

Ouachita Baptist University

Scholarly Commons @ Ouachita

OBU Catalogs

University Archives

8-1-1967

Ouachita Baptist University Graduate Catalog 1967-1968

Ouachita Baptist University

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



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

Recommended Citation

Ouachita Baptist University, "Ouachita Baptist University Graduate Catalog 1967-1968" (1967). *OBU Catalogs*. 133.

<https://scholarlycommons.obu.edu/catalogs/133>

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



1
9
6
7

OUACHITA BAPTIST UNIVERSITY

*THE GRADUATE
SCHOOL*

BULLETIN

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 IX

AUGUST, 1967

Published monthly at Arkadelphia, Arkansas, by Ouachita Baptist University.

Entered as second-class matter January 8, 1912, in the Post Office

of Arkadelphia, Arkansas, under the Act of July 15, 1894.

Bulletin
of
Ouachita Baptist University

Graduate Catalogue Issue 1967

Announcements for 1967-68

Arkadelphia, Arkansas

1967

UNIVERSITY CALENDAR

GRADUATE STUDENTS

Fall Semester, 1967

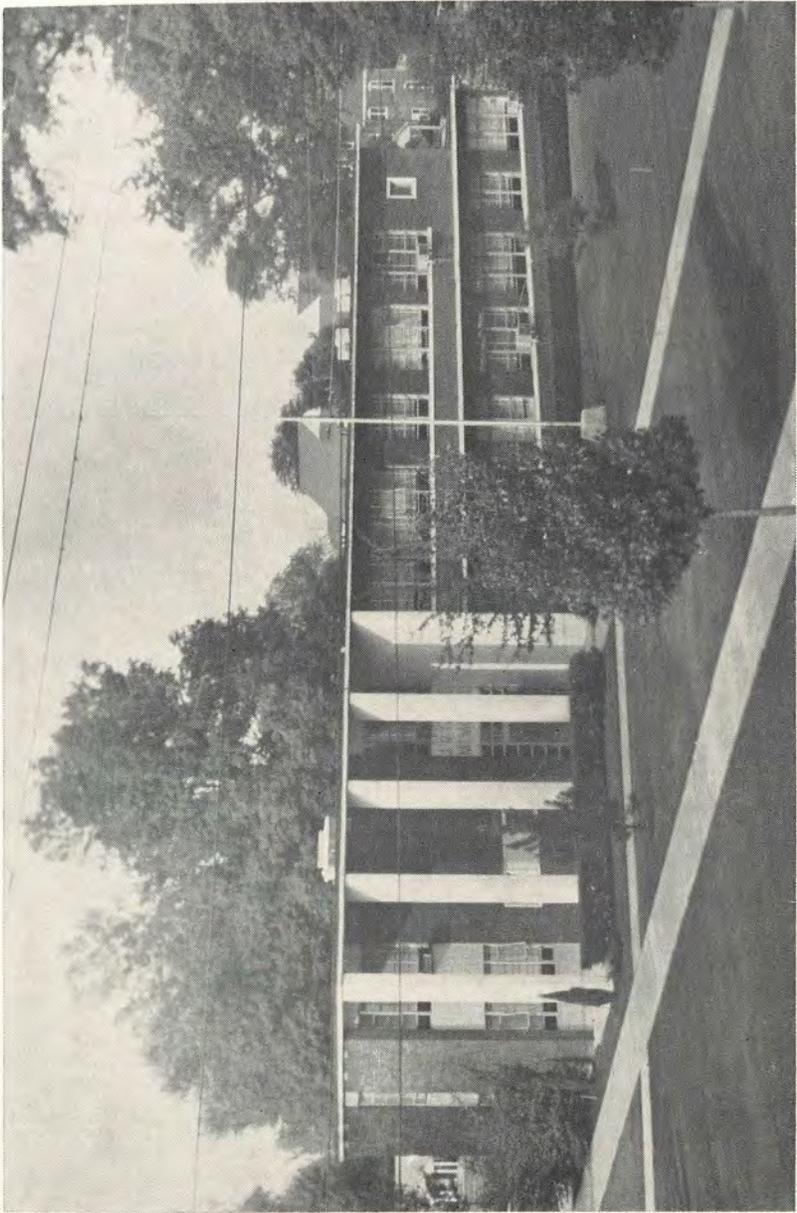
September 1-2	Faculty seminar
September 3	Convocation of all new students
September 4	Counseling of graduate students
September 7	Registration of graduate students
September 8	Classes begin
September 22	Last day to register and last day for changes in registration
November 4	Mid-semester grades due
November 22, 12:00 noon to 27, 7 a.m.	Thanksgiving vacation
December 20, 5 p.m. to January 3, 7 a.m.	Christmas vacation
January 15-19	Final examinations

Spring Semester, 1968

January 22-23	Counseling of all graduate students
January 24	Registration of all graduate students
January 26	Classes begin
February 9	Last day to register and last day for changes in registration
March 11-15	Religious emphasis week
March 12	Last day for filing application for May graduation
March 30	Mid-semester grades due
April 11, 12:00 noon to April 16, 7 a.m.	Spring vacation
May 21-24	Final examinations
May 25	Commencement

Summer, 1968

June 3-July 5	First term
June 15	Last day for filing application for August graduation
July 8-August 9	Second Term
August 9, 5 p.m.	Commencement



UNIVERSITY ADMINISTRATION BUILDING, ARKADELPHIA CAMPUS

Board of Trustees

Terms to expire in 1967:

