


1955

Ouachita Baptist College Bulletin 1956 Catalog

Ouachita Baptist University

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OUACHITA BAPTIST COLLEGE BULLETIN



70⁴



1956 CATALOG NUMBER

Ouachita Baptist College

BULLETIN

VOLUME LXXI

APRIL, 1956

NO. 3

Catalog 1955-1956

Announcements for 1956-1957

MEMBER

Association of American Colleges

National Commission on Accrediting

Southern Association of Baptist Colleges and Schools

North Central Association of Colleges and Secondary Schools

SEVENTY-FIRST SESSION BEGINS MONDAY, SEPTEMBER 3, 1956

Published monthly at Arkadelphia, Arkansas, by Ouachita Baptist College.
Entered as second-class matter January 8, 1912, in the Post Office of
Arkadelphia, Arkansas, under the Act of July 15, 1894.



A WORD FROM THE PRESIDENT

Ouachita Baptist College has a program designed for the student who wants "quality plus" in his college education. High scholastic standards together with emphasis on personality and character development are designed to produce graduates highly trained but with more than mere facts at their command. We believe that a Ouachitonian has the necessary preparation to make a good living while living a good life, and we urge every person seeking these things in a college to consider this "queen of the college world."

RALPH A PHELPS, JR.
President

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COLLEGE CALENDAR

Summer Session, 1956

June 4-July 6	-----	First Summer Term
July 9-August 10	-----	Second Summer Term
August 10	-----	Summer Commencement

Fall Semester, 1956

September 1, 9 a.m.	-----	Faculty Seminar
September 3, 9 a.m.	-----	Matriculation, all new students
September 3-4, 10 a.m. to 5 p.m.	-----	Orientation, all new students
September 5, 8 a.m. to 5 p.m.	-----	Registration, Freshmen
September 5, 2 p.m. to 5 p.m.	-----	Registration, Seniors
September 6, 8 a.m. to 5 p.m.	-----	Registration, Juniors and Sophomores
September 7, 8 a.m.	-----	Classes begin
September 22	-----	Last day to register, and Last day to change courses
September 17-22	-----	Spiritual Emphasis Week
November 7	-----	Nine-weeks grades due
November 21, 5 p. m. to November 26, 8 a. m.	-----	Thanksgiving holidays
December 14, 5 p. m. to December 31, 8 a. m.	-----	Christmas holidays
January 13-18	-----	Final Examinations

Spring Semester, 1957

January 19	-----	Orientation, all new students
January 21-22, 8 a.m. to 5 p.m.	-----	Registration
January 23, 8 a.m.	-----	Classes begin
February 9	-----	Last day to register, and Last day to change courses
February 25-March 1	-----	Religious Focus Week
March 27	-----	Nine-weeks grades due
April 12	-----	Tiger Day
April 19, 5 p.m. to April 23, 8 a.m.	-----	Spring holidays
May 13-15	-----	Senior Examinations
May 17	-----	Faculty Reception for Seniors
May 19	-----	Baccalaureate Sermon
May 20	-----	Commencement
May 21-25	-----	Final Examinations

Summer Session, 1957

June 3 - July 5	-----	First Summer Term
July 8 - August 9	-----	Second Summer Term
August 9	-----	Summer Commencement

1956

SEPTEMBER

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

OCTOBER

NOVEMBER

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

DECEMBER

1957

JANUARY

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

FEBRUARY

MARCH

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													

APRIL

MAY

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						

JUNE

BOARD OF TRUSTEES

Terms Expiring in 1956

Ernest Bailey	Cabot
John Dodge	Hot Springs
Carleton Harris	Pine Bluff
Lloyd Hunnicutt	Magnolia
Theo T. James	Pine Bluff
Roy Mitchell	Hot Springs
A. F. Muncy	Melbourne
Bernes K. Selph	Benton

Terms Expiring in 1957

J. E. Berry	El Dorado
J. W. Cady	Little Rock
J. M. Clem	Malvern
Spencer Fox	Pine Bluff
Marvin Green	Stephens
E. M. Jones	Texarkana
J. C. Meador	Fordyce
Miss Emma Riley	El Dorado

Terms Expiring in 1958

Mrs. Clarence Anthony	Murfreesboro
John T. Daniel, Jr.	El Dorado
Tom Digby	North Little Rock
W. P. Jones, Jr.	Arkadelphia
T. H. Jordan	Van Buren
Howard Perrin	Benton
Gerald Smith	Stuttgart
R. L. South	North Little Rock

ADMINISTRATIVE OFFICERS

Ralph A. Phelps, Jr., M. A., Th.D.	President
H. Preston James, Ph.D.	Dean of Faculty
Cecil C. Sutley, D.R.E.	Acting Dean of Students
Frances M. Crawford, B.A., B.M.	Registrar
J. L. Carter	Business Manager
Wayne S. Smith, B.A., B.D.	Director of Public Relations

ADMINISTRATIVE STAFF

Daniel A. Seager, M.A.	Librarian
Winston C. Beard, M.B.A.	Assistant Business Manager
Faye Wellborn, M.A.	Assistant to President
Mrs. Charles Conner, B.S.	Dietitian
Robert Smith, B.A.	Bookstore Manager
Eli Gary, M.D.	Physician
Mrs. Ted Hamm	Infirmary Supervisor
Mrs. G. F. Moore	Resident Counsellor, Cone-Bottoms Hall
Mrs. Laura Eva Turner	Resident Counsellor, Terral-Moore Hall
Mrs. Ruth Kennedy	Resident Counsellor, North Dormitory
Mrs. Laura Hudson	Resident Counsellor, Johnson Hall
Mrs. C. W. Troxell	Resident Counsellor, Conger Hall
Mrs. Ruby B. Beard	Resident Counsellor, The Mansion

FACULTY

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

Clare H. Armstrong, Jr., B.S.

Professor of Military Science and Tactics

B.S. 1941, United States Military Academy; Major, Regular Army. (1955)

Hazel Ann Ashburn, M.S.

Instructor in Physical Education

B.S. 1953. M.S. 1955. Baylor University. (1955)

Bonnell C. Birkhead

Assistant Professor of Music

B.M.E. 1951, Henderson State Teachers College; M.M.E. 1952, North Texas State College. (1955)

Mrs. Jett Black, B.A.

Instructor in English

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

George Truett Blackmon, Th.M.

Associate Professor of Religion and Greek

B.A. 1930, Ouachita Baptist College; Th.M. 1934, M.R.E. 1936, Southwestern Baptist Theological Seminary; graduate study, spring 1946, summers 1946, 1951, 1953, and the year 1954-55, Southwestern Baptist Theological Seminary; summer 1952, Golden Gate Seminary. (1946)

Evelyn Bulloch Bowden, M.M.

Associate Professor of Music

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

Raymond A. Coppenger, Ph.D.

Professor of Philosophy and Religion

B.A. 1933, Mercer University; Th.M. 1936, Southern Baptist Theological Seminary; Ph.D. 1953, University of Edinburgh. (1954)

Ralph Custer Daily, Ph.D.

Professor of History

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

Elliott Hugh Donnels, M.Ed.

Assistant Professor of Education and Psychology

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

William Clark Doster

Professor of English

B.A. 1942, Mercer University; M.A. 1948, University of Florida; Ph.D. 1955, University of Florida. (1955)

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

Assistant Professor of History and Political Science

A.B. 1943, Baylor University; A.M. 1949, University of Chicago; admitted to candidacy for the doctorate 1953, University of Chicago. (1949)

James H. Edmondson, M.A.

Associate Professor of Business

B.A. 1948, Jacksonville State College of Alabama; M.A. 1951 and further graduate study, 1951, George Peabody College; admitted to candidacy for the doctorate 1955, Indiana University (1951)

FACULTY

Mrs. O. L. Elledge

Assistant Professor of Home Economics

A.B. 1935, Ouachita College; B.S. 1938, Texas State College for Women. (1955)

Ruby Lois Gardner, M.A.

Associate Professor of French and Spanish

B.A. 1932, The College of the Ozarks; M.A. 1950, University of Oklahoma; Certificat d'Etude, summer 1954, Universite de Paris. (1947)

Fay Holiman, M.A.

Associate Professor of English

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

Dennis Holt, M.A.

Assistant Professor of Speech

B.A. 1947, Henderson State Teachers College; M.A. 1955, and further graduate study, University of Arkansas. (1955)

Harold Preston James, Ph.D.

Dean of the Faculty and Professor of History

B.S. in Ed., 1937, Ball State Teachers College; M.A. 1940, Ph.D. 1943, University of Illinois; summer institute study, University of Minnesota, 1955. (1954)

Pauline Ann James, M.Ed.

Instructor in Art

B.A. 1939, Olivet College; M.Ed. 1954, Texas Technological College. (1954)

Kathryn Jones, M.A.

Assistant Professor of Mathematics

B.A. 1939, Ouachita Baptist College; M.A. 1951, George Peabody College; further graduate study, summer 1954, University of Colorado, summer 1955, Oklahoma A. and M. (1952)

Mrs. Tom Jones, M.S.

Assistant Professor of Home Economics

B.A. 1933, Louisiana Polytechnic Institute; M.S. 1951, Texas State College for Women; graduate study, summers 1952, 1953, 1954, Louisiana State University. (1943)

Helen Lyon, M.A.

Assistant Professor of Music

B.A. 1934, Mary Hardin-Baylor; M.A. 1943, George Peabody College; graduate study, University of Southern California, Louisiana State University, Institute of Musical Art, New York City, and Chicago Musical College; summer 1953, University of Texas; summer 1954, University of Colorado. (1943)

Clark W. McCarty, Ph.D.

Professor of Chemistry and Physics

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

Joseph T. McClain, Th.D.

Professor of Religion and Greek

B.A. 1942, Oklahoma Baptist University; Th.M. 1945, Th.D. 1947, Southwestern Baptist Theological Seminary. (1954)

J. T. H. Mize, Ed.D.

Professor of Music

B.M. 1934, B.A. 1934, Baylor University; M.S. 1938, Texas A. & M. College; M.A. 1939, Columbia University; Ed.D. 1941, New York University. (1955)

Joseph Ryland Mundie, Ph.D.

Professor of Biology

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

Victor Oliver, M.A.

Assistant Professor of Biology

B.A. 1949, Ouachita Baptist College; M.A. 1950, George Peabody College; On leave 1955-56 for doctoral study at University of Alabama. (1952)

FACULTY

Betty Orr, M.S.

Assistant Professor of Secretarial Science

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

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

President of the College

B.A. 1943, M.A. 1945, Baylor University; Th.M. 1947, Th.D. 1949, Southwestern Baptist Theological Seminary; summer institute study, University of Wisconsin, 1947, Yale University, 1949, Harvard University, 1955. (1953)

Eugene Almarine Provine, Ph.D.

Professor of Chemistry

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

Virginia Queen, M.M.

Assistant Professor of Music

B.A., B.M. 1944, Ouachita Baptist College; George Peabody College, private instruction with Walter Ihrke, 1945; private instruction with Rudolph Reuter, 1946, 1947, 1948, 1949; M.M. 1949, American Conservatory of Music; summer 1954, University of Colorado. (1947)

W. Randolph Quick, M.A.

Associate Professor of Sociology

B.A. 1946, M.A. 1948, Baylor University; further study, 1952, 1953, University of Texas. (1953)

Betty Jo Raspberry, M.A.

Instructor in Philosophy and English

B.A. 1953, M.A. 1954, Baylor University. (1954)

Phares H. Raybon, M.A.

Assistant Professor of Art

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

Joseph E. Redden, M.A.

Associate Professor of Journalism

B.A. 1947, M.A. 1948, Hardin-Simmons University; summer study, University of Minnesota. (1954)

E. C. Rodgers

Assistant Professor of Military Science and Tactics

A.A. 1940, Bakersfield Junior College; Captain, Regular Army. (1955)

R. D. Rodgers, M.A.

Head Coach and Instructor in Physical Education

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

Mrs. Gene Henry Rudolph

Associate Professor of Speech

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

Kenneth Sandifer

Assistant Professor of Biology

B.A. 1949, Ouachita Baptist College; M.A. 1950, George Peabody College. (1955)

David Scott, M.S.M.

Assistant Professor of Music

B.M. 1949, Hardin-Simmons University; M.S.M. 1954, Southwestern Baptist Theological Seminary. (1954)

Daniel A. Seager, M.A.

Librarian and Assistant Professor of Library Science

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

FACULTY

Donald Monfort Seward, Ph.D.

Professor of Mathematics

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

James W. Shultz, M.A.

Associate Professor of Health and Physical Education, Director of Athletics.

B.A. 1926, Missouri Wesleyan College; M.A. 1931, graduate work, summers of 1933, 1941, Iowa University; Iowa Pre-Flight Coaching and Physical Education School, 1942; summers, 1951, 1952, 1954, University of Colorado. (1949)

Erma Simmons, M.A.

Associate Professor of English

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

Virginia Ruth Smith, B.A.

Director of the Reading Clinic

A.A. 1945, Paris Junior College; B.A. 1950, Baylor University; M.A., 1955, Texas State College for Women. (1954)

Cecil C. Sutley, D.R.E.

Counsellor and Professor of Psychology

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

Hazel Williams Thomas, M.S.

Associate Professor of Home Economics

B.S. 1930, Arkansas State Teachers College; M.S. 1950, Oklahoma A. & M.; summer, 1946, University of Arkansas; summer, 1955, University of Tennessee. (1948)

William Vining, M.A.

Basketball Coach and Instructor in Physical Education

B.A. 1951, Ouachita Baptist College; M.A. 1954, George Peabody College. (1954)

Faye Elaine Wellborn, M.A.

Assistant to the President and Instructor in English

B.A. 1949, M.A. 1955, Baylor University. (1955)

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

Assistant Professor of Education

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

Randolph Orville Yeager, Ph.D.

Professor of History and Economics

B.A. 1949, Syracuse University; Ph.D. 1954, University of Oklahoma. (1954)

Claude Allan Yeoman, Ed.D.

Professor of Education

B.S. 1916, Franklin College; M.A. 1933, Columbia University; Ed.D. 1951, University of Texas. (1954)

Faculty Emeriti

Livingston Harvey Mitchell, LL.D.

Professor Emeritus of Fine Arts (Piano)

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

Lowell Taylor Wallace, Ph.D.

Associate Professor Emeritus of Social Science and Greek

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

Committees of the Faculty

Administrative Committee: President Phelps, Dr. Provine, Dr. Daily, Dr. Seward, Dr. McClain, Miss Simmons, and, **ex-officio**, Officers of the Administration.

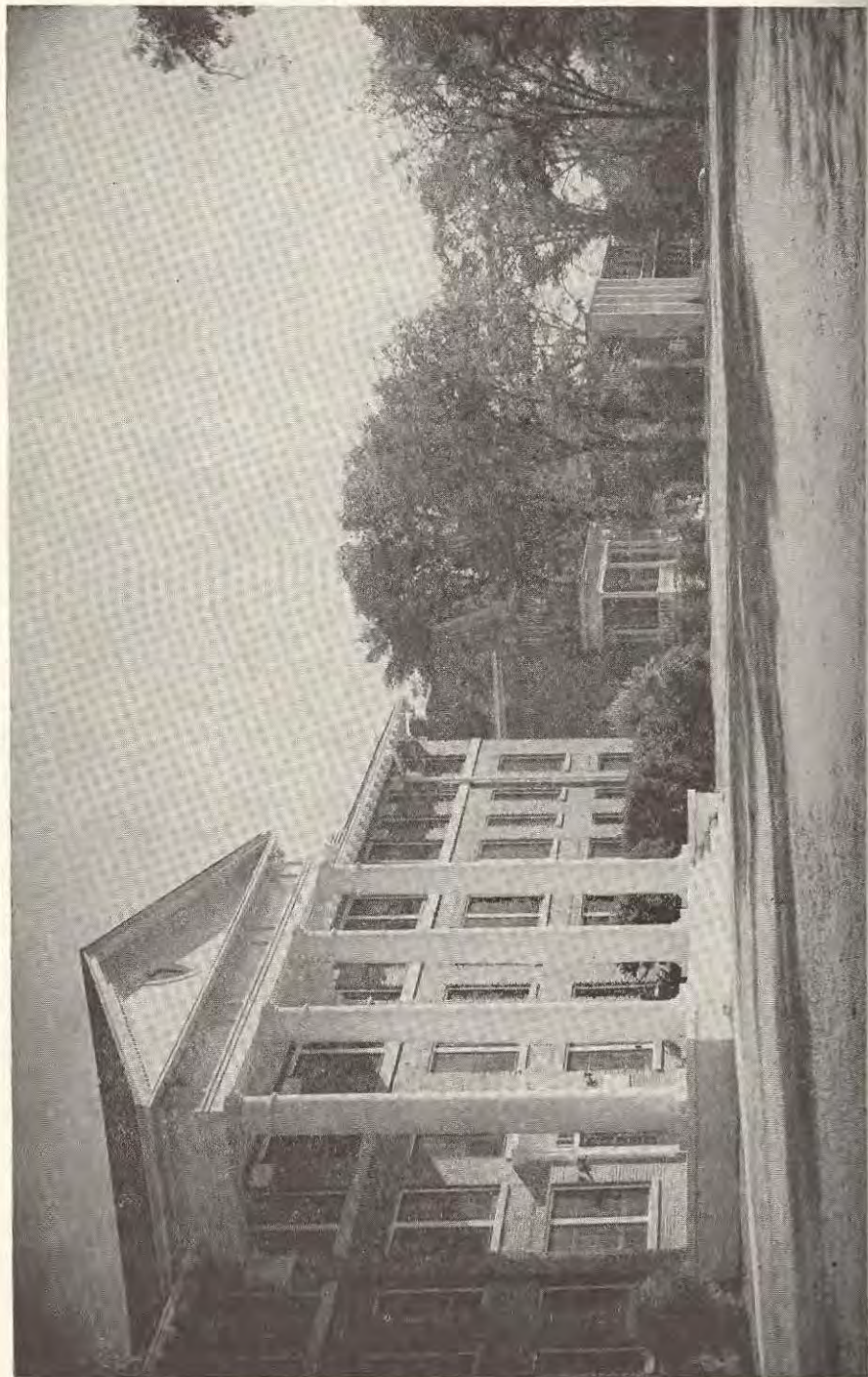
Athletic Advisory Committee: Dr. McCarty, Dr. Mundie, Mr. Quick, Miss Ashburn, Mr. Carter, and, **ex-officio**, the Director of Athletics.

