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Ouachita Baptist University

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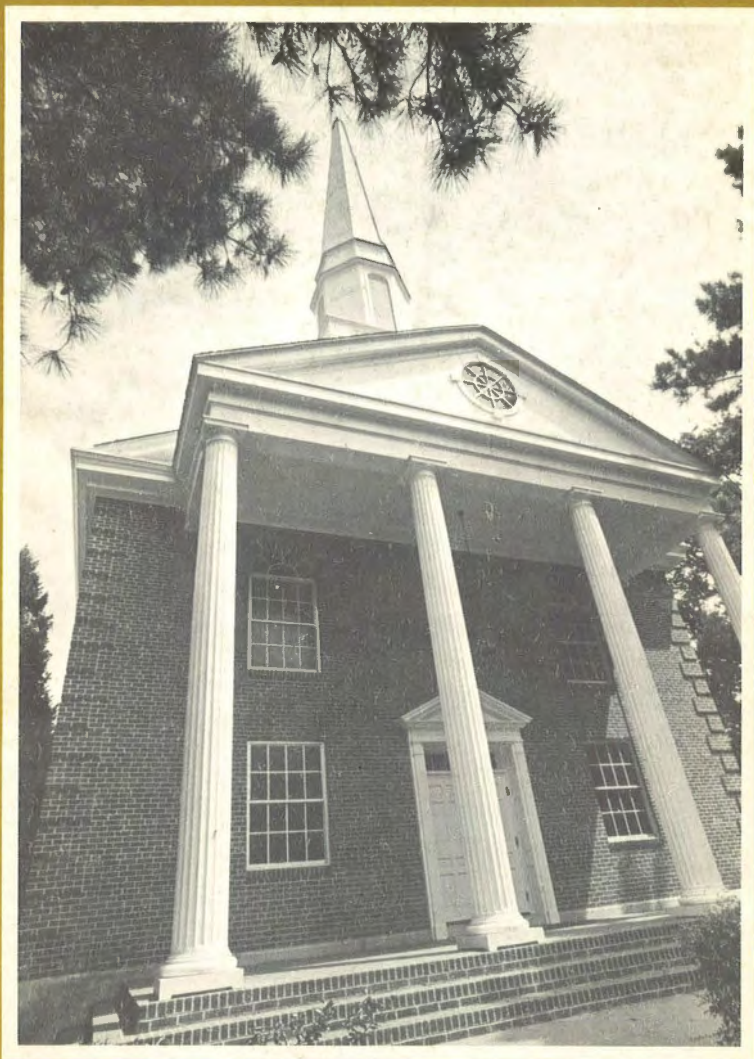
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OUACHITA BAPTIST UNIVERSITY
THE GRADUATE SCHOOL
BULLETIN 1975-76

OUACHITA BAPTIST UNIVERSITY

Graduate Program

Accredited by

North Central Association of Colleges and Secondary Schools

Undergraduate Program

Accredited by

North Central Association of Colleges and Secondary Schools

Teacher Education Program

Accredited by

National Council for Accreditation

Of Teacher Education

On the Elementary and Secondary Levels

MEMBER OF

Association of American Colleges

National Commission on Accrediting

Southern Association of Baptist Schools and Colleges

American Association of Colleges for Teacher Education

National Association of Schools of Music

National Association of Business Teacher Training Institutions

VOLUME XII

AUGUST, 1975

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Bulletin

of

Ouachita Baptist University

Graduate Catalogue Issue 1975

Announcements for 1975-76

Arkadelphia, Arkansas

1975-76

OUACHITA BAPTIST UNIVERSITY

UNIVERSITY CALENDAR

Fall Semester, 1975

August 21-22	Faculty Seminar
August 22, 7:00 PM	President's Hour for Parents and New Students
August 23-24	Freshman Orientation
August 25-27	Counseling and Registration of all Students
August 28	Classes Begin
September 12	Last day to register or add a course
October 6	Six-weeks grades due
October 10	Last day to drop a course
November 25, 5:00 PM to Dec. 1, 8:00 AM	Thanksgiving Recess
December 1	Last day to withdraw from a course
December 15, 16, 17, 18	Final Exams

Spring Semester, 1976

January 12	Faculty Seminar
January 13-14	Counseling and registration of all students
January 15	Classes Begin
January 30	Last day to register or add a course
February 2-6	Christian Focus Week
February 23	Six weeks grades due
February 27	Last day to drop a course
March 4	Last day to file for May graduation
March 12, 5:00 PM to March 22, 8:00 AM	Spring Recess
April 20	Comprehensive Examinations
April 28	Last day to withdraw from a course
May 8	Commencement
May 10, 11, 12, 13	Final Exams

Summer, 1976

May 31-July 2	First Term
June 4	Last day to register or add a course
June 11	Last day to drop a course
June 14	Last day to file for August Graduation
July 5-August 5	Second Term
July 9	Last day to register or add a course
July 16	Last day to drop a course
July 20	Comprehensive Examinations
August 6	Commencement

BOARD OF TRUSTEES

Term to expire 1975:

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Carl Goodson, Th.D.	Vice President for Academic Affairs and Dean of the School of Arts and Sciences
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William Ed Coulter, Ed. D.	Vice President for Administration
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William E. Trantham, Ph.D.	Dean of the School of Music
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Richard Brown, M.A.
Charles A. Chambliss, Ed.D.
Carl Goodson, Th.D., Ex Officio

GENERAL INFORMATION

Origin of the Graduate Program

The Board of Trustees of Ouachita Baptist University on July 24, 1958 authorized a program of graduate studies leading to the Master of Arts degree and on January 14, 1965, a program leading to the Master of Science in Education degree, to begin at such time as the faculty of the University deemed wise.

After a period of intensive study of the need and facilities for such a program, the faculty voted on April 6, 1959, to institute graduate programs in American Civilization and in Religion; the first classes began in September, 1959. Ouachita now awards a degree of Master of Music Education. The Master of Science in Education was initiated in September, 1967. The Master of Science in Education may be earned in one of the following areas: Elementary or Secondary Education.

Aims of the Graduate Program

The Graduate School of Ouachita Baptist University is designed to intensify personal and intellectual growth while preparing the individual to assume a role of leadership in the American society. The general purposes of the program are:

1. To provide students with opportunities and experiences which will contribute toward their intellectual, spiritual, and social maturity;
2. To provide students with opportunities and situations which tend to develop the ability to think critically;
3. To furnish a sound basis for further graduate study.
4. To train teachers for the public schools both at the in-service and beginning levels.