Charles A. Gordon, Jr., Pine Bluff
Miss Emma Riley, Little Rock
Roy Hilton, El Dorado
Mrs. J. C. Fuller, Little Rock
Wade W. Willis, Magnolia
Jeral Hampton, Booneville
C. S. Williams, Mena
Lloyd Lindsey, Camden

Terms to expire in 1968:

Mrs. J. E. Berry, El Dorado
Walter Yeldell, Hot Springs
Dan Cameron, Fort Smith
Marvin Green, Stephens
George Jordan, Camden
Lehman Webb, Hot Springs
Mrs. Clarence Anthony, Murfreesboro
Robert A. Parker, Camden

Terms to expire in 1969:

Carroll Caldwell, Clarksville
Marlin Gennings, Jonesboro
Kendall Berry, Blytheville
Thomas Keys, Little Rock
Mrs. Robert Gladden, Little Rock
Mason Craig, McGehee
W. C. Hargis, Warren
E. M. Jones, Jr., Texarkana

Administrative Officers

Ralph A. Phelps, Jr., M.A., Th.D. President
Ben M. Elrod, B.A., Th.D. Vice President for Development
Henry C. Lindsey, M.A., Ph.D. Dean of Academics
Howard M. Kinlaw, B.A., Th.D., Ph.D. Dean of the Graduate School
Wayne S. Smith, M.A., B.D. Assistant to the President
Thomas L. Gambrell, B.S.E., D.R.E. Dean of Student Affairs
Laurie Rodgers, M.A. Registrar
James Orr, B.A. Business Manager
Juanita McMillan Barnett, B.A., B.S. in L. S. Librarian

Graduate Council

Howard M. Kinlaw, B.A., Th.D., Ph.D., Chairman
Vester E. Wolber, B.A., Th.D.
William E. Trantham, B.S., B.S.E., M.M., Ph.D.
Bob Riley, M.A., Ed.D.
Paul Root, M.S.E., Ed.D.
Allen Powell, M.A., Ph.D.
Thurman O. Watson, B.S.E., M.A.
Glen E. Kelley, B.A., Ed.D.
James Berryman, B.A., Th.D.

The 1967-68 Graduate Faculty

Howard M. Kinlaw, B.A., Th.D., Ph.D., Dean

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

James Berryman, B.A., Th.D.

Assistant Professor of Religion and Philosophy

B.A., Ouachita Baptist University, 1957; B.D., Southwestern Baptist Theological Seminary, 1960; Th.D., *ibid.*, 1964. (1964)

Martha Virginia Black, B.A., M.S.E.

Assistant Professor of English

B.A., Ouachita Baptist University, 1930; Columbia University, summer 1937; M.S.E., Henderson State Teachers College, 1956; University of North Carolina, summer 1959; University of Arkansas, summer 1961. (1946)

George Truett Blackmon, B.A., Th.D.

Professor of Religion

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

Evelyn Bulloch Bowden, B.A., M.M.

Associate Professor of Music

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

Charles A. Chambliss, B.A., M.Ed.

Assistant Professor of Education

B.A., Ouachita Baptist University, 1960; M.Ed., Texas A&M University, 1963. (1965)¹

¹On leave of absence during 1967-68 academic year.

1967

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

1968

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

Jachin Yin-Man Chan, B.A., Th.M., Ph.D.

Professor of English

Th.B., Hong Kong Baptist Theological Seminary, 1955; B.A., Chung Chi College, Hong Kong, 1957; B.D. and Th.M., New Orleans Baptist Theological Seminary, 1958, 1960; Ph.D., Louisiana State University, 1967. (1966)

Dewey E. Chapel, B.A., Ed.D.

Associate Professor of Education

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

Raymond Arthur Coppenger, B.A., Ph.D.

Professor of Philosophy and Religion

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

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

Vice President for Development and Professor of Religion

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

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

Professor of Chemistry

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

Thomas L. Gambrell, B.S.E., D.R.E.

Dean of Student Affairs and Professor of Religion

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

Carl Edward Goodson, B.A., Th.D.

Professor of Religion

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

Fay Holiman, B.M., M.A.

Associate Professor of Humanities

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

Dennis Holt, M.A.

Associate Professor of Drama

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

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

Professor of Music

B.A.M., Furman University, 1956; M.S.M., Southern Baptist Theological Seminary, 1958; D.C.M., *ibid.*, 1965. (1963)

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

Professor of Secondary Education

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

Howard M. Kinlaw, B.A., Th.D., Ph.D.

Dean of the Graduate School and Professor of Education

B.A., Mississippi College, 1941; Th.D., Golden Gate Baptist Theological Seminary, 1950; Ed.S., George Peabody College, 1958; Ph.D., *ibid.*, 1960. (1967)¹

Marvin Arnold Lawson, B.M.E., M.M.

Assistant Professor of Music

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

Henry C. Lindsey, M.A., Ph.D.

Dean of Academics, and Professor of Speech

B.A., Ouachita Baptist University, 1948; M.A., Louisiana State University, 1951; Ph.D., University of Denver, 1962; National Institute for Academic Deans at University of North Carolina, 1966. (1964)

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)

¹Appointed, Spring semester, 1967.

William Francis McBeth, M.M.

Associate Professor of Music

B.M., Hardin-Simmons University, 1954; M.M., University of Texas, 1957; Eastman School of Music, 1962-1963, summer, 1959, 1960, 1961, 1962, 1964. (1957)

Clark William McCarty, M.S., M.A., Ph.D.

Professor of Chemistry and Physics

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

Betty Jo McCommas, M.A.