Curriculum and Catalogue Committee: Dr. Yeoman, Mr. Edmondson, Dr. Mize, Miss Holiman, Mrs. Rudolph, and, **ex-officio**, the Dean of the Faculty.

Library Committee: Miss Bowden, Dr. Doster, Mrs. Thomas, Miss Wright, Mr. Blackmon, and, **ex-officio**, the Librarian.

Student Personnel Committee: Dr. Coppenger, Mrs. Turner, Miss Gardner, Dr. Yeager, Miss Wellborn, and, **ex-officio**, the Dean of Students.

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



South View of Campus Showing Cone Bottoms Hall, The Munston, and J. R. Grant Memorial (Administration Building)

GENERAL INFORMATION

Brief History of the College

The Arkansas Baptist State Convention in annual meeting at Hope, Arkansas, in November, 1885, voted to establish Ouachita Baptist College. The next month, by vote of the board of trustees, the college was located at Arkadelphia. Classes began in September, 1886. The college has operated without interruption in the same location since that date.

Eleven presidents have guided its development: Dr. J. W. Conger, 1886-1907; Dr. H. S. Hartzog, 1907-11; Dr. R. G. Bower, 1911-13; Dr. S. Y. Jameson, 1913-16; Dr. C. E. Dicken, 1916-26; Mr. A. B. Hill, 1926-29; Dr. C. D. Johnson, 1929-33; Dr. J. R. Grant, 1933-49; Dr. S. W. Eubanks, 1949-51; Dr. Harold A. Haswell, 1952-53; Dr. Ralph A. Phelps, Jr., 1953 to date.

Statement of Purpose

Ouachita Baptist College exists to meet the needs of young people in Arkansas and elsewhere for higher education. While her basic obligation is to her parent organization, the Arkansas Baptist State Convention, Ouachita has no restrictions as to belief or geographical location of persons whom it serves. Students come from many denominations and numerous states and nations.

Fundamentally, Ouachita is a liberal arts college dedicated to the twin purposes of helping the student to understand the world and society around him and of inspiring him to be a worthy citizen of that society. Inherent in her educational philosophy is the conviction that a correct sense of values and worthy use of knowledge can stem only from the philosophy and teachings of Christ.

Coordinate with the objectives in liberal education is the goal of helping the student acquire the means of making a good living while living a good life. To this end, courses are offered leading to careers in medicine, dentistry, research, teaching, business, music, art, the ministry, and other professional and semi-professional fields of endeavor.

Present Status of the College

The governing body of the institution consists of twenty-four trustees chosen by the Arkansas Baptist State Convention.

The college is fully accredited and holds membership in the North Central Association of Colleges and Secondary Schools, the Association of American Colleges, the National Commission on Accrediting, and the Southern Association of Baptist Colleges and Schools.

There are nineteen permanent buildings on the campus, all of them red brick, using modern or other styles of architecture. Five of the major

buildings have been completed within the past six years. Other buildings are planned or under construction.

The capital endowment stands currently at \$636,466.77. The buildings and grounds are valued currently at \$1,847,082.23.

Riley Library, serving both the college and the community, has at present 45,000 volumes, plus a pamphlet collection, film strips, recordings, and other audio-visual materials. About three hundred periodicals are received, of which the more important are preserved in bound volumes.

Present Programs of the College

The General Program of the college, administered by the President under the direction of the Board of Trustees, is dedicated to the continued improvement of instruction, expansion of curriculum, development of facilities, and growth of student body as the school seeks to serve better her constituency.

The Instructional Program, administered by the Dean of the Faculty, with a faculty of fifty persons well-trained in their teaching fields, offers over three hundred courses organized into seven broad divisions.

The Student Life and Activities Program, administered by the Dean of Students and using the services of faculty and resident counsellors, involves housing, board, student government, clubs and organizations, publications, health service, guidance and counselling, the testing program, athletics, and student social life.

The Regular Session, administered by the officers of the College, consists of two semesters of eighteen weeks each. Work offered in twenty-four departments leads to the four degrees offered by the college. The spring commencement concludes this session.

The Summer Session, administered by the officers of the College, consists of two terms of five weeks each. A student may earn up to six hours each term. Regular faculty members teach in the summer session, and regular college courses are offered in all divisions. Teacher-training receives special emphasis, with specialists in this field supplementing the regular faculty. The summer commencement concludes this session.

Extension Centers, administered by the Director of Extension Work under faculty direction, have been established in various parts of the state in order to provide an opportunity in higher education for people who cannot go away to college. At present, such centers have restricted their offerings to courses in religion and related fields. Instruction is provided by a person qualified to teach similar courses in the campus instructional program and is supervised by regular faculty personnel. Students qualified for admission to the college may earn credit toward a degree. Others may receive certificate recognition. Centers this past year were located at Berryville, DeQueen, Waldron, and Russellville.

FINANCIAL INFORMATION

Statement of Expenses

For One Semester (Eighteen Weeks)

Tuition (12 to 17 hours) -----	\$100.00
Fees -----	30.00
Including athletic events, artists' series, three college publications, infirmary services, and laboratory fees.	
Meals in Dinning Hall -----	155.00
Room rent (except in Conger Hall) -----	42.00
Total Minimum cost -----	\$327.00

Extra Expenses, Where Applicable

Room rent in new dormitory (total \$55.00) -----	\$ 13.00
Room rent in Conger Hall (total \$60.00) -----	\$ 18.00
Per semester hour, over 17 or under 12 hours -----	8.00
Special examination -----	2.00
Course change after registration week -----	1.00
Graduation -----	10.00
Transcript (after the first) -----	1.00
Late registration (per day) -----	2.00
Handling charge on returned checks -----	1.00

Fees for Music Students

Private lessons, music or art, per half-hour lesson -----	1.50
One lesson per week -----	27.00
Two lessons per week -----	54.00
Class piano -----	15.00
Practice periods, per hour (one a week for a semester)	
Kilgen pipe organ -----	3.00
Hammond electric organ -----	2.00
Other instruments -----	1.00

Family Housing, per month

Two-room apartments, utilities included -----	23.00
Three-room apartments, utilities included -----	27.50
Four-room apartments, utilities included -----	30.00
Cottages, utilities not included -----	22.00

Deposits (refundable under conditions stated below)

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

Summer Session Expenses

Tuition, per semester hour -----	6.00
Board, per week -----	10.00
Room, per week in all dormitories -----	3.00

Regulations of Financial Matters

Manner and Time of Payment

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

Tuition and fees are payable in advance at the time the student registers. A three per cent discount on tuition and fees is granted for payment in full at that time, provided the student has not received a scholarship, work grant, or any sort of grant-in-aid.

All rentals are payable in advance either for the month or for the semester. Meals are to be paid for in advance, either monthly or by the semester.

If a student cannot pay the total semester expenses at the time of registration, a down payment of one hundred dollars (\$100.00) will be acceptable, the remainder to be paid in three installments: on October 1, November 1, and December 1 during the fall semester, and on March 1, April 1, and May 1 during the spring semester.

Refunds

Housing reservation deposits may be returned to the student at the end of his stay at Ouachita provided the housing is in good condition and the student is not indebted to the college. In case the student does not take the housing reserved, the deposit will be refundable provided the student gives the school written notice two weeks before the beginning of the period for which the housing has been reserved.

Three-fourths of each deposit for courses in Military Science may be returned at the end of the course provided the uniform and equipment are returned in good condition and the student is not indebted to the College.

Refunds upon withdrawal from college are handled as follows:

Tuition. If withdrawal occurs within two weeks of registration day, 20 per cent of semester's tuition will be charged; if during the third week, 40 per cent will be charged; if during the fourth week, 60 per cent will be charged; if during the fifth week, 80 per cent will be charged; if during or after the sixth week, full tuition for the semester will be charged.

Room and Board. Advance payments beyond date of withdrawal will be refunded. Such refund will be computed on a pro rata basis.

Meals in Dining Hall. Students living in dormitories are charged for all meals served in the College Dining Hall during the semester, except in case of an absence of at least two weeks because of illness. In such case, charges for meals will continue until the Business Office is notified. Stu-

dents requiring special diets must pay the extra cost, if any, as determined by the dietitian and Business Office. The Dining Hall will be closed during school holidays.

The Infirmary

For minor illnesses of less than a week's duration, students are cared for by the College nurses. Cost of a physician's first call is borne by the College. The student must pay for subsequent services, for all prescribed medicines, for necessary surgery, and for any hospitalization away from the campus.

Admission to Classes

Students will not be admitted to classes until the Business Office has stamped approval on registration cards.

Settlement of Accounts

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

Financial Aid To Students

Loan Funds

Students at Ouachita College have the opportunity to secure loans from funds totaling approximately \$50,000 given by donors interested in making possible a Christian education for needy and worthy boys and girls. Good moral character, satisfactory scholarship, promise of usefulness, economy in use of time and money, and need of financial assistance will be considered in selecting the beneficiaries. Help which the student receives from other sources will also be considered. The funds are administered for the College by a committee composed of one member of the Board of Trustees, two faculty members, and two students.

All payments on student loans should be made payable to the individual loan fund from which the money was borrowed.

Albert F. Riley Loan Fund. This fund of \$2,000 was given in memory of Albert F. Riley by his brothers and sisters. Only laymen are eligible to borrow from this fund. Any student borrowing from this fund must have a "B" average in all college work and must furnish satisfactory security.

B. B. Cannon Loan Fund. Mr. B. B. Cannon left \$12,000 to Ouachita Baptist College, the interest from which was to be used as a student loan fund to be known as the B. B. Cannon Loan Fund. Any student who has spent two semesters in Ouachita, meeting general requirements and furnishing satisfactory security, is eligible to borrow from this fund.

W. C. Edwards Memorial Fund. In memory of her husband, Mrs. W. C. Edwards has established a loan fund at the College to be used by worthy young men who are studying for the Christian ministry. This fund is designed especially to tide ministerial students over in emergencies and special needs, and with proper endorsements may be borrowed in small amounts.

Jim G. Ferguson Student Loan Fund. Jim G. Ferguson of Chicago, a native of Arkansas, has given Ouachita \$5,000 as a fund to be loaned to worthy students. With Mr. Ferguson's permission \$4,000 of this gift has been used to erect cottages for married ministers.

James J. Pugh Student Loan Fund. This fund, of about \$18,000, was established by Miss Cynthia Ann Pugh, of Fayetteville, in memory of her father, for aiding needy and deserving students.

John T. Daniel Student Loan Fund. Mr. John T. Daniel, Jr., of El Dorado, has provided a generous loan fund with liberal terms to aid worthy and needy students. It is particularly designed to help those in need of immediate, short-term help occasioned by an emergency.

Belk-Jones Fund. Established by Mr. E. M. Jones, of the Belk-Jones Company of Texarkana, Arkansas, this loan fund is used at the direction of the President of the College to assist students in religious education.

Arkansas Congress of Parents and Teachers Loan Fund. The Arkansas Congress of Parents and Teachers maintains a loan fund for the use of college students who are preparing themselves to become teachers. The Congress is prepared to make interest-free loans not to exceed \$200.00 for any one year to junior or senior college students who are currently enrolled in teacher training programs in the state and who need additional funds to help them remain in school. Further details and blanks for making application for the loans may be obtained by writing to the Arkansas Congress of Parents and Teachers, 529 Waldon Building, Little Rock, Arkansas.

Other Funds. Five smaller funds, the Mrs. Relda D. Wood Fund, the Mrs. Caddo McCabe Fund, the Mrs. Fannie T. McMillan Fund, the Eunice T. Wilson Fund, the S. A. Buchanan Fund, and the Curtis Rankin Memorial Fund are governed by the same rules and regulations as the Cannon Fund.

Scholarships

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

Freshman ROTC Scholarships. Each year twenty-five scholarships providing \$50.00 per semester for the first two semesters are granted to freshmen men. Preference is given to men who will pursue the full four-year ROTC course. The scholarship is credited to tuition and fees.

Theodore Blake Memorial Scholarships. In the will of Mrs. Estelle M. Blake, who died on January 23, 1950, a scholarship was provided in memory of her daughter, Theodore Blake. The amount of the scholarship is \$250 per year for twenty-two years. It is to be given to an outstanding student, preferably a freshman, on the basis of ability and potentiality. This fund is to be controlled by the committee mentioned under Loan Funds. Applications are to be received by April 15 for the coming year.

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

A. F. Haslam Scholarship. This scholarship amounting to \$125 per year for four years has been provided by Mr. A. F. Haslam of Caracas, Venezuela. It is awarded by the scholarship committee of the College on the basis of scholarship, character, and promise of future usefulness. The money is to be applied against the regular tuition charge.

Ruby Cobb Haslam Scholarship. This scholarship has been provided by Mrs. A. F. Haslam, nee Ruby Cobb, of Caracas, Venezuela, and provides \$125 per year for four years. It is awarded by the scholarship committee of the College on the basis of scholarship, character, and promise of future usefulness. The money is to be applied against the regular tuition charge.

Mrs. Ida Bottoms Scholarships. The interest from \$10,000 left by Mrs. Ida Bottoms of Texarkana is to be given in scholarships to "help needy boys and girls of Arkansas get a college education." The fund is administered by the scholarship committee of the College. It is anticipated that at least three scholarships amounting to \$100 each will be available annually.

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

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

Birkett E. Williams Scholarships. Two scholarships annually for students from Hempstead and Garland Counties have been provided by Mr. Birkett E. Williams of Cleveland, Ohio, who gave \$19,000 so that the interest therefrom could provide these awards.

Opdyke Scholarships. Each year Ouachita receives three Opdyke Scholarships in the amount of \$150 each from the Executive Committee of the Southern Baptist Convention. These scholarships are awarded for the education of mountain people.

Departmental Scholarships. A limited number of scholarships in various academic departments of the College are available. These amount to \$50 per semester and are to be applied against the regular tuition charge.

Work Scholarships. The College is in a position to give a number of students part-time employment which enables them to defray a portion of their college expenses. Any credit balance which a student builds up in his account by work is not refundable in cash nor transferable. Application for work should be made to the Dean of Students on a specified form provided upon request. Ouachita Baptist College employs students as far as possible on its own campus, providing several kinds of jobs, such as work in the cafeteria, in the kitchen, on the campus, in the buildings, and in the library. Students who secure such jobs must give satisfactory service in order to hold their places.

Ministerial Grants-in-Aid. A minister residing in Arkansas and licensed or ordained by a Baptist church is eligible for an established discount of \$50.00 per semester from the regular tuition under the following conditions: (1) his conduct and personal life must be worthy of a minister, (2) his scholastic work must be satisfactory, and (3) he must agree to refund this aid if he does not follow the ministry in the future.

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

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

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

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

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

STUDENT LIFE AND ACTIVITIES

Food and Housing

Costs to the student for these essential services are explained in the section on Financial Information.

Students living in dormitories will eat at the College Dining Hall.

Unmarried students, except those living at home, will reside on campus or in college-owned housing unless excused by the Dean of Students. Unmarried students living off the campus will occupy quarters approved by the College through the office of the Dean of Students.

Housing for single men is provided in the Field House, Johnson Hall, North Dormitory, and Conger Hall. A new 100-man dormitory is under construction. Housing for single women is provided in Terral-Moore Hall and Cone-Bottoms Hall. Each dormitory is under the supervision of a resident counsellor who is a member of the staff and works closely with the Dean of Students.

Single beds are provided. Linens, covers, and pillows will be brought by the student.

Housing for married students is provided in the nine cottages for ministerial students and the forty-three apartment units located on the North Campus. These apartments and cottages are unfurnished.

Reservations for housing both for single students and for married students are made in the office of the Dean of Students. Since waiting lists are sometimes necessary, reservations should be made as early as possible. The reservation fee, \$10.00 for dormitory room or \$20.00 for cottage or apartment, will be refunded if the student notifies the Dean of Students two weeks in advance of registration day that he has been prevented from coming.

Students already in residence may reserve accommodations for the next year provided they do so by May 1; thereafter, housing is accessible for old and new students on the same basis. No housing is considered reserved until reservation fee is paid. The College notifies the applicant of the confirmed reservation.

Medical Services

A physician, nurses, and a sixteen-bed infirmary are provided on the campus. First aid, simple diagnosis, and treatment for minor illnesses are available at little or no cost. Medical services in more serious cases may be had at the local hospital. Costs for the student are explained in the section on Financial Information.

The Counselling and Guidance Program

A conscientious endeavor is made at Ouachita to help the student solve both his personal and his academic problems. In addition to the competent specialists provided, each staff member is interested in developing the student into a well-rounded personality.

This program, under the supervision of the Dean of Students, provides counsellors who are ready to listen sympathetically, advise, and help seek solutions to the student's social, academic, or financial problems.

Guidance in one's studies is provided in two ways: a. by the admission and degree requirements explained in the section on the Instructional Program; b. by staff members who guide individual students toward their vocational and educational objectives. When a student first registers he is assigned to a faculty counsellor who assists in the selection of courses until an area of concentration is chosen. Then the student is assigned to a faculty member in the department in which the studies are to be concentrated. Aptitude, intelligence and proficiency tests administered early in the Freshman year help both student and counsellor to select the courses best adapted to the student's interests and abilities.

The Orientation Program during a student's first semester is designed to inform him of the opportunities in the instructional program, to help him to adjust to campus life, to introduce vocational facts to him, and to help him to successful and satisfying start in a college experience.

Remedial programs are provided for students with demonstrated deficiencies in essential skills. **The Reading Clinic**, for instance, helps students to develop vocabulary, speed, and comprehension in reading, as well as to remove certain reading handicaps. Courses of study are especially adapted in mathematics, speech, and written communication to assist students who encounter difficulties in such skills.

Social Life

Easy informality is the rule in Ouachita social life. However, group gatherings involving varying degrees of formality occur from time to time. The President's reception for new students at the beginning of each school year and the faculty reception for graduating students at the end of each school year are perhaps the outstanding formal events. Smaller groups have parties and entertainments sponsored by campus organizations, local churches, or staff members.

Social life in the dormitories ranges from the very informal "bull-session" to the more formal open house or reception. In the College Dining Hall good manners and table courtesies are expected always. Friendly greetings on the campus are traditional.

There are no national fraternities or sororities at Ouachita, but there are several local social clubs: for men, Beta Beta, Rho Sigma, Sigma Alpha Sigma and Alpha Omega Eta; for women, E.E.E., W.C.F., and

Gamma Phi. Within the framework of the College's objectives and ideals, these clubs pledge new students during stipulated periods in the school year. Hazing and corporal punishment are forbidden, and no club can function without a faculty sponsor.

