economics and certain specified science courses. The following courses are required of home economics students who desire a B.S. degree.

NUTRITION:		ART:	
213 Foods I	3	113a, b Elementary Design	6
323 Family Meals	3	or	
313a, b Nutrition and Dietetics	6	233a, b Advanced Design	6
		302 Costume Design	2
			8
HOMEMAKING:		SCIENCE:	
333 Marriage and the Family	3	115 or 125 Biology	5
422 Household Problems	2	115 Chemistry	5
433 Home Management	3	213 Biology (Human Physiology)	3
443 Child Development	3	222-232 Biology (Bacteriology)	4
343 Home Planning and Furnishing	3		
353 Home Equipment	3		
CLOTHING:			
113 Clothing I	3		
142 Textiles	2		17
363 Clothing II	3		

Any student anticipating graduate study in foods should take Organic Chemistry. Tailoring 413 or The Infant 403 may be substituted on advice of counselor.

DIVISION OF NATURAL SCIENCE

Home Economics students interested in teaching in non-vocational schools should take the following courses:

- 223 Introduction to Education
- 252 Principles of Secondary Education
- 322 Evaluative Procedures
- 483 Methods of Teaching Home Economics
- 333 Adolescent Psychology or 343 Educational Psychology on Secondary Level
- 405 Directed Teaching
- Geo. 203 Conservation

Description of Courses

113. Clothing I.

The aim of this course is to teach fundamental principles of garment selection and construction, personal grooming, study and use of commercial patterns, principles of fitting, use and care of sewing machines, clothing economics. Lecture one hour, and laboratory four hours a week. Prerequisite or corequisite: Art 113a. First semester. Jones.

142. Textiles.

The purpose of this course is to teach the artistic and economic factors to be considered in selecting materials for clothing and household furnishings. Open to non-majors. Second semester. Thomas.

213. Foods.

The intent of this course is to teach the principles of cookery and food combinations of the everyday diet. The preparation of food, production, cost, selection, nutritive value, and place of various foods in the diet. Lecture one hour and laboratory four hours a week. Second semester. Thomas.

313a, b. Nutrition and Dietetics.

The object of this course is to teach nutritional theory as applied to normal and pathological conditions. The content includes the principles of human nutrition and their application in the construction of dietaries; a study of the effects of inadequate and incomplete diets; and selection of foods for various ages, in health and in illness. Lecture two hours and laboratory two hours per week. Prerequisite: Home Economics 213, Chemistry 205, and Biology 222 and 232. First and second semesters. Thomas.