The University recognizes two types of graduate students: first, students who enter and become candidates for a higher degree; and second, students who, after receiving a bachelor's degree, wish to broaden their education without becoming candidates for a higher degree. A maximum of nine semester hours may be earned as a special student.

Administration

The policies of the graduate program are determined by the Graduate Faculty and are administered by the Graduate Council and the Dean of the Graduate School. Departments offering courses in the graduate program include Biology, Chemistry, Education, English, History, Mathematics, Music, Physics, Political Science, and Sociology

THE GRADUATE FACULTY

Graduate Faculty members, in addition to transcript qualifications, are recommended by department and division chairmen to the Dean of the Graduate School and approved by the President. The Dean of the Graduate School is the head of the Graduate Faculty.

Research Facilities

Library. Riley Library, serving both the University and the community, has more than 78,000 volumes, over 1,500 recordings, over 2,000 music scores, and other audio-visual materials. Over five hundred periodicals are received regularly of which the more important are preserved in bound volumes. The library also serves as a depository for Government documents.

Since 1958 the library has maintained a policy of open shelves, making it possible for every student to have direct access to books in the stacks as well as to those shelves in the general reading room. Materials on microfilm, microfiche, and microcard are available. Microfilm and microcard readers are available.

Bibliographic facilities include the American Culture Series, Applied Science and Technology Index, Cumulative Book Index, Bibliographic Index, Historical Abstracts and various special subject bibliographies. Other indexes available are Reader's Guide to Periodical Literature, International Index, Education Index, Business Periodicals Index, Music Index, Essay and General Literature Index, Art Index, and Public Affairs Information Service, as well as numerous special indexes.

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

A new wing now completed provides much-needed additional shelf space, more study carrels, copying services, microfiche research materials and readers, and an audio-visual center.

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

Food and Housing

Graduate students desiring University housing may be accommodated in dormitories and apartments. University food service is available for their use.

Placement

The University placement service will be available to those who enroll in the Graduate School. The Director of Placement will assist students in securing employment.

Fees

Tuition per semester hour	\$30.00
Admission fee (Not refundable)	10.00
Graduation fee, includes rental of the Master's degree hood and cap and gown	35.00
Thesis binding, per copy	4.00
Music Fees	
One lesson per week, per semester	40.00
Two lessons per week, per semester	75.00
Class piano or voice	25.00

Continuing Thesis Fee

The student will be charged a continuing thesis fee beginning with the first regular semester (excluding summer terms) after he has been enrolled for six semester hours of Thesis and has not completed his thesis. This fee for each semester will be equivalent to tuition for three semester hours. The charging of this fee will terminate when the thesis is accepted by the student's Advisory Committee.

Assistantships

Ouachita Baptist University has established several graduate assistantships for students seeking the Master of Music Education and the Master of Science in Education degree. The assistantships will be awarded on the basis of merit. Each assistant will receive a stipend of \$1,485, payable at the rate of \$165 per month, plus tuition for the two regular semesters in the academic year.

The number of assistantships awarded each year will be determined by the need of the University for teaching assistants, finances available for assistantships, and the number of qualified applicants.

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

Graduate assistants' class load for graduate work should be reduced according to the assistants' work load. It is recommended that a full-time assistant pursue nine semester hours of graduate work. A half-time assistant should enroll for no more than twelve semester hours.

Applications for fellowships must be filed with the Dean of the Graduate School or the Dean of the School of Music.

ACADEMIC INFORMATION

Areas of Specialization

Studies leading to two graduate degrees may be taken at Ouachita Baptist University:

1. The Master of Music Education degree.
2. The Master of Science in Education degree.

Admission

An applicant for any of the Master's degrees is admitted to regular, provisional, or special graduate status as follows.

1. **Regular** graduate status will be granted to a student who meets general requirements of the Graduate School and specific admission requirements for the graduate degree which he is seeking. This status will be granted by the Graduate Council. A student is classified in provisional or special status until he is approved for regular graduate status.
2. **Provisional** graduate status may be granted to a student who fails to meet fully the general and specific degree admission requirements. This is a probationary status in which the student must do satisfactory work and demonstrate that he is able to succeed in graduate study. Such a student may petition the Graduate Council through the Dean of the Graduate School for admission to regular graduate status after twelve semester hours of graduate study have been completed. If the Graduate Council approves admission to regular graduate status, credits earned in provisional status may apply toward the degree sought.
3. **Special** graduate status may be assigned to a student who has undergraduate deficiencies and does not plan to meet requirements for a degree but wishes to earn additional credits. Credits earned as a special student may apply for admission to provisional or regular graduate status.

Several general requirements apply to all applicants for admission to graduate study. In addition to the general requirements, certain specific admission requirements exist for each degree. Admission to graduate study does not imply admission to candidacy for a graduate degree.

General Admission Requirements

Each applicant should:

1. Hold the bachelor's degree from an accredited college or university.

2. Provide the Dean of the Graduate School with transcripts of all college and university work and completed application forms at least two weeks before enrollment.
3. Present scores from the Graduate Record Examinations (Aptitude Test) or the Miller Analogies Test to the Dean of the Graduate School. A total score on the Aptitude Test of 800 or a raw score of 30 on the MAT is necessary if the undergraduate record is below a GPA of 2.5 on a 4. scale.
4. Present an academic record which in the judgment of the Graduate Council qualifies him to undertake graduate studies.
5. Present a record of undergraduate training substantially equivalent to that given by Ouachita Baptist University in the specific subject matter field in which the student expects to do graduate work, and present adequate undergraduate training in closely related or supporting subjects sufficient to sustain advanced work in the field of his choice. A student not possessing these qualifications will be required to make up the deficiencies in a manner prescribed by the Graduate Council.

Specific Admission Requirements

1. For the Master of Science in Education.

A student who expects to become a candidate for the Master of Science in Education degree (1) should have completed an undergraduate record with a minimum grade average of 2.5 on a 4.0 scale for all undergraduate work, or if otherwise qualified, demonstrate ability to do satisfactory graduate work during the first semester of his graduate enrollment; (2) must have presented an undergraduate record in Education and/or subject-matter areas substantially equivalent to Ouachita Baptist University's requirements, or be prepared to make up deficiencies as prescribed by appropriate department chairmen, the Director of Teacher Education, and approved by the Dean of the Graduate School.

2. For the Master of Music Education.

Students who expect to become candidates for the Master of Music Education must have presented an undergraduate record substantially equivalent to the Bachelor of Music Education Degree as it is offered by Ouachita Baptist University.