Standards of Conduct

The Student Handbook, published each year, contains detailed regulations. In general, the rules are based on the desire of the faculty and staff that students enjoy the maximum freedom consistent with good citizenship, respect for the rights of others, and achievement in their studies.

Certain undesirable activities which are specifically forbidden include: disorderly conduct in dormitory, dining hall, classroom, library, or auditorium; drinking, carousing, or gambling, both on and off the campus; and smoking by women students.

Dormitory rooms are to be kept neat and clean. Defacement of walls or damage to furnishings must be paid for by the student. Furnishings may be removed from room only with permission of resident counsellor. Hot plates or double sockets for extra lights may not be used. Electric wiring is not to be changed by the student. The College will not assume responsibility for valuables left in dormitory rooms.

Women must have permission of a resident counsellor in order to make trips away from the College or outside Arkadelphia.

Student Government

The Student Senate, composed of elected representatives of the student body, deals with matters concerning the student body as a whole. It is a deliberative and planning group which works in close liaison with administrative officials of the College, interpreting official policy to the students and student wishes to the administration.

Dormitory councils, cooperating with the resident counsellors, enforce specific dormitory regulations and promote activities relevant to that dormitory.

Where and when needed, a special discipline panel, made up of both students and staff members, may be convened to deal with uncooperative students. This extreme measure is seldom needed.

Religious Life at Ouachita

Attendance at chapel is required of all students and staff members. Planned and presided over by faculty representatives, chapel is designed to deepen the student's spiritual life, broaden his cultural appreciation, and quicken his desire for learning.

Appreciation for religious values is cultivated further by staff members who are dedicated to the promotion of Christianity in higher

education, by vespers services and other activities of the Baptist Student Union, and by membership and activity in the churches of Arkadelphia and nearby communities.

Religious organizations on the campus include:

The Baptist Student Union. Largest and most inclusive of campus organizations, its purpose is to relate college activities to local Baptist churches and to deepen the spiritual lives of the students. The B.S.U. Council, elected annually and assisted by the student secretary, directs and coordinates various religious activities, promotes Religious Emphasis Week, sends representatives to the State B.S.U. Convention and the South-wide Student Retreats each summer. The local B.S.U. is affiliated with the Department of Student Work of the Southern Baptist Convention.

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

The Ministerial Association. Composed of ministerial students, this organization promotes the devotional and intellectual life of its members and discusses their pastoral and professional responsibilities.

The O.B.C. Circle of the W.M.S. Sponsored by the W.M.U. of First Baptist Church in Arkadelphia, this organization of married women and older single women follows the programs of W.M.S. circles elsewhere.

The Life Service Band. This is the oldest organization on the campus for laymen who are dedicated to some form of Christian service as an avocation. Missionary activities and personal Christian living are the prime objectives of the weekly devotional programs and the extension work in neighboring communities.

The Volunteer Band. In promoting worship, training, experience, and fellowship for students who have dedicated their lives to home or foreign mission work, this group provides weekly devotional programs and missionary activities in surrounding communities.

Departmental Clubs

The purpose of such clubs is to foster closer relationships between teachers and students and to promote a livelier professional or academic interest in a given study. Departmental clubs now active on the Ouachita Campus include: Biology Club (Scio Vita), Chemistry Club, Commercial Club, Sigma Tau Delta (English Honor Society), Alpha Psi Omega (Honorary Dramatic Club), History Honor Society, Home Ec Club, International Relations Club, Math Honor Society, Musicians' Guild, Ouachita Players, Pi Kappa Delta (Debate), ROTC Rifle Club, Women's Recreational Association, Economics Club, Alpha Kappa (Sociology).

Dramatics and Music Organizations include: **The Ouachita Players**, a group of dramatics and other students who present several plays each year; **The Ouachita Band** which provides music for athletic and other events; **The Ouachita Choir**, well known over the state, which provides sacred music for churches and secular concerts for high schools, civic clubs, and other groups; **The Treble Clef Club**, a group of about fifty women not in the Ouachita Choir; **The Men's Chorus**, a group of male singers not in the Ouachita Choir. **Alpha Chi**, honor society, has a chapter on the campus.

The Artists Series

Lectures and concerts by professional lecturers and artists bring to the student body periodically the best talent of the nation. No charge is made for these programs.

Publications

The Ouachita Signal, semi-monthly newspaper published by a student staff, is devoted to news about the College. Subscription price to non-students is \$1.50 per year; for students, it is included in general fees.

The Ouachitonian, the yearbook, contains pictures of students, clubs and important events of the College year. Subscription price is included in regular fees.

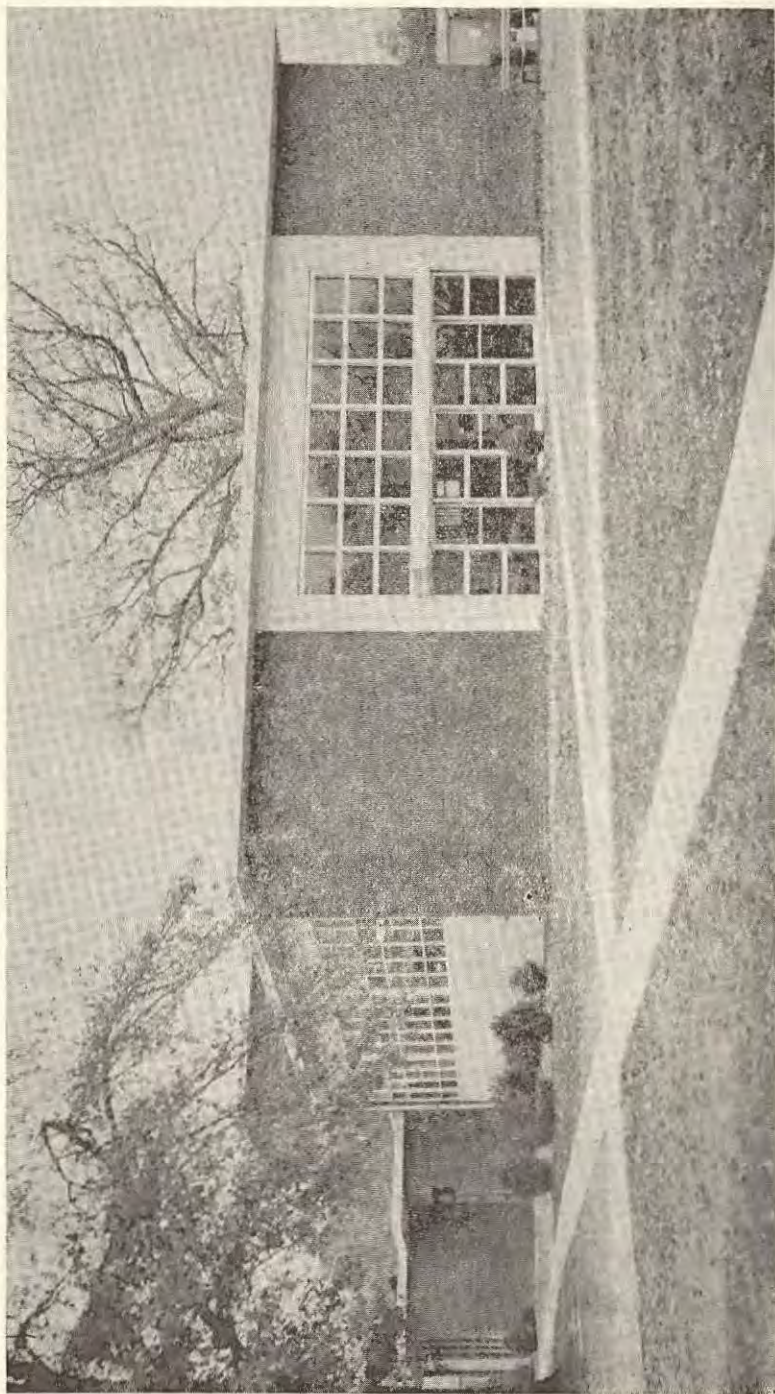
Ripples is a literary magazine, published once per semester, written and edited by students, and sponsored by the Department of English. Its purpose is to discover and encourage literary ability among students and to make their literary productions available to other students. Subscription price to non-students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

Placement for Graduates

Students and graduates wishing help in finding employment opportunities or graduate fellowships should file their application in the office of the Director of Placement. Information about certain careers and specific positions are available in that office also.

Athletics

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



Riley Library

THE INSTRUCTIONAL PROGRAM

The essential feature of any institution of learning is its formal program of instruction. It is recognized that a student may learn casually and informally and that out-of-class activities on a college campus are of inestimable value. However, the classroom, the library, the laboratory, and teachers who direct skillfully the student's use of such facilities make the college an institution of learning.

Ouachita Baptist College endeavors to offer the best in instruction, to hold high standards of achievement, and to help all students as far as possible to achieve those standards. If college education and college degrees are to be significant for an individual, it is necessary that the college maintain certain requirements for admission, for passing courses of instruction, and for receiving degrees.

Requirements For Admission

For High School Graduates

A person may qualify for admission by presenting a certificate from a class "A" or class "B" high school showing graduation with fifteen standard units and an average grade of "C" or better. Of the fifteen required units, three must be in English, two in science or mathematics, and one in social science. A third of the remaining units must be in English, foreign language, social science, science, or mathematics.

A graduate of a high school ranking below class "B" will be admitted if evaluation by the State Department of Education shows that he has fifteen standard units with grade average of "C" or better. A graduate may be admitted **on probation** for one semester if his grade average in high school was below "C" but not lower than half-way between "C" and "D" and if his principal or superintendent will recommend his admission.

For Non-Graduates of High School

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

Any other applicant who is not a high school graduate will be admitted only on the basis of an examination showing that he has received the equivalent in his education of fifteen standard high school units. An applicant who is eighteen years old or older, whose certificate shows fifteen high school units before reduction by the State Department of Education and not less than thirteen standard units afterward, may be admitted upon taking the entrance examinations and intelligence tests. If the applicant is twenty-one years old or older, he may be admitted upon taking the entrance examinations alone, provided that he meets all

other requirements of the College. Veterans may be admitted on the basis of the G.E.D. test.

Non-graduates of high school will sometimes find it advisable to carry a limited academic load until they have demonstrated ability to carry a full load.

For Transfer Students

Students from accredited junior colleges or from accredited senior colleges will receive full credit for work done in such institutions, subject to certain limitations herein stipulated.

No more than sixty-six hours will be accepted from a junior college. No more than 104 hours from any other institution or institutions will be counted toward a degree from Ouachita College. No more than thirty hours from an accredited theological seminary will be accepted. At least twelve junior-senior hours in the area of concentration must be taken at Ouachita.

The nature and standards of courses offered in transfer must correspond closely to similar courses taught here. Not more than six hours of "D" grades will be accepted in transfer.

Correspondence and extension work from accredited colleges will be accepted up to thirty hours, but not more than ten hours of such credits may be counted in the area of concentration.

Students from unaccredited colleges will be tentatively admitted to Ouachita if they have had at least a "C" average and if their work is accredited at the State University of the state in which the college is located. No grade of "D" will be accepted from an unaccredited college. Credits from such institutions will be accepted in transfer only after the student has achieved a "C" average during a semester at Ouachita.

How to Apply for Admission

Application blanks may be obtained from a college representative or from the Registrar. The application blank completely filled out, a photograph (with name and date on back), and an official transcript of all previous high school and college work should be sent to the Registrar's Office at least two weeks before registration day. In some instances, the transcript may be submitted not later than one week after the beginning of a semester.

Admission, or formal approval of the application, is the prerogative of the College administration acting usually through an admissions committee. Notification of admission comes from the Registrar's office either by letter or by permit to enter.

Physical examination by the College physician, including chest X-ray, is part of the registration process and must precede final acceptance of the student as a candidate for a degree.

Academic Regulations

Time of Registration

Students who qualify for admission may enter at the beginning of the fall semester or 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. Students registering late may have to carry less than the average load and will be asked to pay a fine of two dollars for each day late, up to a total of six dollars.

In registering, the student is expected to consult with a faculty adviser, develop a tentative schedule, fill out registration and class cards, and arrange payments with the Business Office.

The Student's Academic Load

The average load is sixteen hours per semester. Less than twelve or more than seventeen hours per semester is considered outside the range of the normal load. A person registered for less than twelve hours is not classified as a regular student. A student carrying eighteen or more hours per semester must have the explicit and written permission of the Dean of the Faculty. Such permission is based on considerations of the student's average for the previous semester or semesters and upon the requirements of his degree program.

Students may not register in any one semester for more than three courses under the same instructor unless they have permission from the Dean of the Faculty. Enrollment in extension or correspondence courses must be approved beforehand by the student's adviser and the Registrar or Dean of the Faculty. A regularly enrolled student may not enroll in such courses if he is carrying over fourteen hours at Ouachita.

Changes in Course of Study

After a student and his adviser 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; and, if he drops without official permission a course in which he is failing at the time, he will receive a permanent grade of "F" in the course. If, by permission of the Registrar, he withdraws from a course during or after the fourth week and is passing in the course at the time, he will receive a grade of "W"; if he is failing at the time, he will receive a grade of "WF".

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Definition of the Credit Hour

The semester hour is the basis for accreditation of academic studies. It represents one fifty-minute recitation or its equivalent per week for

eighteen weeks. At least two hours of laboratory work are required to equal one recitation period. One recitation period per week presumes that the student must spend two additional hours for preparation.

Grades and Quality Credits

Scholastic achievement at Ouachita is indicated by these symbols:

- "A" is equivalent to three quality credits per semester hour and denotes excellence, the quality of work expected of superior students doing their best work.
- "B" is worth two quality credits per semester hour and indicates better than average work.
- "C" is worth one quality credit per semester hour and indicates average but satisfactory work of the average student.
- "D" carries no quality credits 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 student's next semester of residence; in no case may it be made up after one year.
- "W" indicates that student withdrew officially from the College or (that he obtained permission from the Registrar to withdraw from a course after the normal three-week period for changing courses.
- "WF" indicates that student withdrew officially from the course at a time when he was failing.

Classification of Students

A student is not entitled to class privileges until he has been certified by the Registrar's Office as a member of the class. A student is a **freshman** until he has earned 28 semester hours and at least 18 quality credits. Thereafter, a student is a **sophomore** until he has earned 59 semester hours and at least 49 quality credits. Then he is a **junior** until he has earned 89 semester hours and at least 79 quality credits, after which he is a **senior**, provided at least ten of his credit hours represent junior-senior work. A **special** student is one who is not pursuing courses leading to a degree or who is registered for less than twelve hours.

Academic Honors

The honor roll compiled at the end of a semester lists the names of students whose grade records are considerably above average. The mini-

mum qualifying quality credit average is 2.5 or above. A special Presidential Citation goes to students who have a straight "A" or 3-point quality credit average. To be eligible for the honor roll, a student must not only have the stipulated quality credit average but also must be registered for at least twelve hours of academic courses and have no incomplete or failing grade for the semester.

Honors at Graduation are conferred as follows: "summa cum laude" for 360 or more quality credits on the 128 required semester hours; "magna cum laude" for between 320 and 360 quality credits; "cum laude" for between 280 and 320 quality credits.

Probation

A limited academic load is required of students who enter under conditions other than the normal conditions explained in the section on Requirements for Admission.

A student on probation is limited to a partial load determined by the Dean of the Faculty. While on probation, he may not participate in intercollegiate activities or go on college-sponsored trips. Students who do not remove their probationary status within the next semester will be asked to withdraw either temporarily or permanently unless the college administration through the appropriate committee permits another semester on probation.

A freshman will be placed on probation if at the end of his first semester the number of quality credits earned is less than half the number of hours for which he was enrolled that semester. Thereafter, a freshman or sophomore will be placed on probation if he fails to earn twelve semester hours and nine quality credits in a semester. A junior or senior will be placed on probation if he fails to earn as many as twelve semester hours and twelve quality credits in a semester.

Withdrawal from the College

A student may withdraw voluntarily or at the request of the College. He may be asked to withdraw if: (a) it is determined that his actions or attitudes are unworthy of a good campus citizen; (b) his scholastic record falls below normal expectations or if he fails to remove his probationary status, as explained above; (c) his financial record is unsatisfactory to the College.

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

Transcripts

Whenever a student desires to have a transcript sent to graduate or professional schools or to other institutions, he should request it at least

a week before it is needed. The request must be approved by both the Registrar and the Business Manager. Satisfactory arrangements for accounts must be made before transcript will be sent. The initial transcript is free; one dollar is charged for each additional one.

Class and Chapel Attendance

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

Class absences may be excused under any of four conditions: (a) illness certified by physician or infirmary supervisor; (b) official school business; (c) necessary church business (funeral, other emergencies, or annual associational meeting); (d) personal emergency, excuse for which must be approved by the Dean of Students. It is the student's responsibility to obtain his excuse slip from the office of the Dean of Students and to show the excuse slip to the instructor of each class missed not later than the second class period following absence. In addition to excused absences, students may be permitted one unexcused for each semester hour's credit in a course, provided the instructor allows it. Excessive unexcused absences endanger a student's grades. Any student absent for any reason, excused or unexcused, for as much as twenty-five per cent of the class sessions will receive no credit for the courses in which such absences occur.

Chapel attendance is required of each student unless excused for good reason by the Dean of Students. Unexcused chapel absences are penalized on this basis: first one, no demerits; second one, one demerit; third one, three demerits; fourth one, four demerits; each additional one, four demerits. Demerits assessed will be recorded in the student's permanent personnel folder. A student who accumulates twenty-five demerits during one school year will be subject to dismissal.

Requirements for Degrees

Ouachita Baptist College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education.

Evidences of good moral character, fulfillment of all general and specific academic requirements, and formal approval by the faculty are the essential conditions for receiving a degree.

The Bachelor of Arts degree is conferred upon the student who meets the general requirements as listed below. The Bachelor of Science is conferred upon the student who meets the general requirements and achieves an area of concentration in Biology, Chemistry, Home Economics, Physics, or Mathematics, plus at least twenty hours in the other sciences. For the Bachelor of Music degree and the Bachelor of Music Education degree, a student must meet the general requirements and, in addition, comply with

specific requirements explained in the catalog section on the Department of Music.