Associate 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)

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

Assistant Professor of English

B.A., Arkansas State College, 1958; M.S.E., *ibid.*, 1962; University of Arkansas, summer 1965. (1962)

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

Associate Professor of Chemistry

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

Joe F. Nix, M.S., Ph.D.

Associate Professor of Chemistry

B.S., Ouachita Baptist University, 1961; M.S., University of Arkansas, 1963; Ph.D., *ibid.*, 1966. (1966)

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

Assistant Professor of History

B.A., Ouachita Baptist University, 1953; B.D., Southern Baptist Theological Seminary, 1957; M.A., Louisiana State University, 1957; George Peabody College for Teachers, 1957-59; University of Tennessee, summer 1960; University of Kentucky, summer 1962, 1964-1966. (1959)

Victor L. Oliver, M.A., Ph.D.

Professor of Biology

B.A., Ouachita Baptist University, 1949; M.A., Peabody College, 1950; Ph.D., University of Alabama, 1961. (1966)

Jack W. Patrick, M.A., Ph.D.

Associate Professor of Physics

A.B., University of California, 1955; M.A., *ibid.*, 1957; Ph.D., *ibid.*, 1966. (1966)

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

Associate Professor of Religion and German

B.A., University of Corpus Christi, 1951; B.D., Southwestern Baptist Theological Seminary, 1953; Texas Christian University, 1953-55; University of Basel, 1955-1956; Th.D., Southwestern Baptist Theological Seminary, 1963. (1960)

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

President of the University and Professor of Religion

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

W. Allen Powell, M.A., Ph.D.

Professor of English

A.B., Ferrum College, 1952-53; B.A., Mississippi College, 1954-1956; M.A., University of Mississippi, 1958-1959; Ph.D., University of South Carolina, 1965. (1967)¹

Eugene Almarine Provine, B.A., M.S., Ph.D.

Distinguished Professor of Chemistry

B.A., Mississippi College, 1923; M.S., Louisiana State University, 1925; Ph.D., Ohio State University, 1936. (1962)

Randolph Quick, M.A., Ed.D.

Associate Professor of Sociology

B.A., Baylor University, 1946; M.A., *ibid.*, 1948; University of Texas, 1952-53, 1957-58, summer 1959, spring 1961; Indiana University, summer 1961, spring and summer, 1963; Ed.D., *ibid.*, 1966. (1953)

James Ranchino, M.A.

Assistant Professor of History and Political Science

B.A., Louisiana College, 1961; M.A., Texas Christian University, 1963; University of Wisconsin, 1963-65. (1965)

¹Appointed, Fall Semester, 1967.

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

Associate Professor of Art

B.F.A., University of Alabama, 1949; M.A. *ibid.*, 1950; University of Texas, summer 1960; University of Oklahoma, 1965-1966. (1951)

Bob Cowley Riley, M.A., Ed.D.

Professor of Political Science

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

Paul Root, M.S.E., Ed.D.

Associate Professor of Education and History

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

Herman Sandford, M.A.

Associate Professor of English

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

Charles Kenneth Sandifer, M.A., 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. (1961)

David Edward Scott, M.S.M.

Associate Professor of Music

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

Donald Monfort Seward, M.A., Ph.D.

Professor of Mathematics

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

George Everett Slavens, M.A.

Assistant Professor of History

B.A., University of Missouri, 1955; M.A., *ibid.*, 1957; *ibid.*, 1959, 1960, 1961. (1961)¹

¹On leave of absence during 1966-67 academic year.

Wayne S. Smith, M.A., B.D.

Assistant to the President

B.A., Baylor University, 1951; B.D., Southwestern Baptist Theological Seminary, 1954; M.A., Ouachita Baptist University, 1964; University of Southern Mississippi, 1965-1966. (1966)

William Trantham, B.S., B.S.E., M.M., Ph.D.

Professor of Music

B.S., Southwest Missouri State College; 1951; B.S.E., *ibid.*, 1951; private study with Egon Petri, 1952; M.M., Northwestern University, 1955; Indiana University, summer 1958; Northwestern University, summers 1959, 1961, 1963, 1964; 1964-66; Ph.D., Northwestern University, 1966. (1960)

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

Associate Professor of Education

B.S.E., Southern Illinois University, 1949; M.A., University of Kentucky, 1950; North Texas State University, summers 1961, 1963, 1964, 1966, Fall semester, 1966. (1960)

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

Assistant Professor of Music

B.A., Arkansas Polytechnic College, 1959; M.Ed., University of Arkansas, 1961; M.M., *ibid.*, 1964. (1966)

Allen B. Wetherington, B.A., M.S., 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)

Vester Eugene Wolber, B.A., Th.D.

Professor of Religion

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

James T. Wright, B.A., Ed.D.

Associate Professor of Elementary Education

B.A., Ouachita Baptist University, 1950; M.Ed., University of Arkansas, 1957; Ed.D., University of Arkansas, 1965. (1967)¹

Maude Wright, M.M., M.A.

Part-time Instructor in Education

B.A., Ouachita Baptist University, 1928; M.M., Louisiana State University, 1936, M.A., *ibid.*, 1937. (1966)

¹Appointed, Fall Semester, 1967.

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. In addition, Ouachita now awards a degree of Master of Arts in Music. The Master of Arts in Music may be earned in one of the following areas: church music, music education, or theory-composition. The Master of Science in Education is being initiated in September, 1967.

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 Art, Biology, Chemistry, Economics, Education, English, History, Mathematics, Music, Philosophy, Physics, Political Science, Religion, Sociology, and Speech and Drama.