The Graduate music faculty will administer a program of placements tests to all seeking admission to the graduate program in music. Tests will be administered in:

1. Written and aural theory, sight-singing, and melodic, harmonic, and rhythmic dictation.
2. History, literature, and analysis of music.
3. Music education and conducting.
4. Audition in principal applied area.

The tests will be given during or before the student's first enroll-

ment for graduate work. The test results will be used to determine whether a student may be deficient in any given area of music.

Advisory Committee

At the time of the student's admission to graduate studies, the Dean of the Graduate School will appoint a member of the Graduate Faculty as the student's advisor. The advisor will sign the student's trial schedule.

At the time of the student's application for admission to candidacy, the Dean of the Graduate School, in consultation with the student's advisor, will appoint the Chairman of the student's Advisory Committee and two other members. This committee will advise the student in the preparation of his final degree plan and the writing of his thesis. Upon approval of the final degree plan, the student may be admitted to candidacy.

Deficiencies

A student may remove deficiencies in undergraduate prerequisites in both Education and subject-matter areas in ways outlined under the "Requirements for the Master of Science in Education Degree." Student teaching or teaching internship experiences will be required for those who have not met certification requirements. Students with deficiencies are requested to contact the Director of Teacher Education for suggestions on meeting certification requirements.

Requirements for Admission to Candidacy for the Master's Degree

Having met the requirements for regular admission to graduate studies, a student who satisfies the following requirements will be notified of his admission to candidacy by the Dean of the Graduate School.

1. The student must have earned twelve hours of graduate credit with a grade-point average of at least 3.0 and must have completed the course in research. (See page 23 about grades and quality credits.)
2. The student must have maintained the University's standards of personal conduct during his graduate studies.
3. The student must have demonstrated satisfactory proficiency in the use of oral and written English.
4. The student's "Degree Plan" must be completed by the student, approved by his Advisory Committee, and approved by the Dean of the Graduate School. Candidates must meet the professional and scholastic qualifications as determined by the University's Teacher Education Council.
5. The student must submit an "Application for Admission to Candidacy" to the Dean of the Graduate School. (The forms

- for Admission to Candidacy may be obtained from the Dean's office.)
6. The student's "Application for Admission to Candidacy" must be approved by the Graduate Council.

REQUIREMENTS FOR THE MASTER'S DEGREE

Several general requirements apply to all candidates for the Master's degree. In addition, certain specific requirements exist for the two programs.

General Degree Requirements

1. The student must fulfill the requirement for admission to graduate studies and admission to candidacy.
2. A minimum of thirty semester hours must be completed after admission to graduate studies with a minimum grade average of 3.0.
3. At least half of the required semester hours earned must be in 600 level courses.
4. The student must complete all required work for the degree within a period of five years after his enrollment in his first course for graduate credit. A minimum of twenty-four semester hours must be completed at Ouachita Baptist University. No more than six hours of work will be transferred from another institution. No credits below the "B" level will be accepted as transfer work. Any transferable credit more than five years old at the time of transfer must be revalidated by examination. No more than twelve hours may be taken by any combination of transfer, off-campus, or special studies.

Specific Degree Requirements

1. For the Master of Music Education.

In addition to completing the general requirements above, the candidate for the Master of Music Education Degree must complete the following:

All students must pass a keyboard proficiency examination.

All students must pass a performance barrier in their major applied area.

All students are required to participate in a music ensemble.

Required courses in Music Education:

673 Seminar in Research and Bibliography

Eight hours from the following:

512 Vocal Pedagogy

602 Seminar in Music Education

- 612 Seminar in Music Education
- 622 Advanced Conducting
- 632 Instrumental Pedagogy
- 653 Choral Music Methods and Materials

Four hours of music theory courses selected from the following:

- 543 Pedagogy of Theory
- 612 Analysis of Music: 1750-1825
- 622 Analysis of Music: 1825-1900

Three hours of music history courses selected from the following.

- 513 20th Century Music
- 533 American Music
- 603 Advanced Music History

Four hours of applied music (Minimum requirement)

Ten to twelve hours of electives from the following:

- 681-3 Independent Studies

Courses selected from Applied Music, Theory, Composition, History, Literature, Music Education, or Education (600 level courses).

Thesis 693-6.

For students anticipating doctoral studies, thesis is strongly recommended.

The student who elects to write a thesis shall proceed as follows:

(a) The student must present a thesis prospectus to the Chairman of his Advisory Committee. (b) The Student's Advisory Committee will be responsible for determining the acceptability of the student's thesis prospectus. This will be done in a formal meeting of the student with his Advisory Committee. The Chairman of the student's Advisory Committee will notify the Dean of the Graduate School of the Committee's decision, and a copy of the student's final prospectus, signed by the Committee will be attached when the Committee accepts the prospectus. (c) When the prospectus is acceptable, the Advisory Committee will direct the student in the development of the prospectus into a completed thesis. A standard manual of style such as Campbell's *Form and Style in Thesis Writing* or Turabian's *A Manual for Writers* shall be used in writing the thesis. (d) One copy of the thesis signed by all members of the student's Advisory Committee will be filed with the Dean of the Graduate School who will arrange a review seminar composed of the student's Advisory Committee, an additional graduate faculty member appointed by the Dean as a reader, and the Dean of the Graduate School, to determine the status of the thesis. (e) Three copies of the approved thesis and three copies of an abstract of less than 600 words must be filed by

the Chairman of the student's Advisory Committee with the Dean of the Graduate School at least 14 days before the date on which the student expects to graduate. A final oral exam covering the thesis and the student's general music background must be satisfactorily passed.

Students who elect not to write a thesis must complete 34 hours of course work in music. Final written and oral comprehensive exams must be satisfactorily passed.

2. For the Master of Science in Elementary Education.

In addition to completing the general degree requirements, the candidate for the Master of Science in Education degree in Elementary Education must complete:

1. A minimum of twelve semester hours of graduate credit in Education. This must include Education 673 and six semester hours of graduate work in specialized Elementary Education. Education 673 must be completed prior to admission to candidacy.
2. A minimum of twelve semester hours in subject-matter areas: English, Natural Sciences, and Social Studies. A student's subject-matter area (or areas) will be determined by the needs of the student with the approval of the chairman of his Advisory Committee.

3. For the Master of Science in Secondary Education.

In addition to completing the general degree requirements, the candidate for the Master of Science in Education degree in Secondary Education must complete:

1. A minimum of nine semester hours of graduate credit in professional Education, including Education 673. Education 673 must be completed prior to admission to candidacy.
2. A minimum of eighteen semester hours of graduate work in the student's subject-matter areas of desired endorsement: English, Natural Sciences, and Social Studies. The eighteen semester hours must be in no more than two fields, and a minimum of twelve semester hours must be taken in one field.
3. Electives to complete a minimum total of thirty semester hours. Electives may be either in Education or in a subject-matter field.