Summary of Requirements

1. Semester hours totalling at least 128, and including:
 - a. General Education courses* 43 hours, including:

Gen. Ed. 143a, b	Communication
Gen. Ed. 234a, b	Humanities
Gen. Ed. 213	General Psychology
Gen. Ed. 113	**Basic Mathematics
Gen. Ed. 105	**Physical Science
Gen. Ed. 135	**Life Science
Gen. Ed. 153-162	Religion in Life
Gen. Ed. 214-224	Civilization
 - b. Physical Education or Military Science*** 4 or 8 hours
 - c. An Area of Concentration 45 hours
 - d. Courses numbered 300 or above, 42 hours
2. Quality credits totalling at least 128
3. Proficiency test in English usage (to be taken in junior year or later)

Note: A student must spend his senior year at Ouachita, completing not less than twenty-four hours of the last thirty-two hours required for graduation.

Not more than forty hours from one department and not over four hours of physical activity courses may count toward a degree.

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

The student desiring a second degree at Ouachita must spend two additional summer sessions or a regular semester in residence. He may use the same basic requirements for both degrees but must have at least twenty additional hours in the area of concentration used for the second degree.

The Area of Concentration

The area of concentration, a more flexible program of study than the traditional major-minor arrangement, requires a core of at least twenty-

*Description of courses in General Education may be found in the catalog section for the division in which the course is taught: Communication and Humanities in the Division of Humanities; General Psychology in the Division of Education; Basic Mathematics, Life Science, and Physical Science in the Division of Natural Science; Religion in Life in the Division of Religion and Philosophy; Civilization in the Division of Social Science.

**If it contributes more to a student's educational objective, College Algebra or Trigonometry may be substituted for Basic Mathematics; General Chemistry or General Physics may be substituted for Physical Science; Botany or Zoology may be substituted for Life Science.

***Men must register for Military Science I and II, 8 hours; or if physically disabled, for Physical Education and Health, 4 hours. Women must register for Physical Education and Health, 4 hours.

four hours in one department, but permits the student to select from several departments for the remainder of the forty-five hours in the area rather than having to choose an entire minor from a single department. Thus, he can concentrate more effectively on an educational or vocational objective, and college education becomes more significant as preparation for a career.

The area of concentration will be worked out subsequent to the completion of the courses in General Education. Ordinarily, the latter requirements will be met in the freshman and sophomore years. The junior and senior years are then free for development of the area program.

In consultation with the Dean of Students, the College Counsellor, or faculty advisors, the student may outline his degree program at any time in his college career but must do so not later than his junior year. The degree program stating the student's objective and outlining the courses contributing to that objective must be approved by the faculty advisor and by the Dean of the Faculty. When thus approved it becomes the program which, if completed successfully by the student, leads to the conferring of the degree.

The area of concentration shall consist of at least forty-five hours and shall contain at least twenty-four hours but not more than forty hours from some one department. The area may include, with the permission of the faculty advisor and the Dean of the Faculty, up to eight hours from the courses in General Education. At least twenty hours in the whole area of concentration, twelve of them in the chosen core, must be of junior-senior level. No work with "D" grade is acceptable in the area of concentration.

The area of concentration may cut across departmental or divisional lines if this contributes to the student's educational objective. It may be directed toward professional study, such as pre-medical, pre-law, pre-engineering, teacher training, business, or the ministry; or it may be concentrated in subject-matter areas, such as humanities, social studies, fine arts, religion, mathematics, or natural sciences.

The minimum requirements for the area of concentration as stated here may be exceeded in some divisions or departments. The additional requirements are explained in the appropriate sections of the catalog.

Suggested Courses Of Study

Specific and detailed suggestions for certain specialized study programs may be found elsewhere in this catalog (consult index) and in consultations with faculty advisor. In general the student should try to accomplish the program suggested below.

First Year. A freshman must take the General Education courses entitled Communication; he must take either Physical Activities or Military Science or, if unable to take this, lecture courses in Health. From the General Education requirements he should choose most of the rest of

his study program. If a freshman is certain of his educational objective he may elect beginning courses in the chosen department. As a rule, approximately half of the required courses in General Education should be completed the first year.

Second Year. A sophomore should complete the remainder of his requirements in General Education so that by the end of the year he will be completely free to develop his area of concentration and work toward his educational objective.

Third and Fourth Years. The student and his advisor must cooperate closely during the last two years in order to complete and, if possible, enrich the program leading toward the student's educational objective and toward the degree sought.

Courses of Instruction

The program of instruction, under the general supervision of the Dean of the Faculty, is correlated effectively through the grouping of courses into divisions, each of which includes several related departments.

Each course has a three-digit number, the first digit indicating if the course is primarily for freshmen, sophomores, juniors or seniors; the second digit indicating the course number; the third indicating the number of hours credit. Courses numbered 100-199 are primarily for freshmen; 200-299 for sophomores; 300 and above for juniors and seniors. In no case may a regularly enrolled freshman enroll for a course numbered above 300. It is not required that all freshman-level required courses be taken in the freshman year; in fact, they may be taken as late as the junior year.

Courses marked "a" and "b" are full-year courses, "a" designating the first semester, "b" the second semester. Usually "a" is prerequisite to "b", and in most cases both must be taken in order for credit to be given for either.

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

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

DIVISION OF BUSINESS ADMINISTRATION

Mr. Edmondson, Chairman

The Division of Business Administration undertakes to correlate practical business training with the objectives of liberal arts education and to develop those skills and attitudes which will render the student competent

for immediate employment in business or as a teacher of business or for graduate studies. Emphasis is placed on Christian ideals in business relationships.

The Departments of General Business, Economics, and Secretarial Science are included in the Division. Requirements for developing an area of concentration are explained under each department.

I. GENERAL BUSINESS

Mr. Edmondson

This department affords instruction in business organization, law, finance, accounting, retailing, and personnel management.

Requirements for Area of Concentration with Core in General Business: General Business 233a, b, 364, and fourteen additional hours from this department, plus Economics 233 and enough courses from related fields to total forty-five hours.

122. Introduction to Business.

Principles of business organization, promotion, financing, vocational opportunities, and general business practices. **Fall.**

233a, b. Elementary Accounting.

An introductory study of accounting principles and techniques.

303. Business and Industrial Development.

A detailed study of the factors contributing to the location and development of business and industry. **Fall 1956-57 and alternate years.**

312. Federal Income Tax Procedure.

A study of federal tax regulations and of the preparation of income tax returns for individuals, partnerships, corporations, estates and trusts. **Spring 1957-58 and alternate years.**

323. Credits and Collections.

A professional course dealing with problems of credit and collection. **Fall 1957-58 and alternate years.**

332. Corporation Finance.

The financial structure, problems and capitalization of corporations. Prerequisite: 122. **Fall 1957-58 and alternate years.**

364. Business Law.

A general survey of laws affecting business operations, with emphasis on contracts. **Spring.**

373. Retailing.

Principles, practices, and problems of retail merchandising. Prerequisite: 122 and Economics 343. **Spring 1956-57 and alternate years.**

383. Business Statistics and Research.

Elementary theory, presentation, and analysis of statistics in business. Prerequisite: Mathematics 113. **Fall.**

392a, b. Intermediate Accounting.

A study of more complex systems and problems of accounting. Prerequisite: 223b.

423. General Insurance.

The principles and practices of life, fire, casualty, marine, and transportation insurance. The economic and social services of insurance and its principal legal phases. **Spring 1956-57 and alternate years.**

A course in advanced research for seniors concentrating in business. Prerequisite: Business 383. **Offered on demand.**

431. Special Problems in Business.

443. Business Organization.

A study of various patterns and problems of business management and organization. Prerequisite: 122. **Fall 1956-57 and alternate years.**

462. Personnel Management.

A course dealing with selection, testing, training, and management of personnel. Prerequisite: 122. **Spring 1957-58 and alternate years.**

472. Salesmanship.

A study of the nature and importance of selling, analysis of the sales personality and salesman's responsibilities, and a survey of the practices and techniques that have been proved successful. Prerequisite: 122 and Economics 343. **Spring 1957-58 and alternate years.**

II. ECONOMICS

Dr. Yeager

The study of Economics, closely related to the Social Studies, deals with man's efforts to satisfy tangible needs from the materials of his environment. Theories of production and distribution and their impact upon social institutions are presented in historical perspective.

Requirements for Area of Concentration with Core in Economics: Economics 233 plus at least eighteen additional hours from this department plus enough hours from related fields of study to total forty-five hours.

233. Principles of Economics.

An introductory study of the terminology of economics and of the basic laws of production, exchange, distribution, and consumption. Each semester.

243. Applied Economics.

A study of current national and international economic problems approached from both theoretical and practical standpoints. Prerequisite: 233. **Spring.**

303. Consumer Economics.

The problems of credit, money management, and security planning as they affect consumers. Recommended for Home Economics students. Prerequisite: 243. **Fall 1956-57 and alternate years.**

313. American Economic History.

Relating economic motivations to sectionalism, political parties, class conflict, and especially to foreign policy since 1900, this course covers the entire period from 1492 to the present. Prerequisite: 243, and Civilization II. **Fall 1957-58 and alternate years.**

323. European Economic History.

Beginning with medieval Europe, then tracing the impact of the Mercantilists, the Physiocrats, and the Classical economists upon England and the Continent. Careful study of Fascism, Naziism, and Communism, and the economic background and aftermath of World War II. Prerequisites: 243 and Civilization I. **Spring 1956-57 and alternate years.**

333. World Resources.

Demographic, natural, industrial, and capital resources are studied in their relation to problems of international cooperation and peace. Prerequisite: 243. **Spring 1957-58 and alternate years.**

343. Marketing.

Marketing of raw materials, industrial, agricultural, and consumer goods. Prerequisite: 243. **Spring 1957-58 and alternate years.**

353. Public Finance.

An analysis of the sources of public revenue, the nature and extent of public expenditures and the problems of taxation at local, state, and national levels. Prerequisites: 243 and Political Science 213. **Spring 1957-58 and alternate years.**

392. Labor Relations.

The relationships of labor problems to the total socio-economic situation. The aims, methods, and history of labor unions. Prerequisites: 243 and Civilization II. **Fall 1956-57 and alternate years.**

423. 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. Prerequisites: 243 and Civilization I. **Fall 1957-58 and alternate years.**

433. Money and Banking.

The history of prices; basic principles of credit; banking and the Federal Reserve system. Prerequisite: 243. **Fall 1956-57 and alternate years.**

443. Corporate Concentration.

A study of problems and public policies arising from the concentration of economic power in the United States. Prerequisite: Economics 243. **Spring 1956-57 and alternate years.**

463. Contemporary Economic Problems.

Major economic problems such as pricing, government control of business, etc. Prerequisite: 243. **Spring 1956-57 and alternate years.**

III. SECRETARIAL SCIENCE

Miss Orr

Courses in Secretarial Science develop skills in typewriting, dictation, transcription, use of office machines, and general office practice.

Requirements for Area of Concentration with Core in Secretarial Science: At least twenty-four hours in courses from this department plus Economics 233, General Business 233a, b, and 364, plus enough hours from related fields of study to total forty-five hours. At the discretion of the advisor, the core in secretarial science may include up to six hours in general business.

Students with high school credit in typewriting and shorthand may continue their study at a level indicated by results of advanced standing examinations. College credit may not be given for beginning shorthand and typewriting if high school units in equivalent courses are used as entrance credits.

102a, b. Beginning Typewriting.

For beginners only and not open to persons who already have ability in typewriting. Instruction and practice in basic skills and techniques.

202a, b. Elementary Shorthand.

Introductory course in Gregg shorthand, simplified. Instruction and practice in reading and dictation. Reviews of shorthand theory during second semester. Open only to beginners in shorthand. Prerequisite: 102b or equivalent.

212a. Advanced Typewriting.

Letter-writing with emphasis on syllabification, punctuation, and spelling; arrangement of reports and manuscripts involving tabulation and statistics. Prerequisite: Speed of 50 words per minute. **Fall.**

212b. Production Typewriting.

Designed to teach the student how to meet the production standards of business offices. This course provides a wide variety of typing jobs which must be planned, typed, and assembled. Prerequisite: 212a or two years of high school typewriting. **Spring.**

303a, b. Advanced Dictation and Transcription.

Intensive drill in dictation, speed building, and transcription, with emphasis on business office standards in quality and quantity. Student must achieve by end of first semester a dictation rate of 120 wpm, by end of second semester, 140 wpm, both with acceptable transcription rates. Prerequisite: 202a, b, or dictation rate of 80 wpm.

312. Filing Systems.

A comprehensive study of the fundamentals of filing. Practice in filing and finding and in setting up various filing systems. **Fall.**

323. Office Machines.

Instruction and practice in operating key-driven calculators, ten-key machines, rotary-type calculators, listing machines, duplicators, and machine dictation equipment. Lecture and laboratory. **Fall.**

342. Business Communications.

The fundamentals of business letter-writing with special attention to form and composition, including a grammar refresher section. Prerequisite: ability to type. **Fall 1957-58 and alternate years.**

423. Office Practice.

To prepare students for actual service as secretaries and to orient business teachers in office procedures, this course outlines the duties, responsibilities, and personal qualifications of a secretary and points out the best methods in office routines and style. Prerequisites: 212b, 303. **Spring.**

432. Teaching Commercial Subjects.

Discussion and demonstration of materials, methods, classroom procedures, and testing in the teaching of typewriting and shorthand in high schools. Prerequisite: eight hours shorthand and six hours typewriting or equivalent. **Spring 1956-57 and alternate years.**

DIVISION OF EDUCATION

Dr. Yeoman, Chairman

The Division of Education is primarily concerned with the improvement of teacher education. The major functions of the Division are to develop and administer the professional offerings, to coordinate the various aspects of the programs offered, and to render service in matters of teacher placement and follow-up.

The Division embraces the Departments of Elementary Education, Secondary Education, Physical Education, Psychology and Library Science. Areas of concentration are offered in all except Library Science. Programs of teacher education are offered in Elementary Education, Secondary Education, and Physical Education, each of which qualifies for certification in the state of Arkansas.

Ouachita cooperates with and participates in the Arkansas Experiment in Teacher Education.

General Education offered within the Division includes:

Gen. Ed. 213 General Psychology.

An introductory course dealing with the elementary principles, terminology, and various aspects of the different branches of psychology. **Each semester.**

Suggested Programs of Study for Teacher Education

Successful completion of one of the programs of study listed here will qualify the student for teaching in the state of Arkansas in the teaching areas indicated as well as meet requirements for the area of concentration. Deviations from the programs must be approved in writing by the advisor and the chairman of the Division of Education.

Elementary Education

			Fall	Spring
First Year:	Gen. Ed. 143a, b	Communication	3	3
	Gen. Ed. 135	Life Science	5	
	Gen. Ed. 105	Physical Science		5
	Gen. Ed. 153	Religion in Life I	3	
	Gen. Ed. 113	Basic Mathematics		3
	Mil. Sci. 112a, b	Military Science (men)	2	2
	Phys. Ed.	Activity Course	1	1
		Electives	3-4	3-4
			17-18	17-18
Second Year:	Gen. Ed. 162	Religion in Life II	2	
	Gen. Ed. 213	General Psychology		3
	Gen. Ed. 214-224	Civilization I-II	4	4
	Gen. Ed. 234a, b	Humanities	4	4
	Ed. 132	Basic Music for Classroom Teachers	2	
	Ed. 223	Intro. to Education	3	
	Mil. Sci. 212a, b	Military Science (men)	2	2
	Phys. Ed	Activity Course	1	1
		Electives		3-4
				17-18
Third Year:	Ed. 303	Ed. Psych., Elementary	3	
	Ed. 332	Children's Literature		2
	Art 322a, b	Pub. Sch. Arts and Crafts	2	2
	Ed. 393	Elementary Curriculum		3
	Ed. 352	Sch. Music, Materials and Methods	2	
	Speech 113a	Fundamentals of Speech	3	
	Hist. 402a, b	Recent American History	2	2
	Phys. Ed. 353	Phys. Ed. Methods, Elementary	3	
	Geography	Elective		3
		Electives	1	4
			16	16

DIVISION OF EDUCATION

			Fall	Spring
Fourth Year:	Ed. 322E	Evaluative Procedures		2
	Ed. 382	Arithmetic in Elem. Grades	2	
	Ed. 409E	Directed Teaching		9
	Ed. 422	Teaching the Social Studies, Elementary	2	
	Ed. 433	Teaching the Language Arts, Elementary	3	
	Ed. 442	Science in the Elem. Grades	2	
	Ed. 492	Audio-Visual Aids		2
	Phys. Ed. 473	Health and Safety	3	
	Speech	Elective	3	
		Electives	1	3
			16	16

Secondary Education

First Year:	Gen. Ed. 143a, b	Communication	3	3
	Gen. Ed. 135	Life Science	5	
	Gen. Ed. 105	Physical Science		5
	Gen. Ed. 162	Religion in Life II	2	
	Gen. Ed. 113	Basic Mathematics		3
	Speech 113a	Fundamentals of Speech	3	
	Mil. Sci. 112a, b	Military Science (men)	2	2
	Phys. Ed.	Activity Course	1	1
	Electives	2-3	2-3	
		18-19	16-17	
Second Year:	Gen. Ed. 213	General Psychology		3
	Gen. Ed. 153	Religion in Life I	3	
	Gen. Ed. 234a, b	Humanities	4	4
	Gen. Ed. 214-224	Civilization I-II	4	4
	Ed. 223	Introduction to Education	3	
	Mil. Sci. 212a, b	Military Science (men)	2	2
	Phys. Ed.	Activity Course	1	1
	Electives	1-2	3-4	
		17-18	17-18	
Third Year:	Ed. 343	Ed. Psych., Secondary	3	
	Ed. 373	High School Curriculum	3	
	Ed. 413:	General Methods and Observation		3
		Electives and courses in selected teaching areas	10	13
		16	16	

			Fall	Spring
Fourth Year:	Phys. Ed. 473	Health and Safety	3	
	Ed. 322S	Evaluative Procedures		2
	Education	Special Methods in Teaching Area		2
	Ed. 409S	Directed Teaching		9
		Electives and courses in selected teaching areas	13	2
			<hr/>	<hr/>
			16	15

Physical Education

First Year:	Gen. Ed. 143a, b	Communication	3	3
	Gen. Ed. 135	Life Science	5	
	Gen. Ed. 105	Physical Science		5
	Gen. Ed. 162	Religion in Life II	2	
	Gen. Ed. 113	Basic Mathematics		3
	Speech 113a	Fundamentals of Speech	3	
	Phys. Ed. M-142 or W-142	Personal Hygiene		2
	Mil. Sci. 112a, b	Military Science (men)	2	2
	Phys. Ed.	Activity Course	1	1
			<hr/>	<hr/>
			16	16

Second Year:	Gen. Ed. 234a, b	Humanities	4	4
	Gen. Ed. 214-224	Civilization I-II	4	4
	Gen. Ed. 152	Religion in Life I	2	
	Gen. Ed. 213	General Psychology		3
	Ed. 223	Intro. to Education	3	
	Soc. 213	Intro. to Sociology		3
	Mil. Sci. 212a, b	Military Science (men)	2	2
	Phys. Ed.	Activity Course	1	1
			<hr/>	<hr/>
			16	17

Third Year:	Phys. Ed. 313	Sch. and Community Recreation		3
	Phys. Ed. 383	Prin. of Phys. Education	3	
	Phys. Ed W251a	Folk Rhythm	1	
	Phys. Ed. 423	Adm. of Phys. Ed. Programs	3	
	Ed. 433S	Methods in Phy. Ed., Secondary		3
	Ed. 413	Methods of Teaching in High School		3
	Ed. 343	Ed. Psych., Secondary	3	
	Ed. 373	High School Curriculum	3	
		Electives	4	8
			<hr/>	<hr/>
			17	17

DIVISION OF EDUCATION

		Fall	Spring
Fourth Year:	Phys. Ed. 473	3	
	Phys. Ed. M-442		3
	Phys. Ed. 463	3	
	Phys. Ed. 362	3	
	Phys. Ed. 442	2	
	Phys. Ed. 432	2	
	Phys. Ed. M-352		
	Phys. Ed. 372		
	Ed. 322S		2
	Ed. 492	2	2
	Ed. 409S		9
		7	16
	17	16	

I. ELEMENTARY EDUCATION

Dr. Yeoman

Miss Wright

Mr. Donnels

The program in Elementary Education is designed to give training in pertinent subject matter and in skill areas stressing a broad working acquaintance with the elementary curriculum rather than with subject matter specialization needed in secondary school teaching.