The Graduate Faculty

The Graduate Faculty is composed of those faculty members who hold the master's degree and at least one year beyond that degree toward the doctorate. 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 65,000 volumes, over 1,300 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 shelved in the general reading room. A special collection of microfilmed materials is located in the Historical Room. Microfilm and microcard readers are available for use of these and for other microfilmed materials.

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 Teachers College of Arkadelphia. Efforts are also made to secure needed materials from other sources according to the American Library Association Code for Inter-Library Loans.

A new wing now under construction will provide 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.....	\$20.00
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	37.00
(except organ)	
Two lessons per week, per semester.....	69.00
(except organ)	
Class piano or voice	25.00
One pipe organ lesson per week.....	47.00
(per semester)	
One electric organ lesson per week, (per semester).....	42.00
Two pipe organ lessons per week, (per semester).....	89.00
Two electric organ lessons per week, (per semester).....	79.00

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.

Fellowships

Ouachita Baptist University has established several graduate fellowships for students seeking the Master of Arts in American Civilization, Master of Arts in Religion, and the Master of Arts in Music degrees. The fellowships will be awarded on the basis of merit. Each fellow will receive a stipend of \$675, payable at the rate of \$75.00 per month, plus tuition for the two regular semesters in the academic year.

There are available a limited number of graduate fellowships for students pursuing the Master of Science in Education degree. To qualified recipients, these fellowships provide \$2,000.00 for the ten-month period plus \$400.00 for each dependent.

Each teaching fellow 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.

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

Applications for fellowships must be filed with the Dean of the Graduate School. Graduate fellowship for students pursuing the Master of Science in Education degree must be applied for in the office of the Dean of the Graduate School.

Academic Information

Areas of Specialization

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

1. The Master of Arts in American Civilization degree with a choice of concentration in one of the following basic areas: American Culture and History, American Language and Literature, or American Society and Thought.
2. The Master of Arts in Music degree.
3. The Master of Arts in Religion degree.
4. 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 to the Dean of the Graduate School two weeks before enrolling. A minimum composite score of 800 on the Aptitude Test (Verbal and Quantitative) is required for regular admission. No person making a score below 700 will be considered for provisional admission.
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 Arts in American Civilization.

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

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

2. 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 cognate 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.

3. For the Master of Arts in Music.

Students who expect to become candidates for the Master of Arts degree in Music must have completed in undergraduate work a minimum of forty-five semester hours in music.

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

4. For the Master of Arts in Religion.

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

Advisory Committee

At the time of the student's admission to graduate studies, the Dean of the Graduate School will appoint the appropriate division chairman to serve as the student's advisor for the first twelve hours of graduate work except for those graduate students pursuing the Master of Science in Education degree. These students will be assigned to the appropriate departmental chairman who will work in concert with the Director of Teacher Education.

Upon admission to candidacy, the student's advisory committee will be named by the Dean of the Graduate School. This committee will advise the student in the preparation of his final degree plan and will direct his thesis.

Deficiencies

A student may remove deficiencies in undergraduate prerequisites in both Education and cognate 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 of Arts 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 seminar in methods of research. (See page 20 about grades and quality credits.)
2. 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.
3. 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.)
4. The student must have maintained the University's standards of personal conduct during his graduate studies.
5. The student's "Application for Admission to Candidacy" must be approved by the Graduate Council.

Requirements for Admission to Candidacy for the Master of Science in Education 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 Educational Foundations 573, Educational Research.
2. The student must have demonstrated satisfactory proficiency in the use of oral and written English.
3. The student must have maintained the University's standards of personal conduct during his graduate studies. Additionally, the student must meet the professional and scholastic qualifications as determined by the University's Teacher Education Council.
4. The student's "Degree Plan" must be completed by the student, approved by his Advisory Committee, appropriate department chairman, Director of Teacher Education, and the Dean of the Graduate School.
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 each of the four programs.

General Degree Requirements

1. The student must fulfill the requirements 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 fifteen of the thirty semester hours earned must be in 500 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.
5. The student must write and successfully defend a thesis as a partial requirement for the Master of Arts degree. In the writing and defense of the thesis the procedure shall be as follows: (a) The student must submit 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. Campbell's **Form and Style in Thesis Writing** will be used as the manual of style in the writing of 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) Four copies of the approved thesis and four 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 fourteen days before the date on which the student expects to graduate.
6. At the completion of course work and residence requirements, the student must successfully complete a comprehensive examination (oral or written or both) which shall be arranged for by the Chairman of the student's Advisory Committee and approved by the Dean of the Graduate School.
 7. If a student is pursuing a Master of Science in Education degree, with the approval of his Advisory Committee, the student may elect to write and defend a thesis, for which six hours of credit will be granted. If the student writes and defends a thesis, the procedure shall be the same as required in other graduate areas.
 8. If the student does not write a thesis, the six semester hours credit for thesis may be applied to the major cognate area, to Education, or to any combination of areas.

Specific Degree Requirements

1. **For the Master of Arts in American Civilization.**
In addition to completing the general requirements above, the candidate for the Master of Arts degree in American Civilization must complete a minimum of twelve semester hours in one of the three areas of American studies and a minimum of six semester hours in each of the two remaining areas of American Civilization.
2. **For the Master of Arts in Music.**
In addition to completing the general requirements above, the candidate for the Master of Arts in Music must complete four semester hours of music theory, three hours of music history, two hours of applied music, three hours of research seminar, six hours of thesis, and the remaining twelve hours in music courses. The major portion of the twelve hours of music courses must be concentrated in one of the following areas: church music, music education, or music theory and composition.
3. **For the Master of Arts in Religion.**
In addition to completing the general requirements above, the candidate for the Master of Arts in Religion will be expected to have, in addition to his major studies in religion, at least six hours and not more than nine hours in American Civilization. The related studies may be considered as a part of the thirty semester hours.

