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### Philosophy Division Report

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PHILOSOPHY DIVISION REPORT

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An Honors Report  
Presented to  
Dr. Joe E. Nix  
Ouachita Baptist University

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In Partial Fulfillment  
of the Requirements for the  
Honors Program

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by  
Mark Coppenger, Allen Eaton, and Allen Hampton

May 1968

## PHILOSOPHY DIVISION REPORT

In compliance with the Honors Program, the Philosophy Department has completed a comparative study of our department with ten other colleges and universities of similar size. The purpose of this study has been to obtain information by which to evaluate the Philosophy Department and to make suggestions to strengthen the department.

In our study we have been aided by the chairman of our department, Dr. Raymond Coppenger. The ten schools we used in our study were:

1. Hendrix
2. Harding
3. Carson-Newman
4. Wake Forest
5. Mercer
6. University of Arkansas
7. William Jewell
8. Louisiana College
9. McNeese State
10. Oklahoma Baptist University

The first area of comparison was that of academic offerings. We found that our department has the second highest academic offerings of the schools we consulted. The University of Arkansas has the largest number of course offerings, but is also the only school (of the one's we consulted) larger than Ouachita.

The University of Arkansas offers sixty-two hours of Philosophy, while Ouachita offers forty-five hours in the Philosophy Department. The average number of offerings from the nine other schools consulted is twenty-nine.

The second area of our comparison was the number of professors and their educational level. We found the following information:

1. Hendrix has three professors. Each of these has a Ph.D.
2. Harding has two professors. The educational level is one Ph.D., and one M.A.
3. Carson-Newman has two professors with the educational level of one Ph.D., and one Th.D.
4. Wake Forest has four professors. The educational level of these professors is two Ph.D.'s, one M.A., and one B.A.
5. Mercer has three professors. The educational level is one Th.D., one B.A., and one B.D.
6. University of Arkansas has seven professors with the following educational backgrounds: five Ph.D.'s, and two M.A.'s.
7. William Jewell has two professors holding the educational level of one Ph.D., and one B.D.

8. Louisiana College has one professor holding Th.D.
9. McNeese State has one professor holding the Th.D. degree.
10. Oklahoma Baptist University has one professor with a B.D. degree.

Ouachita's Philosophy Department has two professors. The chairman of our Department has a Ph.D. degree, and our other professor has a Th.D. degree.

The third area of our comparison was in the degree or degrees offered by the schools. We found that Louisiana College only offered a minor in Philosophy. We also found that Harding only offered a minor in Philosophy. We found that Hendrix offered a B.A. in Literature and Philosophy, and a B.A. in Religion and Philosophy. We found that Carson-Newman offered a B.A. in Sociology and Philosophy combined. The rest of the schools offered B.A.'s in Philosophy. The University of Arkansas offered a M.A. and a Ph.D. Philosophy program in addition to the B.A. in Philosophy. Ouachita offers a B.A. in Philosophy.

The fifth area of our comparison was on the number of hours required for a B.A. degree. The following information was found:

1. Wake Forest requires twenty-four hours.
2. Mercer requires twenty-four hours.

3. University of Arkansas requires thirty hours.
4. William Jewell requires twenty-four hours.
5. McNeese State requires twenty-four hours.
6. Oklahoma Baptist University requires twenty-four hours.

Ouachita requires that a Philosophy major take twenty-four hours in the Philosophy Department and draw from related fields the remainder of the forty-five hours to have a major in Philosophy.

In the course of our study we found the following:

1. Our Department has some overlap. This is most evident in Aesthetics. The major portion of Aesthetics is covered in Humanities which is in the General Education block.
2. According to the overall comparison our department is above average. The only area of weakness is in our academic offerings, is too many offerings for a person striving for a liberal arts education. We measure considerably high in the rest of our comparison.
3. In continuance of the second point, we feel our department tends to limit the extension of the student in areas other than Philosophy.
4. Based on the total comparison, we feel that the following subjects should be offered in our Philosophy Department:

Introduction to Philosophy  
Logic  
Philosophy of Science  
Ancient and Medieval Philosophy  
Modern Philosophy  
Western Political Heritage  
Christian Ethics  
American Philosophy  
Introduction to Eastern Philosophy  
Philosophy of Religion  
Readings in Ancient or Medieval Philosophy  
Readings in Modern or Contemporary Philosophy  
Semantics  
Special Studies in Philosophy

We are also inclined to make the following suggestions:

1. We suggest that Philosophy of Science be taught by the Science Department. We suggest that it be divided equally among the natural and physical sciences with due recognition to the philosophical part of science. This might be accomplished by a dialogue teaching method.
2. We suggest that the course, Living Religions be transferred to the Religion Department. This would help eliminate some of the overlap since we already have a Philosophy of Religion course.
3. We also suggest the dropping of Aesthetics. This has been mentioned earlier in our paper.
4. We also suggest that all Philosophy courses be three hour courses. This would help the student to finish his requirements early so

he could branch out into other fields.

5. We would like to see a course in Oriental Philosophy added. We feel this is needed to help round out the undergraduate work for a Philosophy major.
6. We would like to suggest that a Philosophy major be required to take the following:
  - a. Three hours in economics.
  - b. Three hours in sociology.
  - c. Three hours in advanced religion.
  - d. Six hours of foreign language.

We feel that this would help in the student's liberal arts education, and would also help the student who plans to do graduate work.