Requirements for Area of Concentration with Core in Elementary Education: Education 132, 223, 303, 322E, 332, 352, 382, 392, 409E, 422, 433, 442, and 492; Art 322a, b; Speech, six hours including Speech 113a; Geography, three hours; History 402a, b; Physical Education 353 and 473.

Secondary Education 363, Physical Education 353 and Art 322a,b may be counted toward an area of concentration in Elementary Education.

132. Basic Music for Classroom Teachers.

A course in simple sight-reading, fundamental chord accompaniments, and other musical knowledge needed in teaching elementary school children. **Fall.**

223. Introduction to Education.

This course aims to acquaint the student with the field of education, to help him consider critically the wisdom of entering the teaching profession and to guide him in planning a program of study. **Fall.**

303. Educational Psychology, Elementary Level.

Emphasis in the course is placed on the psychology relating to the child as a learner. **Fall.**

322E. Evaluative Procedures.

A study of the techniques of grading, evaluation of progress, and determination of aptitudes and interests. Consideration of appropriate instruments and their uses and interpretation. **Spring.**

332. Children's Literature.

Books for children are evaluated in this course. Reading areas are sampled and evaluated in terms of appropriateness for the child's best interests, needs and abilities. **Spring.**

352. School Music, Materials and Methods.

A course in the use of materials and methods which the elementary teacher can use for instruction in music. **Fall.**

382. Arithmetic in the Elementary Grades.

This course deals with problems and techniques of teaching arithmetic in grades one through six. **Fall.**

393. The Elementary Curriculum.

A study of the principles and practices involved in developing the program for the elementary school, with major emphasis on curriculum construction. **Spring.**

409E. Directed Teaching, Elementary.

In this course, the prospective teacher participates in all phases of the elementary teacher's work by spending one-half of each day for one semester in a nearby public school. The student's participation is directed by a cooperating teacher and the college supervisor. Prerequisite: Permission of the chairman of the Division of Education. **Spring.**

422. Teaching the Social Studies (Elementary).

A course dealing with the selection and presentation of materials and teaching techniques for history, geography, and other social studies. **Fall.**

433. Teaching the Language Arts (Elementary).

A study of planned sequential instruction in acquiring and expressing ideas in grades one through six, with emphasis on materials and tech-

niques pertaining to listening, observing, speaking, reading, and writing as the means of communication. **Fall.**

442. Science in the Elementary Grades.

A course dealing with skills, attitudes, and appreciations to be developed in relation to the child's natural environment. Plant and animal life, mineral resources, and conservation are emphasized. **Fall.**

492. Audio-Visual Aids in Education.

A course designed to familiarize the student with audio-visual aids and how to direct a public school program in audio-visual education. The course provides practical experience in use of audio-visual equipment such as the motion picture projector, the slide projector, the opaque projector, and other mechanical devices. **Spring.**

II. SECONDARY EDUCATION

Dr. Yeoman

Mr. Donnels

The program in Secondary Education is designed to prepare the student to teach in two academic areas. Major emphasis is placed on laboratory aspects of training procedures.

Requirements for Area of Concentration with Core in Secondary Education: Education 223, 322S, 343, 373, 413, 409S, and two hours in special methods in teaching area; Speech 113a; Physical Education 473 and enough additional courses from related fields to total at least forty-five hours. Courses in areas of teaching specialization will be determined by the student working with assigned counsellor.

Elementary Education 223 and 492 may be counted toward an area of concentration in Secondary Education.

253. Principles of Secondary Education.

A course designed to acquaint students with the history of secondary education, to interpret basic principles in the development of the program, and to consider purposes and objectives. **Offered on demand.**

313. Co-curricular Activities (Secondary).

A study of the types and relative values of organized out-of-class activities, with emphasis on organization and administration of activity programs. **Offered on demand.**

322S. Evaluative Procedures.

A study of grading, evaluating progress, and determining interests and aptitudes. The student is introduced to appropriate evaluative instruments and their uses. **Spring.**

343. Educational Psychology (Secondary).

A course designed to develop understanding of the problems in learning and in the motivation of adolescents. Consideration of the effects of subjective, objective, and interactive learning situations. **Fall.**

363. Guidance and Personnel.

A course in the methods of counselling, with practice in interviewing and the use of pertinent data. **Offered on demand.**

373. The High School Curriculum.

A course in the prevailing principles and practices in preparing the high school study program, with special emphasis on selection and organization of curriculum content. **Fall.**

409S. Directed Teaching (Secondary).

The course provides the prospective teacher participating experience in all phases of the high school teacher's work. One half of each school day for one semester is spent in a nearby public school working under the supervision of a cooperating teacher and the college supervisor. Prerequisite: permission of the chairman of the Division of Education. **Spring.**

413. General Methods and Observation.

A course in teaching methods, in the procedures for stimulating, guiding, and directing learning. **Spring.**

453. History and Philosophy of Education.

A study of the development of education from its beginnings until the present time, with special emphasis on the teachings and contributions of certain outstanding philosophers who influenced educational trends. **Offered on demand.**

491. Seminar in Secondary Education.

Guided by the chairman of the division, the student studies special problems in this field.

Special Methods Courses for Secondary School Teachers.

402S. Teaching the Social Studies (Secondary).

422. Teaching Commercial Subjects.

- 433S. **Methods in Physical Education** (See Physical Education Department).
452. **Teaching English in High School.**
462. **Teaching Mathematics in High School.**
472. **Teaching Natural Science (Secondary).**
482. **Teaching Modern Languages (Secondary).**
483. **Methods of Teaching Home Economics.**

III. HEALTH AND PHYSICAL EDUCATION

Mr. Shultz

Mr. Vining

Mr. Rodgers

Miss Ashburn

Courses in the Department of Health and Physical Education provide basic instruction in health and safety, train physical education teachers for elementary and secondary schools, and teach the value of games and sports in the educative process.

The Athletic Program

All students are encouraged to participate in intramural or intercollegiate sports. Such participation enriches personality by developing desirable attitudes toward health, social-mindedness, sportsmanship, competition, cooperative effort, institutional loyalty, and other values and skills that carry over into later life.

Ouachita is a member of the Arkansas Intercollegiate Conference and abides by the eligibility and other regulations of that conference.

Requirements for Area of Concentration with Core in Health and Physical Education: Forty-five hours, of which at least thirty-one must be in the Department of Health and Physical Education and the remainder from related fields. Specifically required from this department are courses 313, 383, 423, 463, 433S, 473, and a choice of two from M442, 432, 362, and 372. In addition, men must complete four activity courses (M111a, b and M121a, b) and women must complete four activity courses (W121a, b and W221a, b) plus W251a plus a choice of one course from W211, W231, W241, or W251b.

Activity Courses

The prescribed uniform for participation in activity courses is: for men, shorts, shirt, and basketball shoes; for women, white shirt, socks, tennis shoes and purple pedal pushers. The courses marked "M" are for men only, those marked "W" for women only.

M111a, b. Individual Sports.

Tumbling, gymnastics, handball and badminton the first semester; boxing, archery, and recreational sports the second semester.

M121a, b. Team Sports.

Touch football, speed ball, and basketball the first semester; volleyball, softball, basketball, and track and field sports the second semester.

W121a, b. Team Sports.

Volleyball, field hockey, and basketball the first semester; soccer, basketball, and softball the second semester.

W211. Marching, Tumbling, and Pyramid Building. Fall.

W221a, b. Individual Sports.

Archery and badminton the first semester; recreational games the second semester.

231. Tennis. Each semester.

241. Golf. Each semester.

W251a, b. Folk Rhythm.

Academic Courses

M142 or W142. Personal Hygiene.

In separate courses for men and women, stress is laid on safety, personal health, sane living, community health, and the physical welfare of school children. **Spring.**

152. First Aid.

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

223. Camp Leadership.

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

262. History of Physical Education.

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

273. Community Health.

A study of the principles of lighting and seating, ventilation and heating, food preparation, water supply, sewage disposal, disease control, and health agencies. **Fall.**

313. School and Community Recreation.

A survey of the nature and scope of school and community recreation, with emphasis on recreational problems in schools. **Spring.**

333. Church Recreation.

A survey course for ministers and religious education workers designed to give an overall picture of recreation, its organization and administration in both large and small churches. **Fall.**

M342. Sports Officiating.

A study of the rules and rulebooks for various sports along with practice in officiating for the major sports. Designed primarily for prospective coaches. **Fall.**

M352. Track and Field.

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

353. Physical Education Methods (Elementary).

A study of the scope, motivation, and administration of school health programs. Instruction in methods, class routine, administration of the daily program, and graduation of subject matter. Included in the course are methods of teaching story plays, hunting games, mimetics and other activities. **Fall.**

M362 or W362. Coaching Team Sports.

A study of the theory and practice of playing and coaching field hockey, volleyball, basketball, and softball, with consideration for the administration and organization of these sports in intramural programs and physical education classes. **Fall.**

372. Coaching Individual and Recreational Sports.

A study of the techniques of coaching golf, tennis, archery, tumbling, handball, badminton, and horseshoe pitching, with consideration for the administration and organization of these sports in intramural programs and physical education classes. **Spring.**

383. Principles of Physical Education.

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

M412. Techniques of Athletic Training.

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

423. Administration of Physical Education Programs.

A study of the administrative programs and problems in both elementary and secondary schools in both rural and urban districts. **Fall.**

432. Basketball Coaching.

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

433S. Methods in Physical Education (Secondary).

A study of methods for high school physical education programs, including time allotment, seasonal division of work, public relations, care and purchase of supplies and equipment, graduation of subject matter, and the handling of handicapped children. **Spring.**

M442. Football Coaching.

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

463. Kinesiology.

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

473. Health and Safety.

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

483. Tests and Measurements.

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

IV. PSYCHOLOGY

Dr. Sutley

Mr. Donnels

A study of psychology helps the student understand himself and other people. The Department seeks to point out practical uses of the subject in dealing with people as well as to provide a sound basis for advanced study in the field.

Requirements for Area of Concentration with Core in Psychology: General Psychology plus at least twenty-one additional hours in this department and enough hours from related fields to total at least forty-five hours. Psychology 442 should be elected by students planning graduate study in Psychology.

General Psychology is prerequisite to all courses in the department. Religion 433 and Sociology 313 and 343 may count for credit in Psychology.

213. General Psychology.

An introductory course dealing with elementary principles, terminology, and various aspects of different branches of the subject. **Each semester.**

223. Mental Hygiene.

A study of the psychological factors relating to personal adjustment and mental health, with emphasis on the well-integrated personality, and some attention to the milder forms of normal variance. **Spring.**

233. Applied Psychology.

An investigation of certain psychological theories and practices applied to problems of medicine, law, criminology, and business. **Fall.**

313. Psychology of Childhood.

A study of the nature and needs of the child's mental, physical, social, and emotional development. It is required that the student select and study one child. **Fall.**

333. Psychology of Adolescence.

A study of teen-age problems and development. The student is required to write a detailed report on his study of an adolescent. **Spring.**

353. Psychological Measurements.

An introduction to psychometry and elementary statistical concepts, including demonstrations of group and individual tests and discussion of test rationale, construction, and interpretation. **Fall.**

413. Introduction to Clinical Psychology.

A critical evaluation of the theories, problems, limitations, and trends in the field. The course is designed for serious students of clinical psychology and is open to students concentrating in psychology. **Spring.**

433. Psychology of Abnormal Behavior.

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

442. Statistics.

A practicum in computations, the student being given opportunity for critical analysis and evaluation of elementary statistical techniques. Prerequisite: 353. **Spring.**

451. Seminar in Psychology.

Special topics are selected for research. Oral and written reports are required. Open to seniors who are concentrating in psychology and who have at least a "B" average. Others admitted by special permission only.

V. LIBRARY SCIENCE

Mr. Seager

212. The School Library.

A study of general library administration, book selection, and methods of library service. Designed primarily for the teacher-librarian, but other students above freshman standing may be admitted. Laboratory periods are required. **Fall.**

222. Library Services.

This course, a continuation of 212, includes library administration, guidance in bibliography construction, reference service, and general library practices. Prerequisite: 212. **Spring.**

301-3. Reference.

The first hour deals with materials in religion. The other two hours deal with general reference materials in other fields. Selection, evaluation, and interpretation of reference materials is the aim of the course. **Spring.**

DIVISION OF FINE ARTS

Dr. Mize, Chairman

The Division of Fine Arts, embracing the Department of Art and the Department of Music, has the dual purpose of training students for careers in one of the arts and of providing arts experiences for students seeking a liberal education.

I. ART

Mr. Raybon

Mrs. James

Education in art develops appreciation for the beautiful and harmonious in life. Courses in art are open to students wishing to develop critical and creative abilities and to students desiring professional art training.

Requirements for Area of Concentration with Core in Art: Art 113a, b 213a, b, 233a, b, 312a, b, 333a, b, and enough courses from related fields to total at least forty-five hours.

Students usually furnish, with certain exceptions, their own art materials. The department reserves the right to use student work for exhibition purposes.

113a, b. Elementary Design.

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

202a, b. Mechanical Drawing.

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

213a, b. Drawing.

Drawing from still life, landscapes, and portrait figures. One and two point perspective. **1957-58 and alternate years.**

222a, b. Art Appreciation.

A non-technical cultural course, a study of the world's art and the principles involved in masterpieces of architecture, painting, and sculpture as well as in industrial arts and crafts. The scope and significance of visual art in civilization are emphasized. **1957-58 and alternate years.**

233a, b. Advanced Design.

A more detailed study in selection and arrangement of mass, value, color, and texture, along with summary attention to abstract design, commercial design, interior design, and industrial design. Prerequisite: 113b. **1956-57 and alternate years.**

302. Costume Illustration.

A study of the development of costumes and the application of art to clothing design. Prerequisite: 113b. **Spring.**

312a, b. Introduction to Art History.

Emphasizing relationships of art to environment, and illustrated with visual aids, this course develops understanding of the aesthetic and expressionistic character of the visual arts from prehistoric to modern times. Interpreting art by its motivating forces, the first semester deals with ancient and medieval art, the second with Renaissance and modern art. **1956-57 and alternate years.**

322a, b. Public School Arts and Crafts.

Emphasizing the place of art in elementary and secondary school programs, this course deals with the principles and procedures in teaching the arts and crafts, and with the selection and preparation of illustrative materials for pupils of various grade levels.

333a, b. Painting.

Emphasizing color and composition in representation of form and space, this course deals with creative problems. Medium used (i.e., oil, paint, tempera, water color) depends on needs or desires of each student. Prerequisite: 113b.

411-4a, b. Studio Problems.

Work on advanced problems in a chosen branch of art is given according to needs and ambitions of individual student. Conference with instructor at least once a week.

II. MUSIC

Dr. Mize

Miss Bowden

Miss Lyon

Miss Queen

Mr. Scott

Miss Wright

Mr. Birkhead

The Department of Music prepares students for careers in the fields of musical performance, music education, and church music. It also pro-

vides courses for persons desiring non-technical knowledge of music as a part of their liberal education. For students desiring careers in musical performance, the Bachelor of Music degree is offered; for students who wish to become music teachers, the Bachelor of Music Education; for prospective music directors, the Bachelor of Music degree with a core in church music; for persons studying music for its value in liberal education, the Bachelor of Arts degree with a core in music.

Requirements for Area of Concentration:

a. With Core in Music (For B. A. degree)

Music 134a, b, 244a, b, and 462a, b, plus sixteen hours in applied music, three hours ensemble, and enough additional courses from related fields to total at least forty-five hours.

b. With Core in Applied Music (For B. M. degree)

Music 134a, b, 244a, b, 344a, b, 462a, b, 333, plus twenty-four hours in one field of applied music, twelve hours in a second field of applied music, three hours of ensemble, and six hours of French. Piano students must also take Music 492. All candidates for the Bachelor of Music degree must appear in public graduation recital.

c. With Core in Church Music (For B. M. degree)

Music 134a, b, 244a, b, 344a, b, 462a, b, 363, 373, 413, 322a, b, plus eighteen hours in one field of applied music, six hours in a second field of applied music, and three hours of ensemble. All candidates for the Bachelor of Music degree must appear in public graduation recital.

d. With Core in Music Education (For B. M. E. degree)

Music 134a, b, 141a, b, 151a, b, 244a, b, 344a, b, 462a, b, 442a, b, and two hours ensemble, plus twenty-four hours of applied music, plus the required number of hours from the Division of Education to comply with the teacher certification requirements of the State of Arkansas. The twenty-four hours of applied music may be taken according to any one of three options:

- Option I: Eighteen hours in student's major instrument, three hours piano, and three hours voice (either class or private)
- Option II: For voice students, twenty-one hours in voice, three hours in piano; for piano students, twenty-one hours in piano, three hours in voice.
- Option III: Nine hours in wind instruments, six hours in string instruments, six hours in piano, three hours in voice.