4. Subject-Matter Areas.

Subject-matter areas include English, Natural Sciences, and Social Studies.

The student in Elementary Education must choose a minimum of twelve semester hours in subject-matter areas. These areas will be

determined by the needs of the student with the approval of the Chairman of his Advisory Committee and the Director of Teacher Education.

The student in **Secondary Education** must choose a minimum of eighteen semester hours in subject-matter areas. These eighteen semester hours must be in no more than two fields, and a minimum of twelve semester hours must be taken in one field.

Time of Registration

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

In registering, the student is expected to consult with the chairman of his Advisory Committee, develop a tentative schedule, fill out registration and class cards, and arrange payments with the Business office.

Changes in Registration

After a student and the chairman of his Advisory Committee have arranged a semester's study program, changes in it are not encouraged. Any change of course during the first two weeks involves a fee of five dollars for each course. Beginning with the third week, a student may not add a new course. A change in registration requires the written permission of the student's committee chairman and the Dean of the Graduate School. Permission to add or drop a course during the first three weeks of a semester may be granted by the Dean of the Graduate School. In cases of unusual circumstances students may secure permission to drop a course after the three-week period by making application to the Dean of the Graduate School. If a course is dropped without permission, a failure is recorded. Even when permission is granted, a failure is recorded if the student is below a passing grade in the course at the time it was dropped. Credit will not be given in a course for which a student has not officially registered.

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

The Student's Academic Load

The maximum load for the graduate student during the fall or spring semester is fifteen semester hours. There are no exceptions to

this regulation. If a graduate student is working on or off campus, he should consult the Dean of the Graduate School about his academic load and should not plan to take more than six hours of academic work during any semester. A normal load is nine hours.

Grades and Quality Credits

Scholastic achievement at Ouachita is rated on a four-point scale and is indicated by these symbols:

A is equivalent to four quality credits per semester hour and denotes excellence, the quality of work expected of superior students doing their best work.

B is worth three quality credits per semester hours and indicates better than average work.

C is worth two quality credits per semester hour and indicates average but satisfactory work of the average student.

D carries one quality credit per semester hour and indicates passing but unsatisfactory work.

F indicates failure to achieve a passing quality of work. An F may not be removed from the record. It may be offset only by taking the course regularly in class again.

I indicates that a student's required work is incomplete and is given at the discretion of the instructor for good and sufficient reason. A grade of "I" automatically becomes "F" unless the deficiency is made up during the next semester the student is in residence. A grade of "I" must be made up within one year as a maximum.

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

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

Withdrawal from the University

A student may withdraw voluntarily or at the request of the University. He may be asked to withdraw if: (a) his actions or attitudes are unworthy of a good campus citizen; (b) his scholastic record falls below normal expectations; (c) his financial record is unsatisfactory to the University.

When the student withdraws for any reason, he is expected to report to the Dean of the Graduate School, to the Registrar, and to the Business Office before he leaves the campus. Checkout clearance will help to prevent any damaging additions to his official record.

COURSES OF INSTRUCTION

Courses numbered 600 to 699 are restricted to graduate students. Courses numbered 500 to 599 may be taken by graduate students on the approval of the Dean and the student's Advisory Committee and with the understanding that additional work beyond that required of undergraduates will be required of graduate students.

The second digit denotes the normal course sequence. The last digit indicates the number of credit hours for the course.

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

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

General Courses

661-6. Graduate Institute or Workshop.

Provides graduate students with intensive study in selective theoretical or methodological aspects of education or music. A student may take this course more than one time, but the total credit cannot exceed six semester hours.

681-3. Independent Studies.

Advanced research for graduate students concentrating in education or music.

693-6. Thesis.

Optional. (See statements concerning "Continuing Thesis Fee" on page 7).

MASTER OF MUSIC EDUCATION

The specific purposes of the graduate program in music are:

1. To lead the student to develop musicianship by a comprehensive study of music history, music theory, music literature, and performance practices.
2. To lead the student to creative activity in the field of music.
3. To encourage the student to inquire into the elements of music, especially the elements of music of the present age.
4. To help prepare the student for a career in public school music.

Applied Music

551.5 or 553. Piano, Organ, Voice, Brass Instruments, Woodwinds, Strings, Percussion. On Demand.

Advanced applied study for graduate students. For one and a half hours credit, one private lesson per week; for three hours credit, two private lessons per week. Jury exam required.

Music Education

512. Vocal Pedagogy.

Psychological and physiological problems in the teaching of voice production. Instruction and supervision in the mechanics and methods of teaching private and class voice are presented. **Fall, Summer.**

522. Piano Pedagogy.

A study of drill methods, fundamentals, teaching materials, and principal problems of piano teaching. **Spring, Summer.**

602. Seminar in Music Education.

A comparative study of previous and existing philosophies in music education. **Fall, Summer.**

612. Seminar in Music Education.

A study of the psychological and subjective elements of music and their relationship to music teaching. **Spring, Summer.**

622. Advanced Conducting.

An advanced study of vocal and instrumental conducting. **Spring.**

632. Instrumental Pedagogy.

A study of techniques, methods, and materials of band and orchestral instruments. **Fall.**

633. Choral Music Methods and Materials.

A study of techniques, methods, and materials for the choral music program. **Spring.**

642. Choral Literature.

A chronological study of choral literature from the Renaissance period to the present with attention given to form of composition and style of performance. **On demand.**

673. Seminar in Research and Bibliography.

A study of theory and methods of research in music education. A study of bibliography of important music sources. **Fall, Summer.**

Music Theory and Composition

Theory and Composition

543. Pedagogy of Theory.

A course in the teaching of theory. **Spring, Summer.**

600. Theory Review

Review of undergraduate harmony and ear training for those failing to meet the required entrance standards. 3 hours. No credit. **On demand.**

612. Analysis of Music: 1750-1825.

A study of the expressive and unifying techniques in Classical music. **Fall, Summer.**

622. Analysis of Music: 1825-1900.

A study of the expressive and unifying techniques in Romantic music. **Spring, Summer.**

652. Advanced Composition.

Intensive work in free composition in twentieth century idiom. Prerequisite: Music 402a,b, or approval of the instructor after original compositions have been submitted. **On demand.**

History and Literature

513. Twentieth Century Music.

A survey of the trends in Western music of the Twentieth Century. Extensive listening to recorded music is required. **Fall.**