4. 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 six semester hours of graduate credit in Educational Foundations of which three semester hours must be Basic Research in Education 573.
2. A minimum of twelve semester hours of graduate work in specialized Elementary Education.
3. A minimum of twelve semester hours in cognate areas: English, Natural Sciences, and Social Studies. A student's cognate area (or areas) will be determined by the needs of the student with the approval of the chairman of his advisory committee.

5. 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 which will include a minimum of six semester hours from Educational Foundations. Basic Research in Education 573 must be included in these six semester hours. A minimum of three additional semester hours must come from Secondary Education courses.
2. A minimum of eighteen semester hours of graduate work in the student's cognate 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 cognate field.

6. Cognate Areas.

Cognate areas include English, Natural Sciences, and Social Studies.

The student in **Elementary Education** must choose a minimum of twelve semester hours in cognate 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 cognate areas. These eighteen semester hours must be in no more than two areas, and a minimum of twelve semester hours must be taken in one area.

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 two dollars for each day late, up to a total of six 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 after the first week and prior to the fourth week of a semester involves a fee of one dollar. Beginning with the fourth week, a student may not add a new course. A change in registration requires the written permission of the student's 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 normal 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.

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 hour and indicates better than average work.

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

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

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

I indicates that a student's required work is incomplete and is given at the discretion of the instructor for good and sufficient reason. A grade of "I" automatically becomes "F" unless the deficiency is made up during the next semester the student is in residence. A grade of "I" must be made up within one year 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 500 to 599 are restricted to graduate students. Some courses numbered 400 to 499 may be taken by graduate students on the approval of the Graduate 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

Some of the following general courses are either required of every graduate student or are applicable to a student's specific area of concentration for the Master's degree:

561-6. Graduate Institute.

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

573. Research Seminar.

Required of all graduate students. Introduces the student to graduate work in either American civilization, education, music, or religion. Lectures pertain to work in bibliography, theory, and methods of research.

581-3. Independent Studies.

Advanced research for graduate students concentrating in American civilization, education, music, or religion. This course may be taken one time only.

593a,b. Thesis.

Required of all graduate students. (See statement relative to "Continuing Thesis Fee" on page 14. Also, see the section on the Master of Science in Education degree as listed in this bulletin.

American Civilization

The specific purposes of the graduate program in American Civilization are:

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

AMERICAN CULTURE AND HISTORY

Art

423. American Art.

Architecture, painting, sculpture, and other arts of the colonies and the United States. Attention will be given to the impact of American art on American civilization. Spring.

History

403. History of Journalism.

The story of the rapid development of the American press, with emphasis on those who made it great and how it affected the growth of democracy. Fall.

413. Literature of Journalism.

A study of the writings by and about the great American journalists and other practitioners in the field of journalism. Spring.

453. American Foreign Policy.

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

463. American Social and Intellectual History.

Forces, ideas, and issues not usually included in political history. Prerequisite: six hours of history. Fall 1967 and alternate years.

473. The American South.

Economic, political, and social forces making the South a peculiar section, and the problems of the New South will be discussed. Prerequisite: six hours of history. **Fall 1967 and alternate years.**

483. Contemporary American History.

Twentieth century domestic problems, international challenges, and the role of the United States as a world leader. Prerequisite: six hours of history. **Fall 1966 and alternate years.**

503. Seminar in American History to 1865.

513. Seminar in American History since 1865.

Music

433. American Music.

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

AMERICAN LANGUAGE AND LITERATURE

Language and Literature

413. The American Novel.

A survey is made of the genre with a study in depth of twelve to fifteen representative American novels. **Spring 1967 and alternate years.**

423. 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.**

463. Modern Linguistics.

Designed to acquaint advanced students with modern linguistics and its application to the study of contemporary American English. Phonetics, phonemics, morphemics, and transformational grammar will be stressed. **Spring.**

503. The American Tradition in Literature.

A seminar in the development of early American literature. Considerable attention is given to literary criticism of the period.

513. The American Tradition in Literature.

A seminar stressing the development of later American literature. Much attention is given to the criticism of recent American writers and their works.

Drama

413. The American Stage.

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

Speech

403. American Public Address.

A study of the speeches of outstanding American speakers with an investigation of the historical context in which they were made. Prerequisite: 6 semester hours of speech. **Spring, 1966 and alternate years.**

AMERICAN SOCIETY AND THOUGHT

Economics

403. History of Economic Thought.

The nature, importance, and development of economic thought. Analysis of ancient, Biblical, and medieval theories of production and distribution followed by study of modern economic theories. Prerequisite: Six hours of economics or permission of instructor. **Spring 1966 and alternate years.**

413. Comparative Economic Systems.

A comparative study of the theories of capitalism, socialism, communism, and fascism. This course is intended to give the student an appreciation of the American way of life. Prerequisite: Six hours of economics or permission of instructor. **Spring 1966 and alternate years.**

Philosophy

423. American Philosophy.

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

503. Seminar in American Philosophy.

Directed reading and discussion of selected works in various fields of American philosophy. **On demand.**

Political Science

403. American Politics: Parties and Elections.

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

413. American Political Thought.

The problems and thought of select men and historical periods and the discovery of the criticism and formulation of a democratic, constitutional theory. **Spring.**