All candidates for the B. M. E. degree, except for Option III, must appear in public graduation recital.

Theory

122a, b. Fundamentals of Music.

Offered primarily for students not prepared by talent or background to enter standard courses in music theory or methods. Not open to students concentrating in music and does not offer credit toward music degrees. May count toward B. A. degree, and partially meets requirements for Arkansas elementary school certificate.

134a, b. Theory I.

An integrated study of sight-singing, ear-training, harmony, and counterpoint. Meets five periods per week.

141a, b. String Methods Class.

The student learns the functions of the principal string instruments and learns to perform on one of them — violin, viola, cello, or bass viol — with special emphasis on positions of instrument and bow.

151a, b. Wind Methods Class.

The wood-wind instruments are studied during the first semester, the brass and percussion instruments during the second semester.

244a, b. Theory II.

Continuation of the integrated course in sight-singing, ear-training, harmony, and counterpoint. Meets five periods per week. Prerequisite: Theory I.

322a, b. Choral Conducting.

A study of baton technique, conducting skills, and choral literature. Especially designed for directors of church music.

333. Survey of Music Literature.

Using recordings of musical masterpieces, this course aims to develop more critical appreciation of the elements of music, proper aesthetic judgments, and intelligent listening. **Spring.**

344a, b. Theory III.

An integrated study of form and analysis, orchestration, and conducting. Meets five periods per week. Prerequisite: Theory II.

363. Church Music I.

An introductory course for church organists and choir directors. **Fall.**

373. Church Music II.

A study of the historical development of hymns and church music. **Spring.**

413. Church Music III.

A study of the organization and management of church music programs, especially adapted to Southern Baptist churches. **Spring.**

442a, b. Public School Music.

A study of the aims, materials, and methods for teaching school music from kindergarten through sixth grade, followed by a study of methods of organizing and conducting junior and senior high school music departments, including glee club and instrumental ensembles; also a survey of music materials for high school music programs. Prerequisite: 141a, b, 151a, b.

462a, b. Theory IV. History of Music.

In the first semester, a study of music from primitive man to the nineteenth century, including early church music, the development of polyphony, and the beginnings of opera, oratorio, and instrumental music. The second semester traces developments from Beethoven to the present.

492. Piano Methods.

A study of drill methods, fundamentals, teaching materials, and principal problems of the teacher of piano. **Fall 1956-57 and alternate years.**

Ensembles

Each music major is encouraged to participate in an ensemble. Up to four hours credit in ensemble may count toward graduation. It is required that one enroll for both semesters in ensembles involving a half credit hour per semester.

130.5a, b. Ouachita Gleemen.

A chorus open to all college men, performing both sacred and secular music for various campus functions.

140.5a, b. Treble Clef Club.

A chorus for all college women, performing both sacred and secular music for various campus functions.

150.5a, b. Piano Ensemble.

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

160.5a, b. Little Symphony.

Selected from the better instrumentalists on the campus, this group participates in various campus activities.

171a, b. Band.

The College Band plays for athletic events and gives concerts during the year. Membership attained by tryouts at start of year.

181a, b. College Choir.

Performing both a cappella and accompanied, the Choir sings both sacred and secular music. Stress is laid on voice production, choral techniques, and interpretation.

Applied Music

Selective admission to courses in Piano, Organ, Voice, or Violin means that a student may register for applied music only after he has demonstrated to the head of the Department that he has had the preparation or has the ability to perform satisfactorily the work of that course.

Students will be placed in the applied music grade of their ability. Advancement to the next grade must be approved by the instructor and an examining committee.

All students taking applied music must attend the Repertoire class which meets once a week and consists of short recitals presented by various students.

Credit in applied music is arranged as follows:

Class instruction, one-hour credit

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

Preparatory Grade, one and one-half hours credit

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

Intermediate and Advanced Grade

On the B. A. degree, two hours credit

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

On the B. M. and B. M. E. degrees, three hours credit

Two half-hour lessons, ten hours practice per week.

Pianoforte

A systematically developed technical background is the first prerequisite in modern piano playing. The best from all the so-called methods is used in teaching. Co-ordination of mind and muscle, rhythmical accuracy, correct phrasing, good tone quality, melodic outline, dynamic shading, and correct pedaling are the goals sought.

011.5a, b. Preparatory Grade.

Basic principles of touch and tone. Major and minor scales, legato and

staccato touch. Studies from Heller, Gurlitt, Czerny, Bertini. Pieces by Bach, Godard, Reinecke, Poldini, Clementi, and others.

103a, b. Secondary Piano.

Special piano instruction for students concentrating on applied music other than piano.

191a, b. Class Piano.

Small classes for adult beginners who are not piano majors. Two one hour lessons, five hours practice per week.

291a, b. Class Piano.

Second year for students not concentrating in piano. Two one-hour lessons, five hours practice per week. Prerequisite: 191a, b.

Private Lessons in Piano.

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

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

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

To enroll in Piano III, a student must be able to play major and minor scales, similar and contrary motion, at 480 notes a minute; also arpeggios, major, minor, diminished, and dominant sevenths at 464 notes a minute. Moreover, a student must be able to play from memory an entire Beethoven sonata, a waltz and polonaise from Chopin, and three pieces from standard modern composers.

413a, b. Piano IV. Fourth year, advanced grade. Continued technical work. Bach Well-Tempered Clavichord, Moscheles etudes, Chopin etudes, Beethoven sonatas, piano concerto, or concert pieces selected by instructor. Pieces from Liszt, MacDowell, Henselt, Brahms, Tschaikowski, Debussy, Dohnanyi, and others. Study of Moskowski's Etudes de Virtuo-

site Op. 72, Villoing's Rubinstein Technics, and Phillips' Extra Pratiques. Memorization of two preludes and fugues from Bach's Well-Tempered Clavichord (or equivalent) is required.

Candidate for graduation must give public recital of the following or their equivalent: Beethoven Sonata, Opus No. 2; Schubert-Liszt song transcription; Chopin Etude, Opus 25, No. 10; a concerto, one movement; a group of three compositions from works of Grieg, Rachmaninoff, Brahms, MacDowell, or other standard composers. Candidate must also be able to play all exercises in Hanon's The Virtuoso Pianist.

Organ

Private Lessons only.

113a, b. Organ I. First year. Pedal studies of Clemens and Schneider; Dickinson, Art of Organ Playing; Bach, Eight Little Preludes and Fugues; hymn playing. Prerequisite: Completion of preparatory grade in piano or its equivalent.

213a, b. Organ II. Second year. Mendelssohn, Sonata in C Major; Reiman, Technical Studies of the Organ; Rinck, Chorale Studies; pieces by Buck, Rheinberger.

313a, b. Organ III. Third year. Bach sonatas, chorale preludes, fugues; Franck, Fantasie in C Major; Piece Heroique; shorter works by Foote, Karg-Elert, Handel, Wider, and others.

413a, b. Organ IV. Fourth year. Bach sonatas, chorale preludes, fugues; Mendelssohn sonatas; Vierne, movements from symphonies; smaller works by de Larmarter, Vaughan-Williams, Edmundson, Bingham, Reger, others.

Voice

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

011.5. Preparatory Grade.

For students with insufficient preparation to enroll in Voice I.

113a, b. Voice I. First year. Exercises in correct breathing, use of vowels and consonants, and resonance of tone. Study of rhythm and time patterns. Scale-wide vocalizations for extension and flexibility, correction of common vocal faults. Exercises by Abt, Sieber, Vaccai, and songs in English and Italian. Emphasis on tone quality and interpretation.

191a, b. Class Voice. Small classes studying somewhat similar techniques as in private lessons, but with less individual attention. Not open to students concentrating in voice. Two one-hour lessons, five hours practice per week.

213a, b. Voice II. Second year. Extended major and minor scales and arpeggios to develop flexibility and full vocal range and uniformity in color and tone. Classic and romantic songs in English, German, and Italian. Some oratorio study. Student will appear on programs.

313a, b. Voice III. Third year. Exercises in embellishment, turns, trills, mordents, and fuller development of tone and color. Study of classics, of recitative and aria from opera and oratorio by Handel, Mozart, and others. Songs in English, Italian, German, and French. Student must assist in a recital.

413a, b. Voice IV. Fourth year. Emphasis on style and interpretation, on beauty and artistry of tone. More difficult songs from classic, romantic, modern, and ultra-modern literature; arias from opera and oratorio; songs of Strauss, Debussy, Ravel, Faure, Franck, and Russian composers. Senior voice recital required.

String Instruments

113a, b. Violin I. First year. Technical exercises of Sevcik, Mazas, Dont, and Sitt. Studies by Keutzer, concertos of Accolay, Haydn; sonatas and sonatinas of Handel and Schubert; other works of medium difficulty.

213a, b. Violin II. Second year. Art of the Bow, Tartini; double stops of Ed. Heriman; Mazas, Part II; scales and arpeggios, three octaves; Kreutzer etudes; Sevcik bowings; concertos of Rode, Vivaldi, Nardini, DeBeriot; Bach A Minor Concerto; pieces by Alard, Wieniawski, and Kreisler.

313a, b. Violin III. Third year. Technical studies, Sevcik Op. 1, Parts 3 and 4; scales in all practical forms of bowing; etudes of Rode, Rovelli, Fiorillo, sonatas by Franck, Schumann, Carpenter; concertos by Spohr, Bach E Major, and standard repertory compositions.

413a, b. Violin IV. Fourth year. Six solo sonatas; concertos of Bruch, Wieniawski, Lalo, Mendelssohn; sonatas by modern and classic composers. Students of violin present one public recital and participate in string ensemble.

113a, b. Violoncello I. First year. Exercises to develop thumb position; scales, major and minor, in four octaves; arpeggios; ensemble playing.

213a, b. Violoncello II. Second year. Continuation of 113a, b.

Wind Instruments

011.5. Preparatory Grade.

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

113a, b. Wind Instruments I.

First year study of one of the following: flute, oboe, clarinet, bassoon, French horn, tuba, trumpet (cornet), or trombone (baritone). Studies and solo literature from masterpieces for the designated instrument. Exercises to develop correct position, embouchure, breath control, tone quality, and technical facility. Emphasis on mastery of scales, chords, and interval patterns for the instrument.

213a, b. Wind Instruments II.

Second year study of the same instruments, using studies and solo literature from the masterpieces. More detailed study of scales, chords, and interval patterns. Sight-reading and transposition. Solo performance required. More detailed study of band, orchestra, and ensemble literature.

DIVISION OF HUMANITIES

Dr. Doster, Chairman

Primarily concerned with the ideas of humankind as expressed in the literatures of the West, the Division of Humanities endeavors to integrate such ideas with the whole of life and to develop in the student that which is best stated in terms of the Renaissance concept of the complete man.

The Division includes the Departments of English and Comparative Literature, Foreign Languages, Journalism, and Speech, each of which offers an area of concentration as explained in its section of the catalog.

General Education courses offered within the division are:

Gen. Ed. 143a, b. Communication.

A course in effective reading and writing, with some attention to communication in speech. Required of all Freshmen.

Gen. Ed. 234a, b. Humanities.

An integration of literature and fine arts and covering the period from Classic Greece to the present, this course helps the student increase his capacity to appreciate ideas and the arts.

I. ENGLISH AND COMPARATIVE LITERATURE

Dr. Doster

Miss Simmons

Miss Holiman

Miss Raspberry

Mrs. Black

Miss Wellborn

This department exists primarily to acquaint students with the masterpieces of literature in English and with relationships of this literature to the whole of Western culture. Secondary purposes are to develop language

skills beyond the elementary objectives of the Communication course and to indicate historical and geographical relationships of English to other languages.

Requirements for Area of Concentration with Core in English: English 353a, 353b, 363, 413a or 413b, 431, 453 or 463, plus enough electives within the department to total at least twenty-four hours, plus twelve hours of a foreign language, plus enough courses in related fields to total at least forty-five hours.

Satisfactory completion of General Education courses 143a, b and 234a, b is prerequisite to any course offered by this department. Students electing this area of concentration must schedule 353a and 353b in proper order during their Junior year and must observe specific course prerequisites. Other students may schedule courses as suggested by their advisors.

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

312. The Drama.

A study of the drama as developed in the West, with emphasis on the literary values in the plays. **Fall.**

332. Creative Writing.

A course in creative writing designed for publication, with special attention to personal experiences as subject matter for such creative work. **Spring, upon demand.**

342a, b. The English Novel.

A study of the development of the English novel, with reading and discussion of representative novels. **1956-57 and alternate years.**

353a, b. English Literature.

A concentrated survey of the development of English literature from the Old English period to the present, with emphasis on ideas and historical factors as reflected in the literature.

363. American Literature.

A survey of the literature of the United States, with emphasis on the major writers and their ideas. Prerequisite: 353a. **Spring.**

372. Advanced Grammar.

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

413a, b. Shakespeare.

An intensive study of a few plays, with briefer consideration of others.

422a, b. Great Novels in Translation.

A detailed study of some of the great foreign novels, with analysis of their values as works of art and as interpretation of human nature. **1957-58 and alternate years.**

431. Thesis.

A course in practical scholarly research techniques. Prerequisite: completion of at least two term papers in advanced courses in English or Social Science. Offered on demand and arranged individually.

442. The Appreciation of Poetry.

A course in the understanding and enjoyment of poetry. In order to obtain some concept of the poetic processes, students are encouraged but not required to compose original verse. **Spring 1956-57 and alternate years.**

453. History of the English Language.

A brief survey of the development of English out of the parent tongues, and of the linguistic processes involved. **Spring 1957-58 and alternate years.**

463. Chaucer.

The shorter poems and the Canterbury Tales, with some attention to the Middle English language as well as to literary values in the works. **Spring 1956-57 and alternate years.**

473. The Romantic Movement.

A study of the Romantic movement in England, with parallel readings in the philosophy of Romanticism from continental literatures. **Fall 1957-58 and alternate years.**

483. Contemporary Literature.

A study of trends in literature during the twentieth century, with emphasis on the decadent movement and the effects of war on literary art. **Spring 1957-58 and alternate years.**

493. The American Renaissance.

A study of American literature and civilization based on the Transcendentalist movement, Hawthorne, Melville, and Poe. **Fall 1956-57 and alternate years.**

II. FOREIGN LANGUAGES

Miss Gardner

Dr. McCarty

The primary purpose of the department is to develop appreciation of French and Hispanic cultures through study of their languages, lives and literatures. The necessary study of pronunciation, grammar, and idiomatic expression is supplemented in the first two years with famous literary works, travelogues, and biographies in translation. A secondary purpose is to teach sufficient German to enable the student to read scientific reports in that language.

Requirements for Area of Concentration with Core in French: At least twenty-four hours in French plus sufficient courses from related fields to total at least forty-five hours.

French

223a, b. Elementary French.

A course in the fundamentals of pronunciation and grammar. Recordings are used for aural practice. Selections from standard authors are read on an elementary level.

343a, b. Intermediate French.

A course designed to develop accurate and fluent reading of French literature in the original. Translation of newspaper articles is required in order to increase vocabulary and command of idiom. Prerequisite: one year of College French or equivalent.

353. Advanced Composition and Conversation.

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

362. Contemporary Literature.

Directed reading of outstanding literary works of the twentieth century, including selections from both magazine materials and anthologies. Prerequisite: 343b. **Spring.**

412a, b. Great Masterpieces.

A study of outstanding works of major French authors from the sixteenth through the nineteenth centuries. Prerequisite: 343b. **Offered on demand.**

421-4. Advanced Readings in French .

A course for advanced students who wish to read extensively in a particular field of literature. Prerequisite: 16 hours of French. **Fall, on demand, and arranged individually.**

Spanish

223a, b. Elementary Spanish.

A course in the fundamentals of grammar and composition, using the conversational approach. Readings on elementary level in order to stimulate interest in Hispanic culture.

323a, b. Intermediate Spanish.

Extensive reading of Spanish and Latin American literature on the intermediate level, with oral resumes and class discussions. Prerequisite: 223b or equivalent.

333. Advanced Spanish Grammar and Conversation.

Intensive review of fundamentals of grammar with drills in descriptive and narrative composition. Designed for teachers of Spanish. Prerequisite; 323b. **Spring.**

343. Readings from Spanish-American Authors.

Selections designed to improve the student's facility in the language as well as his cultural information. **Fall, on demand.**

German

212a, b. Scientific German.

An elementary course designed for science students, with emphasis on vocabulary and aimed at early reading ability. **1957-58 and alternate years.**

III. JOURNALISM

Mr. Redden

This department is designed both for those who plan a career in journalism and for those who wish to acquire journalistic skills to help them in other professions or businesses.

DIVISION OF HUMANITIES

Requirements for Area of Concentration with Core in Journalism: Journalism 113, 123, 212, 223, 322, 413, 423 and enough additional courses in this department to total at least twenty-four hours plus enough courses in related fields to total at least forty-five hours.

Students in Journalism are required to serve on the **Signal** staff.

113. Introduction to Journalism.

A study of the entire field of mass communications with emphasis on journalism. **Each semester.**

123. Reporting.

Practice in the writing of straight news stories for newspapers and the college paper. **Each semester.**

212. Editing.

A laboratory course involving headline writing and correcting and preparing copy for the printer. A few lectures on make-up and libel laws. Prerequisite: Journalism 123. **Each semester.**

223. Feature Writing.

Theory and practice in selecting ideas, gathering materials, and preparing and selling manuscripts. Emphasis on special and Sunday newspaper features. Prerequisite: 123. **Spring, 1957-58 and alternate years.**

313. History of American Journalism.

A study of the development of the Fourth Estate and an interpretation of its value in American life, with special consideration for the principles governing the contemporary press. **Fall 1957-58 and alternate years.**

322. Religious Journalism.

A study of the preparation and editing of church publications and bulletins, and of their relationships to the secular press. **Fall 1956-57 and alternate years.**

413. Public Relations.

A survey of the purposes, methods, and media of public relations for industries, businesses, and institutions. **Fall 1956-57 and alternate years.**

423. Newsroom Problems and Policies.

A study of current problems, including sensationalism, the relationship of facts and opinions, the newspaper and law, democracy and the press. Prerequisite: 123. **Spring 1957-58 and alternate years.**

432. Supervision of School Publications.

A discussion of planning and problem-solving in public school publications, with emphasis on advertising, news content, and make-up. **Summers, and on demand.**

442. Workshop in School Publications.

An intensive short session working out problems faced by sponsors of school publications. **Summers.**

IV. SPEECH

Mrs. Rudolph

Mr. Holt

This department provides training for prospective teachers of speech and for others who appreciate the cultural and vocational values inherent in the ability to speak effectively.