533. American Music.

A study of American music from 1620 to the present; basically, an account of the music written in America and its impact upon American civilization. **Spring.**

603. Advanced Music History.

A detailed exploration of the periods of music history by means of individual research and written reports. **On demand.**

MASTER OF SCIENCE IN EDUCATION

The general purpose of Ouachita's graduate program in teacher education is to improve the overall competence of persons engaged in elementary or secondary education. More specifically the program is designed:

1. To enable the student who has the baccalaureate degree with a liberal arts background to qualify to teach in elementary or secondary schools;
2. To permit the student with the baccalaureate degree who has met requirements for certification to enrich and expand his knowledge in his major subject-matter area(s) and develop his competencies in the teaching-learning process;
3. To enable a teacher to qualify to teach at a different level, e.g., a secondary teacher may wish to qualify to teach in elementary schools;
4. To strengthen the in-service teacher by up-dating both his knowledge of subject-matter area(s) and by increasing his competencies in the teaching-learning process;
5. To give the experienced teacher the opportunity to meet requirements of local school in-service programs and/or legal provisions for the renewal of a teaching certificate;
6. To give the student a working knowledge of scholarly research techniques so that he may analyze various studies and be able to draw logical and practical conclusions from such investigations;
7. To give the student flexibility in planning for his particular needs;
8. To provide the student with a sound basis for additional graduate work in education and subject-matter areas.

Elementary Education

543-6. Practicum in Early Childhood Education.

Opportunities for observation, participation and teaching in kindergarten under direct supervision.

456. Practicum.

For graduate students who have not completed student teaching. For undergraduate credit only.

561-3. Contemporary Problems in American Education.

This is a workshop concerned with the problems of compensatory education and current issues in American education.

603. Advanced Educational Psychology.

This course stresses the various theories of learning and their application in the classroom. Emphasis is given to problems in learning and motivation.

613. Advanced Child Growth and Development.

The development of the child from birth through the sixth grade with special emphasis on the school-age child and his physical, mental, and social growth.

623. Foundation of Reading.

Traces the historical background of formal reading instruction, and proceeds through the developmental stages of the reading process in elementary grades.

633. Psychology of Reading.

A study of psychological principles of teaching and learning as they relate to the reading behavior of elementary pupils.

643. Diagnosis and Correction of Reading Disabilities.

Studies techniques for assessing reading disabilities and steps to be taken in their correction.

653. Trends in Elementary School Curriculum and Teaching

This course evaluates new developments in curriculum organization and in teaching methods applicable to the elementary school.

663. Practicum in Reading Improvement.

Furnishes actual experience in use of practical techniques designed for improving all major areas of the reading process.

673. Educational Research.

Required of all graduate students. Introduces the student to graduate work in education. Lectures pertain to work in bibliography, theory, and methods of research.

681-6. Seminar in Elementary Education.

An analysis is made of the current issues in elementary education. These issues are studied in relation to elementary school organization, administration, and curriculum planning. Each student selects a project or problem as a major center of interest.

693-6. Thesis.

Optional. (See statements concerning "Continuing Thesis Fee" on page 14.)

See page 17 for additional courses.

Secondary Education

456. Practicum.

For graduate students who have not completed student teaching. For undergraduate credit only.

513. Secondary School Curriculum.

The principles and practices in the organization and development of the curriculum for the modern secondary school program are stressed. An intensive study is made of the content, purposes and objectives of the secondary school curriculum.

561-3. Contemporary Problems in American Education.

This is a workshop concerned with the problems of compensatory education and current issues in American education.

603. Advanced Educational Psychology.

This course stresses the various theories of learning and their application in the classroom. Emphasis is given to problems in learning and motivation.

613. History and Philosophy of Education.

A study is made of American education from its historical and philosophical viewpoints. Historical and philosophical data are related to the understanding of learning.

623. Principles of Guidance.

A survey is given of the guidance procedures and techniques as they relate to the classroom teacher in the secondary school.

633. The Teacher and School Administration.

This course deals with the administration and administrative problems from the teacher's point of view; the role of the teacher in school administration is emphasized.

643. Methods.

A study of resources and methods in stimulating, guiding, and directing learning and trends in organization for teaching. It is recommended that this course be taken concurrently with Educ. 496H or 496E.

673. Educational Research.

Required of all graduate students. Introduces the student to graduate work in education. Lectures pertain to work in bibliography, theory, and methods of research.

681-6. Seminar in Secondary Education.

Concentrated courses concerning problems and trends in secondary education, the organization and administration of the curriculum, the philosophy and science of the teaching-learning process, and secondary subject matter areas such as social studies, mathematics, sciences, and English.

693-6. **Thesis.**

Optional. (See statements about "Continuing Thesis Fee" on page 14.)

See page 17 for additional courses.

Courses of Instruction in Subject-Matter Areas

ENGLISH

503. The British Novel.

A survey is made of the British novel with special attention being given to twelve to fifteen representative novels.

513. The American Novel.

A survey is made of the genre with a study in depth of twelve to fifteen representative American novels.

523. History of the English Language.

Beginning with a study of the Indo-European Languages, the course presents the various influences of Old English and Middle English upon the development of the English language of today. **Fall.**

533. Chaucer.

A preliminary study of Chaucer's language is followed by reading *Canterbury Tales* and minor poems with attention to the Middle English types and values of the works. **Spring.**

543. Shakespeare.

A study of the plays of Shakespeare. **Fall.**

603. Seminar in British Literature.

The specific area of study will be announced in the current schedule and will be determined by the needs of students and the interests of the instructor. May be taken more than once for credit provided the topics are different.

623. Seminar in American Literature.

The specific area of study will be announced in the current schedule and will be determined by the needs of students and the interests of the instructor. May be taken more than once for credit provided the topics are different.

643. Seminar in World Literature.

The specific area of study will be announced in the current schedule and will be determined by the needs of students and the interests of the instructor. May be taken more than once for credit provided the topics are different.

THE NATURAL SCIENCES

BIOLOGY

514. Histology and Microtechniques.

Lecture and laboratory dealing with primary tissues of vertebrate animals. A practical course for laboratory technicians, pre-medical students, and other biology students. Spring 1973 and on demand.

524. Developmental Biology.

A comparative study of the development of the vertebrate embryo. Cell division, gametogenesis, fertilization, cleavage, gastrulation, and organ formation in the frog, chick, and pig are studied. Lecture and laboratory. Spring, 1972 and on demand.

591-4. Individual Study, Group Study, Research.