423. Constitutional Government and the Free Enterprise System.

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

453. American Foreign Policy.

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

463. 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. **Fall.**

473. 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. **Spring.**

503. Seminar in American Politics to 1865. Fall.

513. Seminar in American Politics since 1865. Spring.

Religion

503. The American Church.

A careful study of the various schools of Christian thought in contemporary America, as taught and observed by the major ecclesiastical bodies. **Spring.**

Sociology

413. Social Control.

A basic course in the study of the role that power plays in social organization; a survey of various agencies of social control (economic, political, military) and the methods by which these groups are effective in directing the behavior of others; problems brought about by over-organization (bureaucracy) and under-organization. The democratic vs. the authoritarian method of social control is reviewed extensively. **Spring 1966 and alternate years.**

423. Ethnic Relations.

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group and minority differences; acquiring prejudice; character structure; reducing group tensions; promotion of social stability; special emphasis is given to a study of the economic, political, and social position of the contemporary American Negro. **Fall 1967 and alternate years.**

Music

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 music education, church music, music performance, or music composition.

CHURCH MUSIC

402. Hymnology.

A historical and systematic study of poetic hymns and metrical tunes, with special emphasis on their usage in the Christian church and their influence in cultural history. **Spring.**

412. The Church Organ and Service Playing.

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

422. Church Music Literature.

A course dealing with a survey of solo and choral literature for the church. An organized chronological approach of small and large forms, including oratorio, cantata, and performance practice, with emphasis on style, excellence, and tradition.

512. Seminar in Church Music.

A study of the historical development of church music. **Fall, Summer.**

522. Seminar in Church Music.

An exploration of various philosophies of church music. **Spring, Summer.**

532. Church Music Education.

An advanced study of methods, materials, and practices of church music, with special attention to problems of administration.

MUSIC EDUCATION

412. 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. **Spring, Summer.**

422. Piano Pedagogy.

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

502. Seminar in Music Education.

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

502a,b, or 504a,b, Piano V, Organ V, Voice V, Strings V, Wind Instruments V. On demand.

Advanced applied study for graduate students. For two hours credit, one thirty-minute lesson per week and eight hours practice per week will be required. For four hours credit, two thirty-minute lessons per week and fifteen hours practice per week will be required.

512. Seminar in Music Education.

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

522. Advanced Conducting.

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

532. Instrumental Pedagogy.

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

MUSIC THEORY AND COMPOSITION

Theory and Composition

443. Pedagogy of Theory.

A course in the teaching of theory. **On demand.**

512. Analysis of Music: 1750-1825.

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

522. Analysis of Music: 1825-1900.

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

542. History of Theory.

A study of theoretical practices through important treatises, past and present, dealing with harmony, counterpoint, and composition. **On demand.**

552a,b. 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. **Fall, Spring.**

History and Literature

413. Twentieth Century Music.

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

433. 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.**

503. Advanced Music History.

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

Religion

The specific purposes of the graduate program in religion are:

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

403. Early Epistles of Paul.

A rapid survey of the life of Paul as set out in the latter half of Acts, and a careful study of his early writings as found in letters to the Thesalonians, Corinthians, Galatians, and Romans. **Fall.**

413. Later Epistles of Paul.

A careful study of the prison epistles, Ephesians, Colossians, Philip-
pians; and the pastoral epistles, I and II Timothy, Titus, and Philemon. **Spring.**

423. Johannine Literature.

A careful study of the Fourth Gospel, the epistles of John, and Revela-
tion. **Spring.**

433. Psychology of Religion.

A study of religious consciousness and behavior, both for groups and
individuals. Emphasizing the integration of personality, the course draws
its material from both science and religion. **Spring 1966 and alternate
years.**

443. Living Religions.

A study and evaluation of the living religions other than Christianity.
Spring.

453. Philosophy of Religion.

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

503. The American Church.

A careful study of the various schools of Christian thought in con-
temporary America, as taught and observed by the major ecclesiastical
bodies. **Spring.**

513. Seminar in Basic Christian Thought.

A detailed examination of the basic Biblical ideas used in setting forth the characteristic thought patterns of the Christian religion. Fall.

533-543. Biblical Ethics.

A study of the social teachings of the Old and New Testaments with particular attention given to the relevancy of these principles to contemporary world conditions. 1967-68 and alternate years.

553. Trends in Contemporary Religious Thought.

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

563. Advanced Reading Seminar in Religion.

Directed reading and discussion of definitive works in various fields of the Christian religion. 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 cognate 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 school;
4. To strengthen the in-service teacher by up-dating both his knowledge of cognate 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 cognate areas.

EDUCATIONAL FOUNDATIONS

503. 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.

513. 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.

573. Educational Research.

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

ELEMENTARY EDUCATION

461-3a,b. Contemporary Problems in American Education.

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

523. Basic Concepts of Modern Mathematics.

An intensive study is made of the mathematical concepts in algebra, arithmetic, and geometry for elementary school children.

533. Problems in Language Arts.

An investigation is made of current programs in the teaching of the language arts, especially reading, with concern for problem areas.

543. Elementary School Social Studies.

This course analyzes curricular offerings and new approaches in the teaching of the social studies in grades 1-6. Emphasis is on current literature and research.

553. Trends in Elementary School Curriculum and Teaching.

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

563. Diagnostic and Remedial Techniques in the Basic Elementary School Subjects.

The student is shown how to diagnose and correct problems children have in various elementary school subjects.

573. Principles of Guidance.

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

581-6. 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.

593a,b. Thesis.