Requirements for Area of Concentration with Core in Speech: Speech 113a, b, 212a, b, 333, 343a, b, and enough additional courses in Speech to total at least twenty-four hours, plus enough additional courses in related fields to total at least forty-five hours.

113a. Fundamentals of Speech.

Orientation in speech, emphasizing poise, spontaneity, sincerity, and self-mastery. Students completing this course are expected to continue with 113b. **Fall.**

113b. Voice and Diction.

A course designed to establish good speech habits through analysis of individual voices, drills in articulation, and instruction in developing flexibility, clarity, audibility, and musical quality in speaking. **Spring.**

123. Discussion and Debate.

A study of the techniques of group discussion and of the principles of argumentation and debate, including analysis, briefing, evidence, reasoning, and refutation. **Fall.**

171. Contest Debate.

Participation in intercollegiate debate on the national debate question. Prerequisite or co-requisite: 123.

212a, b. Oral Interpretation of Literature.

A course designed to acquaint students with the emotional and intellectual values of literary materials, as well as to train in the art of oral presentation.

323. Dramatic Reading and Platform Art.

A course in gathering and arranging program materials, with emphasis on public presentation of studies from classical literature. Prerequisite: 212b. **Spring.**

333. Public Speaking.

Theory and practice in composing and delivering speeches of various types for various occasions. A goal of the course is to develop ability to express ideas effectively in everyday life. **Each semester and summer.**

343a, b. Play Production.

A study of basic principles of play production, including acting, make-up, stagecraft, and directing.

432. Character Portrayal.

Advanced study of acting techniques, with emphasis on the study and creation of character. Prerequisite: 343b. **Spring.**

441-3. Applied Play Production.

A course in which the student is expected to apply the theories of dramatic production. One hour's credit is given for each one-act play presented publicly. Prerequisite: 343b. **Fall.**

453. Introduction to Speech Correction.

Elementary study of the diagnosis, nature, and problems of speech disorders. Prerequisite: 113b and junior standing. **Spring 1956-57 and alternate years.**

463. Introduction to Radio-Television Broadcasting.

Theory and practice in radio-television production, involving acting, announcing, newscasting, continuity, music, directing, programming, script-writing, and station management. Prerequisite: junior standing and six hours of speech. **Spring.**

DIVISION OF NATURAL SCIENCE

Dr. Provine, Chairman

The Natural Sciences provide cultural values for all students as well as specialized training prerequisite to several vocations. The facts and relationships of the universe as well as the scientific method in thinking

should be known by all. Scientific knowledge is basic to careers in medicine, pharmacy, chemical research, engineering, and other fields.

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

General Education Courses in the Sciences

All degrees require: 5 hours biological science, either General Education 135, Biology 115, or Biology 125; 5 hours physical science, either General Education 125, Chemistry 115, or Physics 115; 3 hours mathematics, either General Education 113 or Mathematics 123 or Mathematics 133.

Gen. Ed. 105. Physical Science.

This course presents the basic concepts from astronomy, chemistry, geology, meteorology, physics, and related fields. Four hours lecture, two hours laboratory per week. **Each Semester.**

Gen. Ed. 113. Basic Mathematics.

Stressing the essentials of mathematics, this course develops logical habits of thinking, a sense of quantitative relationships, and readiness to deal with mathematical problems in everyday life. **Each semester.**

Gen. Ed. 135. Life Science.

This course presents the essential facts from the world of plants and animals in the light of their significance for man. Demonstrations, films, and field trips are included. Three hours lecture, four hours laboratory per week. **Each semester.**

Suggested Sequences for Pre-Professional Training

Pre-Medicine

Pre-medical students should have had in high school: 3 units English; 1 unit algebra; 1 unit plane geometry; 1 unit history. In college, the pre-medical student should register as follows:

First Year

First Semester		Second Semester	
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
Chemistry	115	Chemistry	125
Biology	115	Biology	125
General Education	143a	General Education	143b
General Education	162	General Education	213
<hr style="width: 20%; margin: 0 auto;"/> 16 - 17 hours		<hr style="width: 20%; margin: 0 auto;"/> 17 - 18 hours	

DIVISION OF NATURAL SCIENCE

Second Year

First Semester			Second Semester		
Military Science	212a		Military Science	212b	
or			or		
Physical Education	142		Elective	2 hours	
Chemistry	213a		Chemistry	213b	
General Education	234a		General Education	234b	
General Education	214		General Education	224	
Mathematics	133		Mathematics	123	
16 hours			16 hours		

Third Year

First Semester		Second Semester	
Chemistry	324a	Chemistry	324b
Physics	115	Physics	125
Biology	314	General Education	153
Elective	3 hours	Elective	4 hours
16 hours		16 hours	

The importance of liberal arts courses to the premedical student may be clearly seen in the following quotation from the 1953 bulletin of the University of Arkansas School of Medicine:

It is the feeling of the faculty of the School of Medicine that the physician should be a broadly educated man . . . in a three-year pre-medical curriculum the required courses in physical and biological sciences . . . should represent practically the maximum in those fields.

Courses in the social sciences and the humanities should make up most of the remainder of the ninety (90) semester hours required. It is not true that students who have taken a large number of science courses have a better chance of being admitted to medical school than those who have chosen a more broadly cultural program. It is strongly urged that students take a four-year pre-medical course leading to a degree, if possible.

Pre-Pharmacy

The Pre-Pharmacy student should register as follows:

First Year

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

Second Year

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

The above two years, plus Biology 314, followed by three years in the University of Arkansas School of Pharmacy, will qualify a student for the degree of Bachelor of Science in Pharmacy.

Medical Technician

The sequence of courses outlined below, followed by fifteen months in the University of Arkansas Medical School, will qualify one as a medical technician under the Registry of Medical Technologists.

First Year

First Semester		Second Semester	
Military Science	112a	Military Science	112b
or		or	
Physical Education	121a	Physical Education	121b
Chemistry	115	Chemistry	125
Biology	115	Biology	125
General Education	143a	General Education	143b
Mathematics	133	General Education	213
17 - 18 hours		17 - 18 hours	

Second Year

First Semester		Second Semester	
Chemistry	213a	Chemistry	213b
Chemistry	324a	Chemistry	324b
Physics	115	Physics	125
Military Science	212a	Military Science	212b
or		Biology	414
Physical Education	142		
Biology	222		
Biology	232		
18 hours		18 hours	

The **Medical Technology** program, offered in cooperation with standard schools in that field, leads to the B.S. degree upon completion of the three-year pre-medical course as outlined in preceding pages and upon presentation of certificate showing twelve to fifteen months of study in a standard school of medical technology.

Professional Chemists

This area of concentration in Chemistry includes enough work in mathematics, physics, and chemistry to prepare the student adequately for graduate study and with minimum requirements for a career as a professional chemist. The minimum requirements are: Chemistry, 40 hours; Mathematics, 18 hours; Physics, 10 hours; a reading knowledge of German.

First Year

First Semester		Second Semester	
Chemistry	115	Chemistry	125
Mathematics	133	Mathematics	123
General Education	143a	General Education	143b
Biology	115	General Education	213
Military Science	112a	Military Science	112b
		General Education	162
18 hours		18 hours	

Second Year

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

Third and Fourth Years

Additional courses in Chemistry, Mathematics, and other fields needed to complete the minimum requirements for professional chemistry plus enough electives and courses in general education to obtain the degree.

The Arts-Engineering Program

Cooperating with the College of Engineering of the University of Arkansas, Ouachita Baptist College offers a five-year combination program. Following the three-year program outlined by this college and one year at the University's College of Engineering, the Bachelor of Arts degree will be conferred by this college. At the end of the fifth year, the student will receive from the University of Arkansas the Bachelor of Science in Agriculture, Chemical, Civil, Electrical, Industrial, or Mechanical Engineering.

First Year

First Semester		Second Semester	
Military Science	112a	Military Science	112b
General Education	143a	General Education	143b
Chemistry	115	Chemistry	125
Mathematics	133	Mathematics	123
Biology	115	Mathematics	142
		General Education	153
<hr/>		<hr/>	
18 hours		18 hours	

Second Year

First Semester		Second Semester	
Military Science	212a	Mathematics	223b
Mathematics	223a	Physics	125
Physics	115	Military Science	212b
Art	202a	General Education	213
Economics	233a	Economics	233b
General Education	162		
<hr/>		<hr/>	
17 hours		16 hours	

Third Year

First Semester		Second Semester	
Mathematics	343a	Mathematics	343b
Mathematics	322	Mathematics	413
Mathematics	313	Physics	333
General Education	234a	General Education	234b
Speech	333	Art	202b
Military Science	313a	Military Science	313b
or Elective		or Elective	
<hr/>		<hr/>	
18 hours		18 hours	

A similar arrangement has been made with the School of Engineering of Vanderbilt University, the only difference being that the B.A. degree will be awarded at the end of the fifth year of the program.

Pre-engineering students should have had in high school: 3 units English, 1 unit history, 1½ units algebra, 1 unit geometry. To enroll for the last two years at the University, the student must have made a grade point average of at least 1.5 during the three preceding years. If the student completes the three-year program here, he must carry at least seventeen hours per semester.

Instead of Mathematics 313 and 413, the prospective Chemical Engineer should take Chemistry 213a, b during the second year, and Chemistry 324a, b during the third year.

The prospective Electrical Engineer will spend one six-week summer session at the University between his third and fourth years. Prospective Civil Engineers will spend six weeks in Summer Surveying Camp between the fourth and fifth years.

I. BIOLOGY

Dr. Mundie

Mr. Sandifer

Mr. Oliver

The study of biology develops understanding of the life processes, of the interrelationships of living things, and of scientific methods and limitations. Courses offered serve cultural purposes and as prerequisites to medicine, dentistry, agriculture, forestry, and related fields.

For premedical students, Biology 115, 125, and 314 are required, and 323, 333, and 424 are recommended. For Home Economics students working toward the B.S. degree, Biology 115 or 125, 213, 222, and 232 are required. For teachers, ministers, and persons desiring general cultural courses, Biology 115, 125, 213, 222, 244, 314, 323, 333, 343, and 424 are recommended. For students in Physical Education, Biology 115, 125, 213, 314, 323, 333, and 424 are recommended.

Requirements for Area of Concentration with Core in Biology: Biology 115 and 125 plus at least fourteen additional hours in biology, plus enough hours from related fields to total at least forty-five hours.

115. Botany.

The first half of the general biology course, aimed to provide a broad cultural background for the general student as well as a sound basis for premedical students and professional biologists. **Fall.**

125. Zoology.

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

213. Human Physiology.

A course dealing with the structure and function of the human body. Discussion of infection, immunity, and the prevention and control of diseases. Prerequisite: 115 or 125. **Spring.**

222. Bacteriology.

A study of bacteria and its relationship to man, plants, and animals. Classification, morphology, physiology, and environmental needs of bacteria are discussed. Prerequisite: 115 or 125 or Chemistry 115. Lecture only. **Fall.**

232. Bacteriology.

Laboratory only, including methods for preparing culture media, staining, culturing, and other common biochemical reactions. Co-requisite: 222. **Fall.**

301. Human Physiology Laboratory.

Laboratory only. Designed to teach use of instruments in the physiology laboratory through practical demonstrations. Prerequisite or co-requisite: 213. **Spring.**

314. Vertebrate Comparative Anatomy.

Lecture and laboratory dealing with vertebrates phylogenetically, then by comparative study of anatomy. Includes dissection of the cat (to be furnished by student), dogfish, necturus, and some protochordates. Prerequisite: 115, 125. **Fall.**

323. Genetics.

A study of the basic principles, theories, and mechanics of heredity. Prerequisite: 115, 125. **Fall.**

333. Heredity and Eugenics.

A further study of the relationship of heredity to plant and animal improvement. Discussion of heredity and race problems, and of eugenics versus eugenics. Prerequisite: 323. **Spring.**

343. Animal Ecology.

A study of relationships of organisms to each other and to their environment; of the structure, development, and distribution of animal communities in relation to environment. Lecture, laboratory, and field trips. **Fall.**

354. Plant Taxonomy.

A study of the principal groups of plants with reference to structure, ecology, life history, taxonomy, and phylogenesis. Laboratory work includes classification, observations, and dissections of plant types. Prerequisite: 115, or General Education 135. **Spring.**

414. Histology and Microtechnique.

Lecture and laboratory dealing with primary tissues of vertebrate animals, using the histological technique. A practical course for laboratory technicians, pre-medical students, and other biology students. Prerequisite: 115, 125. **Fall 1957-58 and alternate years.**

424. Embryology.

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

431-4. Special Studies in Biology.

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

II. CHEMISTRY

Dr. Provine

Dr. McCarty

The first year of Chemistry (115, 125) is designed for students wanting knowledge of the science for its cultural value, for its use in related fields, or as a prerequisite for further work in chemistry. Advanced courses are designed for students who need more thorough knowledge of the subject in preparation for work in chemistry, medicine, engineering, or other professions.

Requirements for Area of Concentration with Core in Chemistry: Chemistry 115, 125, 213a, b, 324a, b, and enough additional courses from this and related fields to total forty-five hours. Students pursuing chemistry in preparation for various careers should follow programs listed at the beginning of the Natural Science section.

115. General Chemistry.

The general course introductory to the science. Lecture three hours, laboratory four hours per week. **Each semester.**

125. General Chemistry and Qualitative Analysis.

Lectures on the theories and calculations involved in elementary qualitative analysis and the general chemistry of the metallic elements. Laboratory work consists of preliminary experiments and the separation and identification of the common cations and anions. Lecture three hours, laboratory six hours per week. Prerequisite: 115. **Spring.**

213a, b. Quantitative Analysis.

A study of some general methods of gravimetric and volumetric analysis. Lecture one hour, laboratory six hours per week. Prerequisite: Chemistry 125.

324a, b. Organic Chemistry.

A systematic study of the typical compounds of carbon. Lecture two hours, laboratory six hours per week. Prerequisite: 125.

345a, b. Physical Chemistry.

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

413. Advanced Physical Chemistry.

Lecture three hours, Prerequisite: 345b. **Fall**

424. Organic Preparations.

A study of the more difficult relationships of organic chemistry, with special emphasis on laboratory preparations and purifications of typical dyes and drugs. Twelve hours lecture and laboratory. Prerequisite: 324b. **Fall.**

433. Qualitative Organic Analysis.

A course in systematic identification of organic compounds, including several preliminary experiments, followed by unknowns of both pure substances and mixtures. Nine hours lecture and laboratory. Prerequisite: 24 hours of Chemistry. **Spring.**

441-4. Special Studies in Chemistry.

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

III. HOME ECONOMICS

Mrs. Thomas
Mrs. Conner

Mrs. Elledge

Mrs. James
Mrs. Jones

The objectives of this department are: a. to prepare young women to meet the social, artistic, economic, and other demands upon better homemakers; b. to prepare them for commercial, home service, or other careers related to home-making; c. to provide certain cultural courses that may become part of a liberal education.

Requirements for Area of Concentration with Core in Home Economics:

For the **Bachelor of Arts:** 113, 142, 213, 313a, b, 323, 333, 343, 353, 363, 422, 433, 443 in the department. (Courses 403 and 413 may be substituted in some cases). Art 113a, b, and 302 are also required plus enough courses from related fields to total at least forty-five hours.

For the **Bachelor of Science**: The same courses plus Biology 115 or 125, 213, 222, 232, and Chemistry 115. Students planning graduate study in foods should also take Chemistry 324a, b.

Students planning concentrations in home economics should in their freshman year take Art 113a, b, Chemistry 115 or 125, and Home Economics 113 and 142.

113. Clothing I.

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

142. Textiles.

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

213. Foods.

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

222. Home Nursing.

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

233. Home Economics for Men.

A study of the principles and practices of good grooming, care and purchase of clothing, manners and social conduct, first aid and home nursing, and simple nutrition. **Fall.**

313a, b. Nutrition and Dietetics.

A study of the application of nutritional theory to both normal and pathological conditions, including the construction of dietaries. Lecture two hours, laboratory two hours per week. Prerequisite: 213, Chemistry 115, Biology 222 and 232.

323. Family Meals.

A course in meal preparation, table service, food economy and meal cost analysis, individual and group planning of meals for all occasions. Lecture one hour, laboratory four hours per week. Prerequisite: 213. **Spring.**

333. Marriage and the Family.

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

343. Home Planning and Furnishing.

A study of house plans and furnishings, emphasizing utility and charm of arrangement and applying the principles of design to interior decoration and home planning. Lecture one hour, laboratory four hours a week. Prerequisite: Art 113b. **Fall.**

353. Home Equipment.

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

363. Clothing II.

A continued study of commercial patterns, and application of the principles of costume design to planning, selection, and construction of clothing for different occasions and different individuals. Lecture one hour, laboratory four hours a week. Prerequisite: 113, 142, and Art 113b. **Spring.**

373. Clothing Selection and Care.

For students with no previous sewing experience, a practical course in fabric selection, garment construction, clothing alteration, care and use of the sewing machine. **Spring.**

403. The Infant.

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

413. Tailoring (Advanced Clothing).

Adaptation of tailoring techniques to wash materials in street and sports wear. Experience with woolen material through construction of a suit or coat. Prerequisite: 113, 142, 363. **Fall.**

422. Household Problems.

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

433. Home Management.

Supervised instruction in practical home care and management. The students manage and operate the home management house during a residence period of at least nine weeks. Prerequisite: 422 and senior standing. One hour lecture per week. Regular dormitory rate charged for room. **Fall 1956-57 and alternate years.**

443. Child Development.

A study of the training and development of a child under normal family conditions. Lecture two hours, laboratory two hours per week by individual arrangement of work and observation in the nursery school. Prerequisite: Psychology 213. **Each semester.**

452. Adult Homemaking Education.

A study of recent developments in adult education relating to homemaking, with emphasis on promotion and organization of classes and on teaching techniques and materials. **Spring.**

473. Institutional Management.

A course in the principles of organization and the procedures of management in purchasing and preparing food for school lunchrooms and commercial food service units. **Fall.**

483. Methods of Teaching Home Economics.

A study in lesson planning, types of teaching, project teaching in home economics, testing methods. Emphasis on methods of teaching home economics in public schools and of organizing and conducting adult classes in home economics. Prerequisite: concentration in home economics and senior standing. **On demand.**

IV. MATHEMATICS

Dr. Seward

Miss Jones

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

Requirements for Area of Concentration with Core in Mathematics: At least twenty-four hours in Mathematics plus enough hours in related fields to total at least forty-five hours.