623. Biology for Public School Teachers.

A study of the development of fundamental biological principles and theories, their relationships to each other and to other areas of the natural sciences.

See page 17 for additional courses.

CHEMISTRY

504. Modern Organic Chemistry.

A course in modern synthetic methods and modern methods of identifying organic compounds. This course emphasizes the use of chemical literature and modern equipment. More complicated reaction mechanisms are also treated.

514, 524. Physical Chemistry.

An introductory course to theoretical chemistry. Lecture three hours, laboratory three hours per week. Prerequisites: Physics 203 and 213; Mathematics 224; prerequisite or corequisite: Chemistry 204.

554. Physical Chemistry.

An introductory physical chemistry course. This course includes pertinent topics in calculus and treats thermodynamics, kinetics, and various topics from electrochemistry and radiochemistry. Lecture three hours, laboratory three hours per week. Prerequisite: Chemistry 204.

571-4. Special Topics in Chemistry.

This course is varied to suit the interest of the student. Given on demand.

Contemp. Prog. in BIOC.
BIOL. THEORIES.
PRINC. OF TAXONOMY.

Microbiology for Sec. Teachers

623. Advanced Quantitative Analysis for Teachers.

Modern analytical techniques and applicable theory. This course treats instrumental methods and analytical techniques which will best help the teacher to understand topics he must teach and gives him an appreciation of modern chemical laboratory work. Lecture two hours, laboratory three hours per week. Prerequisite: Chemistry 204.

633. Advanced Inorganic Chemistry for Teachers.

Descriptive inorganic chemistry and theories of atomic and molecular structure. The elements are treated in periodic groupings and the theories are so correlated as to help the students make predictions about chemical phenomenon. Lecture three hours per week. Prerequisite or corequisite: Chemistry 454.

643. Advanced Biochemistry for Teachers.

A continuation of Chemistry 423 treating blood, chemistry of respiration, metabolism and nutrition. Prerequisite: Chemistry 423.

651. Biochemistry Laboratory.

Procedures and techniques of preparation and analysis of biochemical materials. Prerequisite of corequisite: Chemistry 643.

663-664. Physical Science for Teachers.

This course provides for the teacher an exploration of the basic concepts and principles of chemistry, geology, physics, and astronomy. Stress is placed upon the way in which scientific laws and theories are evolved. A foundation is given for understanding the importance of science and scientific problems of national importance.

See page 17 for additional courses.

MATHEMATICS

503. Differential Equations.

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

523. Advanced Calculus I.

A more theoretical treatment than is provided by the basic Calculus courses. Topics include limits and continuity, derivatives and differentials, power series, functions of several variables, partial differentiation and implicit functions. Fall, 1975 and alternate years.

533. Advanced Calculus II.

Continuation of Mathematics 423. The course covers various topics concerning integrals, including integrable functions with discontinuities, iterated integrals, stieltjes integrals, double and triple integrals, improper integrals and integration over a surface. Spring, 1976 and alternate years.

553. Advanced Fortran Programming.

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

563. Linear Algebra.

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

573. Introduction to Topology.

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

PHYSICS

503. Mechanics.

A study of the fundamentals of mechanics as applied to particles, systems of particles, and rigid bodies including harmonic oscillators and central force fields. Prerequisites: Physics 203 and Differential Equations. **Fall.**

513. Atmospheric Physics.

A study of the physical principles involved in meteorology. Prerequisites. Physics 113 or 213 and Calculus III. **Fall.**

523. Thermodynamics.

A study of the basic principles of classical thermodynamics and statistical mechanics. Prerequisites: Physics 113 or 213 and Calculus III. **Fall.**

531. Physics Laboratory.

Experiments in atmospheric physics and thermodynamics. Co-requisite: Physics 413 or 423. **Fall.**

543. Introduction to Quantum Mechanics.

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

553. Mathematical Physics.

Mathematical methods applied to physics. Prerequisites: Physics 213 and Differential Equations. **Spring.**

561. Introduction to Physics Research.

To introduce the student to the theory, techniques and methods of laboratory and library research. Prerequisite: 18 hours of Physics. **Spring.**

591-4. Individual Study, Group Study, Research.

This course is offered to provide competent students with an opportunity to do independent study and research or to study special topics. Prerequisite: Fifteen hours of Physics, Junior standing, permission of the supervising faculty member, meet the requirements on page 43 of the catalog and filing a copy of the prospectus with the departmental chairman. On demand.

663-664. Physical Science for Teachers.

This course provides for the elementary teacher an exploration of the basic concepts and principles of chemistry, geology, physics, and astronomy. Stress is placed upon the way in which scientific laws and theories are evolved. A foundation is given for understanding the importance of science and scientific problems of national importance.

See page 17 for additional courses.

THE SOCIAL SCIENCES

HISTORY

513. History of Russia.

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

523. Twentieth Century Europe.

Causes and results of World War I, the search for a permanent peace, the rise of totalitarianism, World War II, the Cold War and the search for security in an irrational world. Spring, 1976 and alternate years.

533. The History of Black Americans.

This course relates the black experience from the African slave trade to the Civil Rights Revolution. It examines the condition of black people during the colonial period; the institution of slavery; the situation of free black people before the Civil War; the development of the black community during the late 19th century; the northward migration in the 20th century; and the recent tensions between the struggle for integration and that for a black identity. Fall, 1975 and alternate years.

543. Renaissance and Reformation.

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

553. The United States in the Twentieth Century.

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

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

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

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

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

583. The American South.

A survey of the history of the American South from colonial times to the present, emphasizing those political and social traits that make the region a cultural province conscious of its identity. Spring, 1976 and alternate years.

593. Civil War and Reconstruction.

Social, political, economic, and intellectual backgrounds of the war; the military operations; analysis of Reconstruction; rise of big business, its influence on the growth and politics of the nation; reform movements in labor, agriculture, and politics. Fall, 1975 and alternate years.

623. Professional Seminar.

Special topics which will vary from semester to semester. Topics include: Vietnam, History of American Sectionalism, Revolution in the Modern World, Imperialism, Civil War and Reconstruction, The New Deal, Nationalism, Marx, Darwin, and Freud. Because a different topic will be offered each semester, the course may be repeated once for credit. Students will read a great quantity of original sources and scholarly analyses and will offer their own interpretations. On demand.

633. Research Seminar.

Introduction to the methods and materials of historical research and writing; directed research in special topics designed to acquaint students in history with library use, note-taking, preparation of bibli-

ography, the nature, use, and criticism of documents, and preparation of manuscript. On demand.

See page 17 for additional courses.