Optional. (See statements concerning "Continuing Thesis Fee" on page 16.)

SECONDARY EDUCATION

413. 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.

461-3a,b. Contemporary Problems in American Education.

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

533. 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.

573. Principles of Guidance.

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

581-6. 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.

593a,b. Thesis.

Optional. Three semester hours of thesis may be credited in the student's cognate area. (See statements about "Continuing Thesis Fee" on page 16.)

Courses of Instruction in Cognate Areas

English¹

403. The British Novel.

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

413. The American Novel.

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

423. 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.

433. 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.

¹Courses in American Language and Literature may be taken in this Cognate Area.

443. Shakespeare: The Comedies and Histories.

Students read approximately sixteen plays, discuss them, and do frequent study papers on critical materials available about the more important plays like *Richard III* or *As You Like It*.

453. Shakespeare: The Tragedies and Dramatic Romances.

Students read approximately sixteen plays, discuss them, and write one research paper on a major play like *Hamlet* or *Lear*.

463. Modern Linguistics.

This course is designed to acquaint advanced students with modern linguistics and its application to the study of contemporary American English. Phonetics, phonemics, morphemics, and transformational grammar will be stressed.

503. The American Tradition in Literature.

A seminar in the development of early American literature. Considerable attention is given to literary criticism of the period.

513. The American Tradition in Literature.

A seminar stressing the development of later American literature. Much attention is given to the criticism of recent American writers and their works.

533. Seminar in Linguistics and the Teaching of English.

The purposes of this seminar are (1) to guide the students in reading important works in modern linguistics, and (2) to make application of modern linguistic principles in teaching English in elementary and secondary schools and on college freshman and sophomore levels. The traditional, structural, and transformational approaches to the study of English grammar are critically evaluated. Prerequisites: English 423, History of the English Language, and English 463, Modern Linguistics, or by permission of the instructor.

543. Seminar in World Literature I.

Students read certain representative works in Oriental masterpieces, Hebrew scriptures, the Greek and Roman classics, the medieval romances and plays, and early European Renaissance literature. Emphasis is placed on the critical interpretation of the form and idea of these masterpieces against their political, cultural, and social backgrounds.

553. Seminar in World Literature II.

Students read certain representative works of European and American literature in the late Renaissance period, the eighteenth, nineteenth, and twentieth centuries. Significant works of modern theories of literary criticism to the study of the form and idea of these masterpieces.

The Natural Sciences

BIOLOGY

404. Histology and Microtechnique.

A study of normal vertebrate tissues; selected techniques of tissue preparation for microscopic observation will be studied in the laboratory.

414. Embryology.

A study of cell division, gametogenesis, fertilization, cleavage, gastrulation and organ formation; laboratory work consists chiefly of the study of comparative development of vertebrate embryos.

423. Plant Pathology.

A study of plant diseases with emphasis upon the nature, causes and symptoms of some common diseases, methods of control. Prerequisite: Biology 204 and 234.

424. Entomology.

A study of the classification, structure, physiology, and natural history of insects. Methods of collecting, preserving, and identifying common insects of Arkansas are studied. Lecture, laboratory, and field work.

432. Local Flora.

A study of the characteristics and classification of plants of Arkansas; field and laboratory work consists of collecting and identifying common trees, shrubs, grasses, and herbs.

523a,b. Biology for Elementary 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.

581-3. Independent Study in Biology.

Advanced research for graduate students interested in biology. This course may be taken one time only.

CHEMISTRY

403. Organic Preparations.

A study of the more difficult relationships of organic chemistry, with special emphasis on laboratory preparation and purifications of typical dyes and drugs. Lecture one hour, laboratory six hours per week. Prerequisite: Chemistry 305b.

413. Qualitative Organic Analysis.

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

423. Biochemistry.

An introduction to biochemistry including discussions of natural products, enzymes, metabolism and other physiological processes. Pertinent physicochemical problems are included. Prerequisites: Chemistry 305a,b and 314b (or 354 with consent of the instructor).

433. Atomic and Nuclear Physics.

A study of the structure of matter and of nuclear radiation. Lecture three hours per week. Prerequisite: Chemistry 314b.

441. Atomic and Nuclear Physics Laboratory.

A laboratory study of the properties of some nuclear radiations. Laboratory three hours per week.

454. 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.

463. Radiochemistry.

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

513. Geochemistry.

The study of the abundance, migration, and distribution of the chemical elements in the various parts of the earth. Prerequisite or corequisite: Chemistry 454.

523. 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.

533. 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.

543. Advanced Biochemistry for Teachers.

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

551. Biochemistry Laboratory.

Procedures and techniques of preparation and analysis of biochemical materials. Prerequisite or corequisite: Chemistry 543.

563a,b. Physical Science for Elementary 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.

581-3. Independent Studies in Chemistry.

Advanced research for graduate students interested in chemistry. This course may be taken one time only.

MATHEMATICS

403. Differential Equations.

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

413. Modern Higher Mathematics.

A study of new results, notations, concepts, and ideas which are continually appearing in current and recent mathematical journals. It will cover a wide range of mathematical fields: algebras, function spaces, number theory, real and complex variables, analysis, and topology. Prerequisite: Mathematics 333.

463. Linear Algebra.

A study of vectors, vector spaces, matrices, and determinants. Prerequisite: Mathematics 353.

591-3. Independent Studies in Mathematics.

Individual work on any topic in advanced Mathematics acceptable to the student and the instructor. A written report is required.