POLITICAL SCIENCE

503. American Politics: Parties and Elections.

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

513. American Political Thought.

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

523. Constitutional Government and the Free Enterprise System.

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

533. Western Political Heritage: Concepts of Political Philosophy.

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

553. American Diplomacy.

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

563. Comparative Political Systems.

An intensive analysis will be given of the varied theories and systems of government and how they confront each other, with special emphasis on comparison and competition with the United States.

573. The Politics of Developing Nations.

The social, economic, cultural, and political background of emerging and underdeveloped nations and areas of the world will be studied and compared in order to understand and appreciate their problems and the resulting problems which will affect the United States.

603. Seminar in American Politics to 1865.

An intensive analysis of selected events and times through class participations, individual conferences, and directed research to obtain a more comprehensive understanding of the American political scene.

613. Seminar in American Politics since 1965.

An intensive study of the American political scene in the modern period employing similar class and research techniques. Primary stress will be upon the changing conditions of American political thought and society.

See page 17 for additional courses.

SOCIOLOGY

503. Social Disorganization.

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

513. Social Organization.

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

523. Crime and Delinquency.

An examination of the nature, causes, and treatment of anti-social behavior, including riots, demonstrations, neurotic, psychopathic, cultural, and political crime (war). Relation to broader issues of human personality and social policy are stressed; crime as a form of deviant behavior and its relation to social structure; causes of delinquency are stressed. **Fall, 1975 and alternate years.**

533. The Sociology of Childhood.

The sociological approach to the problem of socialization as it is manifest in parent-child relationships. The course is especially designed for those who plan to work or live with children and want a professional understanding of life as the child sees it. Particular attention will be given to all social or religious agencies which work with children such as the Children's Colony, Church (Day) Child Care

Centers and all Governmental programs such as Head Start and the Early Childhood Development program. **On demand.**

543. Research Problems.

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

603. Race and Ethnic Relations.

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group and minority differences; acquiring prejudice; character structure; reducing group tensions; promotion of social stability; special emphasis is given to a study of the economic, political and social position of the contemporary American Negro. **Fall, 1974 and alternate years.**

613. Social Psychology.

Leadership and the sociological aspects of group influence; the nature and the scope of motives, attitudes norms, and roles in human relations. Personality development, patterning of self-other attitudes, and adaptation to cultural role prescriptions. Character knowledge of one's self as it is related to multiple group membership and maturity. **Spring, 1976 and alternate years.**

See page 17 for additional courses.

THE 1974-75 GRADUATE FACULTY

Dewey E. Chapel, Ed.D., Dean

(Date in parenthesis indicates first year of current tenure at
Ouachita Baptist University)

William Allen, M.A.

Associate Professor of Mathematics

B.S.E., Henderson State College, 1957; M.A., University of
Arkansas, 1965; Northeast Louisiana State University, 1970-
71. (1966)

Thomas Lynn Auffenberg, Ph.D.

Assistant Professor of History

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

Thomas Wayne Bolton, M.M.

Instructor in Music

B.M., Ouachita Baptist University, 1968; M.M., North Texas
State University, 1973. (1973)

Richard Brown, M.A.

Associate Professor of Biology

B.S.E., Arkansas A&M, 1960; M.A., George Peabody College,
1963. (1965)

Charles A. Chambliss, Ed.D.

Professor of Education

B.A., Ouachita Baptist University, 1960; M.Ed., Texas A&M
University, 1963; Ed.D., University of Arkansas, 1969. (1965)

Dewey E. Chapel, Ed.D.

Dean of Graduate School and Professor of Education

B.A., Henderson State Teachers College, 1946; M.Ed., East
Texas State College, 1952; Ed.D., North Texas State Univer-
sity, 1965. (1963)

Dorothy J. Chapel, M.A., M.L.S.

Associate Professor of Library Science

B.S., Henderson State College, 1946; M.A., East Texas State
College, 1952; M.L.S., Texas Women's University, 1965.
(1963)

- Lavell L. Cole, M.A.**
 Assistant Professor of History
 B.A., Northwestern State College, 1966; M.A., *ibid.*, 1968.
 (1969)
- William E. Coulter, Ed.D.**
 Assistant to the President and Associate Professor of Education
 B.S.E., Ouachita Baptist University, 1965; M.Ed., University
 of Arkansas, 1966; Ed.D., *ibid.*, 1971. (1970)
- Wilbur W. Everett, Ph.D.**
 Professor of Chemistry
 B.S., Ouachita Baptist University, 1954; Ph.D., Purdue Uni-
 versity, 1959. (1961)
- Ralph Ford, Ed.D.**
 Associate Professor of Education
 B.S.E., Henderson State Teachers College, 1956; M.S.E., *ibid.*,
 1957; Ed.D., Northeast Louisiana State University, 1974,
 (1968)
- Glen Good, M.S.**
 Assistant Professor of Physics
 B.S., Louisiana Polytechnic Institute, 1963; M.S., *ibid.*, 1964;
 (1970)
- Samuel Ray Granade, Ph.D.**
 Assistant Professor of History
 B.A., Samford University, 1967; M.A., Florida State Uni-
 versity, 1968, Ph.D., *ibid.*, 1972 (1971)
- Raouf J. Halaby, Ed.D.**
 Assistant Professor of English
 B.A., Ouachita Baptist University, 1968; M.S.E., *ibid.*, 1970;
 Ed.D., East Texas State University, 1973. (1973)
- Paul Garnett Hammond, D.M.A.**
 Assistant Professor of Music
 A.B., Morehead State University, 1967; M.C.M., Southern
 Baptist Theological Seminary, 1970; D.M.A., *Ibid.*, 1974.
 (1973)
- Joe Jeffers, Ph.D.**
 Assistant Professor in Chemistry and Biology
 B.A., Ouachita Baptist University, 1966; Ph.D, Purdue Uni-
 versity, 1972. (1972)

Marvin Arnold Lawson, M.M.

Assistant Professor of Music

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

Helen Lyon, M.A.

Associate Professor of Music

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

William Francis McBeth, M.M., D.M.

Professor of Music and Resident Composer

B.M., Hardin-Simmons University, 1954; M.M., University of Texas, 1957; Eastman School of Music, 1962-63, summers 1959, 1960, 1961, 1962, 1964; D.Mus., Hardin-Simmons University, 1971. (1957)

Clark William McCarty, Ph.D.

Professor of Chemistry and Physics

B.A., University of Kansas City, 1937; M.S., University of Nebraska, 1939; B.S.E., Central Missouri State College, 1940; United States Naval Academy Post-graduate School, 1944; M.A., University of Missouri, 1947; Ph.D., *ibid.*, 1953; Oak Ridge Institute of Nuclear Studies, summer 1959; University of Missouri, summer 1961; Manhattan College, summer 1964. (1950)

Betty Jo McCommas, M.A.