PHYSICS

403. Electricity and Magnetism.

A study of the principles of electricity and magnetism, including a mathematical discussion of fields of force, potential, capacitance, resistance, and inductance. Problem solving constitutes a large part of the course. Lecture three hours per week. Prerequisites: Physics 214 and Mathematics 223. For graduate credit, the student must also take Physics 411.

411. Electrical Measurements.

A study of electrical instruments and their use in measurements of current, potential, resistance, inductance, and capacitance. Laboratory three hours per week. Corequisite: Physics 403.

423. Meteorology.

A study of physical principles involved in weather, interpretation of weather maps, exercises in weather prediction. Lecture two hours, laboratory three hours per week. Prerequisites: Physics 214 and Mathematics 223.

433. Atomic and Nuclear Physics.

A study of the structure of matter and of nuclear radiation. Lecture three hours per week. Prerequisites: Physics 214 and Mathematics 223. For graduate credit, the student must also take Physics 442.

441-2. Atomic and Nuclear Physics Laboratory.

A laboratory study of the properties of some nuclear radiations. Laboratory three hours per week. Corequisite: Physics 433.

453. Dynamics.

A study of the laws of motion as applied to particles, systems of particles, and rigid bodies. Selected topics such as the theory of small oscillations and the theory of special relativity will also be studied. Lecture three hours per week. Prerequisite: Physics 214, prerequisite or corequisite: Mathematics 333.

463. Radiochemistry.

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

581-3. Independent Studies in Physics.

Advanced research for graduate students interested in Physics. This course may be taken one time only.

The Social Sciences

HISTORY

423. History of England.

England since William of Normandy, with stress on the ties and developments that have affected the United States. Prerequisite: six hours of history.

433. Twentieth Century Europe.

Europe from 1914 to the present, with attention to the search for national security and international stability. Prerequisite: six hours of history.

453. American Foreign Policy.

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

463. American Social and Intellectual History.

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

473. The American South.

Economic, political, and social forces making the south a peculiar section, and the problems of the New South will be discussed. Prerequisite: six hours of history.

483. Contemporary American History.

Twentieth century domestic problems, international challenges, and the role of the United States as a world leader. Prerequisite: six hours of history.

503. Seminar in American History to 1865.

A readings seminar on various periods, problems, and personalities in American history from colonial times through the Civil War.

513. Seminar in American History since 1865.

A readings seminar on various periods, problems, and personalities in American history from the Reconstruction decade to the present.

523. Readings in European History.

Directed reading and discussion of major topics in European history in light of the needs of the student.

POLITICAL SCIENCE

403. American Politics: Parties and Elections.

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

413. American Political Thought.

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

423. Constitutional Government and the Free Enterprise System.

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

453. American Foreign Policy.

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

463. 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.

473. 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.

503. 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.

513. Seminar in American Politics from 1865 to Present.

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.

SOCIOLOGY

403. Social Pathology.

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

413. Social Control.

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

423. Ethnic Relations.

A survey of the problems arising from the contacts of peoples who differ as to race and culture; perceiving and thinking about group 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.

433. Criminology.

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

513. The Sociology of Education.

The sociological principles as applied to the formal education process are stressed. An analysis is made of interacting patterns relevant to the school, stratification affecting and affected by the school, relationship existing between the school and the various levels of government, and the school in international perspective.

581-3. Independent Studies in Sociology.

Advanced research for graduate students interested in Sociology. This course may be taken one time only.

GRADUATE BULLETIN ERRATUM SHEET

47- Add: 503 Graduate Seminar in Sociology. On demand.

Index

	Page
Academic Calendar	3
Academic Information	18
Academic Load	25
Administration	14
Administrative Officers	6
Admission Requirements, Specific	19
Admission to the Graduate School	18
Advisory Committee, Student's	20
Aims of the Graduate Program	14
American Civilization	28
American Culture and History	28
American Language and Literature	29
American Society and Thought	30
Areas of Specialization	18
Board of Trustees	5
Changes in Registration	25
Continuing Thesis Fee	16
Courses of Instruction	27
Deficiencies	20
Fees	16
Fellowships	16
Food and Housing	16
General Admission Requirements	19
General Degree Requirements	22
General Information	14
Grades and Quality Credits	25
Graduate Council	6
Graduate Faculty	7, 15
Master of Arts in American Civilization	19, 23, 28
Master of Arts in Music	20, 23, 32
Master of Arts in Religion	20, 23, 35
Master of Science in Education	19, 24, 37
Origin of the Graduate Program	14
Placement	16
Registration	25
Requirements of Admission to Candidacy	21
Research Facilities	15
Specific Degree Requirements	23
Thesis Fee, Continuing	16
Time of Registration	25
Withdrawal from the University	26

Ouachita Baptist University System

For Information write to

General

Mrs. Laurie Rodgers, Registrar
Ouachita Baptist University
Arkadelphia, Arkansas 71923

Graduate School

Dr. Howard M. Kinlaw
Dean of the Graduate School
Ouachita Baptist University
Arkadelphia, Arkansas 71923

Camden Extension

Mr. Robert F. Burns, Director
Ouachita University Extension
Center
Old Post Office Building
Camden, Arkansas

School of Arts and Sciences

Dr. Henry C. Lindsey, Dean
Ouachita Baptist University
Arkadelphia, Arkansas 71923

Catalogues published by Ouachita Baptist University in Arkadelphia.

Arts and Sciences Bulletin

Camden Center (Brochure)

Graduate Bulletin

Little Rock Branch (Brochure)

OUACHITA BAPTIST UNIVERSITY
Arkadelphia, Arkansas 71923