Professor of English

B.A., Baylor University, 1953; M.A., *ibid.*, 1954; University of Arkansas, summer 1956, 1956-57, summer 1957; University of Oregon, 1961-62, summers 1961, 1962. (1954)

Richard O. Mills, Ed.D.

Assistant Professor of Sociology

B.A., Ouachita Baptist University, 1968; M.S.E., *ibid.*, 1970; Ed.D., East Texas State University, 1973. (1973)

Winnifred Clyde Mims, Ed.D.

Associate Professor of Education

B.S., Northwestern State University, 1938; M.Ed., Louisiana State University, 1953, Ed.D., McNeese State University, 1970. (1972)

- Gilbert L. Morris, Ph.D.**
Professor of English
 B.A., Arkansas State College, 1958; M.S.E., *ibid.*, 1962; Ph.D. University of Arkansas, 1968. (1962)
- Alex Richard Nisbet, Ph.D.**
Professor of Chemistry
 B.S., University of Texas, 1959; Ph.D., *ibid.*, 1963. (1963)
- Joe F. Nix, Ph.D.**
Professor of Chemistry
 B.S., Ouachita Baptist University, 1961; M.S., University of Arkansas, 1963; Ph.D., *ibid.*, 1966. (1966)
- Victor L. Oliver, Ph.D.**
Professor of Biology
 B.A., Ouachita Baptist University, 1949, M.A., Peabody College, 1950; Ph.D., University of Alabama, 1961. (1966)
- Virginia Queen, M.M.**
Associate Professor of Music
 B.A., B.M., Ouachita Baptist University, 1944; George Peabody College, private instruction with Walter Ihrke, 1945; private instruction with Rudolph Reuter, 1946, 1947, 1948, 1949; M.M., American Conservatory, 1949; American Conservatory, private instruction with Aleta Tenold, summer 1958; study with Norman Shetler in Vienna, Austria, 1967. (1946)
- Randolph Quick, Ed.D.**
Professor of Sociology
 B.A., Baylor University, 1946; M.A., *ibid.*, 1948; University of Texas, 1952-53, 1957-58, summer 1959, spring 1961; Indiana University, summer 1961, spring and summer, 1963; Ed.D., *ibid.*, 1966. (1953)
- James Ranchino, M.A.**
Associate Professor of History and Political Science.
 B.A., Louisiana College, 1961; M.A., Texas Christian University, 1963; University of Wisconsin, 1963-65. (1965)
- Ralph Rauch, M.M.**
Assistant Professor of Music
 B.M., Conservatory of Music of University of Missouri in Kansas City, 1947; M.M., Eastman School of Music of the University of Rochester, N.Y., 1952. (1966)

Bob Cowley Riley, Ed.D.

Professor of Political Science

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

Herman Sandford, Ph.D.

Professor of English

B.A., Baylor University, 1947, M.A., *ibid.*, 1949; *ibid.*, 1950-51; University of Arkansas, spring 1958; *ibid.*, 1958-59; *ibid.*, summer 1960; University of Colorado, summer 1960; University of Arkansas, 1962-63; *ibid.*, 1967-68; Ph.D., *ibid.*, 1968. (1959)

Charles Kenneth Sandifer, Ed.S.

Associate Professor of Biology

B.A., Ouachita Baptist University, 1949; M.A., George Peabody College, 1950; Ed.S., *ibid.*, 1964; Oregon State College, summer 1958; University of Colorado, summer 1960; University of North Carolina, summer 1964; Univ. of Arkansas, 1967-68. (1961)

Donald Monfort Seward, Ph.D.

Professor of Mathematics

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

Jake Shambarger, Ed.D.

Associate Professor of Education

B.S.E., Arkansas Polytechnic College, 1952; Ed.D., East Texas State University, 1971. (1966)

George Everett Slavens, Ph.D.

Professor of History

B.A., University of Missouri, 1955; M.A., *ibid.*, 1957; *ibid.*, 1959, 1960, 1961; Ph.D., *ibid.*, 1969. (1961)

John Edwin Small, M.S.E.

Visiting Assistant Professor of Education

B.S.E., Henderson State Teachers College, 1959; M.S.E., *ibid.*, 1964; George Peabody College for Teachers, Summers, 1961, 1962; North Texas State University, Summers, 1969, 1970; Northeast Louisiana State University, 1970-71; East Texas State University, Summers, 1971, 1972. (1966)

William Trantham, Ph.D.

Dean of the School of Music

B.S., Southwest Missouri State College; 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Indiana University, summer 1958; Ph.D., Northwestern University, 1966. (1960)

Thurman O. Watson, Ed.D.

Professor of Education

B.S.E., Southern Illinois University, 1949; M.A., University of Kentucky, 1950; Ed.D., North Texas State University, 1971. (1960)

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

Associate Professor of Music

B.A., Arkansas Polytechnic College, 1959; M.Ed., University Arkansas, 1961; M.M., *ibid.*, 1964. (1961)

Allen B. Wetherington, Ed.D.

Professor of Education

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

John Howard Wink., Ph.D.

Assistant Professor of English

B.A., University of Southern Mississippi, 1966; M.A., University of Arkansas, 1968; Ph.D., *ibid.*, 1974. (1973)

Charles W Wright, Ed.D.

Professor of Music

A.B., Ouachita Baptist University, 1960; B.M.E., *ibid.*, 1961; M.M.E., *ibid.*, 1964; Ed.D., North Texas State University, 1969. (1964)

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OUACHITA BAPTIST UNIVERSITY SYSTEM

For Information write to

General

R. Frank Taylor, Registrar
Ouachita Baptist University
Arkadelphia, Arkansas 71923

Graduate

Dr. Dewey E. Chapel
Dean of the Graduate School
Ouachita Baptist University
Arkadelphia, Arkansas

School of Music

Dr. William Trantham
Dean of School of Music
Ouachita Baptist University
Arkadelphia, Arkansas 71923

School of Arts and Sciences

Dr. Carl E. Goodson
Dean of School of Arts and Sciences
Ouachita Baptist University
Arkadelphia, Arkansas 71923

This bulletin becomes effective September 1, 1975, and the policies and programs included will continue in force through August 31, 1976. The University reserves the right to revise any of the policies or programs during the period the bulletin is in force if such revision should become necessary. Any amendments or changes during the period will be published in an errata sheet which will be appended to the bulletin.