123. College Algebra.

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

133. Trigonometry.

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

142. Engineering Problems.

The use of the slide rule and of mathematical tables in the solution of simple engineering problems. Prerequisite: 133. **Spring.**

223a, b. Calculus and Geometry.

Introductory study of calculus and analytic geometry. Prerequisite: 123, 133.

303. College Geometry.

Advanced plane synthetic geometry. Recommended for prospective mathematics teachers. Prerequisite: Plane Geometry. **Spring.**

313. Theory of Equations.

Solutions of algebraic equations of higher degree and of systems of linear equations. Prerequisite: 123. **Fall.**

322. Descriptive Geometry.

The construction with drawing instruments of two or more plane projections of a solid figure, space curve, or surface so as to represent correctly all of its dimensions. Prerequisite: 303. **Fall.**

343a, b. Differential and Integral Calculus.

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

413. Differential Equations.

Ordinary differential equations such as occur in geometry, physics, and chemistry. Prerequisite: 343a. **Spring.**

432. Special Studies in Mathematics.

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

V. PHYSICS

Dr. McCarty

Dr. Seward

Beginning courses in physics impart understanding of some of the laws and facts of the physical world, and develop the scientific method of reasoning, as well as laying the foundation for further study of the science.

Requirements for Area of Concentration with Core in Physics: At least twenty-four hours in this department plus enough hours in related fields to total at least forty-five hours.

115. General Physics I.

A study of the fundamentals of mechanics, heat, and sound. Lecture three hours, laboratory four hours per week. Prerequisite or co-requisite: Trigonometry. **Fall.**

125. General Physics II.

A study of electricity, magnetism, light, and an introduction to nuclear physics. Lecture three hours, laboratory four hours per week. Prerequisite: 115. **Spring.**

213. Science of Photography.

The theory of photochemical reactions in photographic processes and photographic cameras and lenses. Some practical application of photographic processes. Lecture two hours, laboratory two hours per week. Prerequisite: 125. **Offered on demand.**

223. Meteorology.

A study of physical principles involved in weather, interpretation of weather maps, exercises in weather prediction. Prerequisite: 125. **Spring.**

313a, b. Electricity and Magnetism.

A study of the principles of electricity, including a mathematical discussion of fields of force, potential, capacitance, resistance, and inductance. Problem-solving constitutes a large part of course. Prerequisite: 125 and Mathematics 223b. **Offered on demand.**

321. Electrical Measurements.

A study of electrical instruments and their use in measurements of current, potential, resistance, inductance, and capacitance. Co-requisite: 313b. Laboratory three hours. **Offered on demand.**

333. Statics.

A study of forces in equilibrium, especially the stresses in loaded structures. Prerequisites: 115 and Mathematics 223b. **Spring 1956-57 and alternate years.**

403. Nuclear Physics.

A study of the structure of matter and of nuclear radiation. Prerequisites: 125 and Mathematics 223b. (Credit will be given for either this course or Chemistry 413, but not for both.) **Offered on demand.**

413. Electronics.

An introduction to the fundamentals of radio and electronics, including direct current circuits, alternating current circuits, vacuum tube theory and application, and power supply units. Prerequisite: 125. **Offered on demand.**

421-2. Electronics Laboratory.

Application of the theory of radio and electronics to the building and testing of simple electronic equipment. Laboratory, three to six hours per week. Prerequisite or co-requisite: 413. **Offered on demand.**

DIVISION OF RELIGION AND PHILOSOPHY

Dr. McClain, Chairman

The Departments of Religion, Greek and Philosophy constitute this division.

The **General Education** courses taught in this division and required of all students are:

Gen. Ed. 153. Religion in Life I.

Using the Old Testament as the basic textbook, this course surveys the history of the Hebrew people. It relates to their cultural environments as well as to contemporary affairs and personal religious experiences. Problem areas and controversial matters are discussed. **Each semester.**

Gen. Ed. 162. Religion in Life II.

Inter-biblical history is first examined. Then with the New Testament as the basic textbook, the times of Christ, the Apostolic leaders, and first-century Christianity are surveyed. Spiritual values and experiences are stressed. Both 153 and 162 are prerequisite to further courses in the department. **Each semester.**

I. RELIGION

Dr. McClain

Dr. Phelps

Dr. Coppenger

Mr. Blackmon

Courses in this department are designed for all students who want to increase understanding of their Bible and its significance in society, and also for a specialized group of students who want to prepare for careers in the church and church-related institutions. There are courses in Bible interpretation, ministerial problems, Greek, church history, and religious education.

Required for Area of Concentration with Core in Religion: At least twenty-six hours in this department plus enough courses from related fields to total at least forty-five hours. Ministerial students electing this area are advised to take at least a year of Greek.

102. Ministerial Ethics and Manners.

Designed for men just entering the ministry, this course provides an early study of principles and practices of the profession. Discussion of such matters as dress, pulpit manner, and relationships to churches and to fellow ministers. Recommended for all ministerial students. **Each semester.**

203. Life of Christ.

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

212a, b. Introduction to Religious Education.

A study of the methods and materials of religious education. The purpose is to acquaint all prospective church workers with the guiding principles of the church's educational program. Especially recommended for students who plan to become educational directors. **1956-57 and alternate years.**

223. Life and Letters of Paul.

A detailed study of the life, writings, journeys, and influence of the apostle Paul. **Spring.**

233. Sermon Preparation.

An introductory course in the preparation and delivery of sermons. The great sermons of the great preachers will be studied. **Spring.**

243. Evangelism.

A brief study of the history and methodology of evangelism, with emphasis on the place of the Bible in both personal and church soulwinning. **Fall 1957-58 and alternate years.**

252. Old Testament Poetry.

A study of the Psalms and other poetic books of the Bible, with attention to the construction, interpretation, and background of the passages. **Fall 1957-58 and alternate years.**

262. Old Testament Exegesis.

Designed to provide students with a pattern and method of study of Scripture. Thorough study of one book. Commentaries are consulted and compared. Knowledge of original language not essential. **Spring 1956-57 and alternate years.**

273. Rural Church and Field.

A survey of the rural church field and the opportunities for developing the spiritual life of rural people. A special study of rural church programs and administration, with assigned practical field work constituting part of the requirements. **Fall.**

303. The General Epistles.

A detailed critical and expositional study of the books commonly called the general epistles. **Fall 1957-58 and alternate years.**

313. The Practical Ministry.

A workshop course in the actual practice of ministerial functions such as weddings, funerals, the ordinances, etc. Conducting and leading in various ministerial activities will be discussed and demonstrated by outstanding ministers. **Spring.**

323. Christian Doctrine.

A study of the doctrines of the Bible, with attention to such subjects as revelation, inspiration, sin, salvation, the Trinity, and especially the doctrines that interpret our relationships with God through the saving work of Christ. **Fall 1956-57 and alternate years.**

333. Christian Missions.

A survey of Christian missions from the Reformation to the present. Emphasis on world movements which opened up avenues of approach for the missionary efforts. **Spring 1956-57 and alternate years.**

343. Baptist History.

This course traces the appearance of Baptists in history from the middle ages to the present time, with stress on distinctive tenets of Baptist faith and on Baptist contributions to the democratic way of life. **Fall 1956-57 and alternate years.**

353. The Southern Baptist Convention.

A study of the history, organization, policy, and practices of Southern Baptists, with attention to the development and functions of its boards, agencies, and committees. Convention leaders will visit the classroom to present various phases of the program. **Spring 1956-57 and alternate years.**

402. Biblical Archaeology.

A study of the archaeological discoveries relating to the Old and New Testaments. **Spring 1957-58 and alternate years.**

413. Religious Sects and Cults.

A study of various sects and cults active today, of the teachings and development of such groups as the Christian Scientists, the Unitarians, and the Russellites. **Spring 1957-58 and alternate years.**

423. Psychology of Religion.

A study of religious consciousness and behavior, both for groups and individuals. Emphasizing the integration of personality, the course draws its materials from both science and religion. **Fall 1956-57 and alternate years.**

433. Old Testament Prophets.

Survey of the lives and teachings of the canonical prophets of the Old Testament in the light of the times in which they appeared. **Spring 1957-58 and alternate years.**

443. The Book of Romans.

A detailed study stressing background along with critical and expositional methods. Recommended for students who do not plan graduate level training. **Fall 1957-58 and alternate years.**

453. The Book of Hebrews.

A detailed study stressing background, along with critical and expositional methods. Recommended for students who do not plan graduate level training. **Spring.**

463. The Book of Revelation.

A detailed study stressing background, along with critical and expositional methods. Recommended for students who do not plan graduate level training. **Fall.**

II. NEW TESTAMENT GREEK

Dr. McClain

365a, b. Beginner's Greek.

A detailed study of vocabulary, conjugation of verbs, declension of nouns, adjectives, and participles, and other fundamentals of the language of the original New Testament.

403a, b. New Testament Greek, Second Year.

A reading course in the Greek New Testament using various books and passages chosen according to need. Emphasis on vocabulary, forms, and fundamentals of syntax. Prerequisite: 365b.

III. PHILOSOPHY

Dr. Coppenger

Miss Rasberry

Philosophy deals with the principles underlying all knowledge and serves to integrate man's ideas into a coherent and whole pattern.

233. Introduction to Philosophy.

This elementary study of the basic problem of philosophy seeks to introduce the student to the spirit of reasoned inquiry which is needed for all philosophic thinking. **Fall.**

322. Logic.

A critical examination of the laws of rational thinking, with emphasis on the principles of deductive reasoning. **Spring.**

332. Christian Ethics.

An investigation of the principles and more important details of various ethical theories which have been formulated about the meaning of the Christian life. Both social and individual problems are considered. **Fall 1957-58 and alternate years.**

343a, b. Ancient and Modern Philosophy.

The development of philosophic thought from the Greek period through the Christian era, or from Thales to Bacon. Emphasis on the lives of the early philosophers and the development of major philosophical systems. The second semester surveys European philosophy from the Renaissance to date, and may be taken without the first semester as prerequisite. **1956-57 and alternate years.**

423. Survey of 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. Prerequisite: 233. **Fall 1956-57 and alternate years.**

433. Philosophy of Religion.

A survey of the various types of religious philosophy found in the history of ideas. Prerequisite: 233. **Spring 1957-58 and alternate years.**

DIVISION OF SOCIAL SCIENCE

Dr. Daily, Chairman

The social studies are here presented in relationship both to man's accomplishments and to projected plans for constructive human relationships. The dedication of the student to future social stabilization and progress is regarded as important as the acquisition of knowledge.

The Division includes the Departments of History, Political Science, Sociology, and Geography.

Pre-Law Courses. Pre-professional training for lawyers is quite flexible, but a major segment of it lies in the social studies, especially history, political science, and economics. A lawyer's work is interwoven with government, business, and social problems. Hence the student preparing to enter any law school is counselled to elect as much as possible in the social sciences. In addition, such courses as logic and mathematics are suggested in order to train his analytical powers; such courses as communication, literature, and speech are suggested in order to develop his ability to express himself with clarity and precision.

The University of Arkansas Law School prescribes two acceptable plans for pre-legal training: a. two years (at least 66 semester hours) of

undergraduate courses followed by four years in Law School; b. three years (at least 97 semester hours) of undergraduate courses followed by three years in Law School.

Courses in **General Education** offered by the Division are:

Gen. Ed. 214. Civilization I.

A study of the general pattern of world civilization from the Renaissance to the present, with emphasis on development of the new life and thought which culminated in the 19th-century ascendancy of the West as well as the 20th-century clashes of ideologies and quests for world order. **Each semester.**

Gen. Ed. 224. Civilization II.

Understanding and appreciation of the legacies and problems of American civilization is the aim of this course. Using selected documents embodying American political and social philosophy, the approach is historical, but without the continuity of a survey course. Emphasis is laid on the impact of the industrial age, the contributions of modern diplomacy, and on the quest for domestic and world stability. **Each semester.**

I. HISTORY

Dr. Yeager

Dr. Daily

Mr. Drummond

Dr. James

The general purpose of courses in history is to develop appreciative understanding of the problems and contributions of the past as well as keen and sympathetic insight into problems of the present. Courses are designed to prepare students for graduate school, for teaching positions, and for further professional training for law, civil service, social work, and other fields requiring a background of training in history.

Requirements for Area of Concentration with Core in History: At least twenty-four hours in this department of which at least eight must be in American and eight in European history. The twenty-one additional hours needed for an area of concentration must include three hours each in Economics, Political Science, and Sociology, and may include further hours in History.

113. Early World Civilizations.

A survey course presenting a panoramic view and analysis of the world civilizations of ancient and medieval times, with stress upon their contributions and relationships to modern civilization. **Fall.**

232a, b. Middle Period American History.

From the immediate background of the American Revolution, this course traces the leading economic, social, political, sectional, and diplomatic developments to the end of the Reconstruction era.

313. Medieval Europe.

A study of Europe from the fall of Rome to the Renaissance with stress on the institutions of the so-called Dark Ages, on movements that prepared the way for modern Europe, and on social, economic, political, and institutional changes as well as great personalities of the period. **Fall 1957-58 and alternate years.**

323a, b. Modern Europe.

A study of the period from the Renaissance and Reformation to the Versailles treaty, with much attention to the religious wars, the rise of world civilizations of ancient and medieval times, with stress upon their impact on Europe and world civilization. Emphasis on 20th-century nationalism and democracy and the issues leading to World War I. **1956-57 and alternate years.**

333. The Old South.

A study of the development of economic, political, and cultural institutions of the ante-bellum South. A review of the peoples and movements that constitute the legacy of the New South. **Spring 1957-58 and alternate years.**

343. The Trans-Mississippi West.

Beginning with the Spanish period, this course reviews the American conquest of the Trans-Mississippi West and the continuous adaptation of the conquerors to their environment. Special attention to the impact of the West on American and world civilization. **Fall 1957-58 and alternate years.**

402a, b. Recent American History.

A study of the 20th-century movements which have influenced American life, of domestic and external affairs since World War I, and with special attention to development of American leadership in the world.

413. American Foreign Policy.

A study of the leading foreign problems and policies from the American Revolution to the present time, with special attention to relationships with Western Europe and Latin America and to American participation in solving world problems. **Spring.**

422a, b. Greek and Roman History.

A study of the rise, duration, and fall of two world civilizations, their strengths and weaknesses and their contributions to later world order. **1956-57 and alternate years.**

433. Western Political Heritage.

A study of original materials illustrating the development of both totalitarian and democratic ideologies in Western Civilization. **Fall.**

443. Contemporary World History.

A discussion of world events since 1919, with stress on the causes of World War II, the challenges to democracy, and the present world situation. **Spring 1956-57 and alternate years.**

453. The British Commonwealth.

A study of the rise, development, accomplishments and recent disintegration of the British Empire. **Spring 1957-58 and alternate years.**

461. Seminar in History.

Special topics in American or European history are assigned, with extensive research and reports, either oral or written, required. Open to seniors with "B" average and concentrating in history; open to others only by special permission. **Each semester.**

II. POLITICAL SCIENCE

Dr. Yeager

Mr. Drummond

Political Science is concerned with the formulation and administration of political policies, and with the moral standards which condition such policies.

213. American Federal Government.

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

313. State and Local Government.

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

323. American Politics.

A study of the American political processes by which social pressures are translated into public policies. Stress is laid upon both structural and functional analyses of political organizations. **Spring 1957-58 and alternate years.**

333. Constitutional Law.

A study of the institutional forms and principles of constitutional law in the United States. **Spring 1956-57 and alternate years.**

451. Seminar in Political Science.

Special topics will be chosen for intensive study. Written report will usually be required. **Each semester.**

III. SOCIOLOGY

Mr. Quick

Dr. Phelps

The study of Sociology acquaints one with the social processes and social problems of mankind, the knowledge of which aids the student in adjusting to situations in society.

Requirements for an Area of Concentration with Core in Sociology: At least twenty-four hours in this department plus enough hours from related fields to total at least forty-five hours. Prerequisites may be waived by consent of instructor.

213. Introduction to Sociology.

A cross-section study of the science of society, including culture, collective behavior, personality, population, institutions, international conflict, social change, social disorganization, effects of inventions, and adjustment of man to culture. **Each semester.**

223. Rural Sociology.

An ecological study of the rural community, its structure, social strata, occupations, religious institutions, and influence upon the socio-economic order. Prerequisite: 213. **Fall 1956-57 and alternate years.**

313. Social Psychology.

A study of the relationships of individuals within groups and of the relationships of groups to each other. Prerequisite: Psychology 213. **Fall.**

323. Urban Sociology.

A study of the social structure of the city. Analysis of such urban traits as population density, secularization, individualization, secondary association, social heterogeneity, voluntary association, social mobility, and social tolerance. Prerequisite: 213. **Fall 1956-57 and alternate years.**

333. Interest Groups.

A study of contemporary interest groups, including in-groups and out-groups formally or informally united to achieve a specific goal or objective. Attention is given to such major human behavior areas as occupations, schools, churches, recreation, dating, and cliques. **Spring 1957-58 and alternate years.**

343. Social Factors in Personality.

An analysis and interpretation of physiological, societal, and cultural factors in the development and functioning of personality. Prerequisite: 213, 313. **Spring.**

353. Courtship, Marriage, Family.

A course tracing family development from teen-age to old-age, the process of mate selection, marital adjustments and maladjustments, parenthood, integration of family and community, and the latter years of married life. Prerequisite: 213. **Spring.**

413. Social Pathology.

A study of personal and social problems such as adolescent unrest, vandalism, delinquency, sex deviations, crime, and alcoholism, drug addiction, and suicide. Prerequisite: 213. **Fall 1957-58 and alternate years.**

433. Social Control.

A survey of various agencies of social control and the methods by which they can be made effective in directing human behavior. Prerequisite: 213. **Fall.**

443. Collective Behavior.

A study of the factors that determine group behavior, with emphasis on the agencies of communication, such as press, radio, movies, and television, and their effect upon the forming of public opinion. Prerequisite: 213. **Fall 1957-58 and alternate years.**

453. Ethnic Relations.

A critical analysis of race relations, especially in the United States, with special attention to the status of the Negro in the South. Prerequisite: 313, 343. **Spring 1957-58 and alternate years.**

463. Criminology.

A study of crime and the criminal, of the socio-cultural factors in criminality, and of pioneer theories in criminology. Considerable attention to treatment of crime by the police, the courts, and the penal system. Prerequisite: 413. **Spring 1956-57 and alternate years.**

IV. GEOGRAPHY

113. Introduction to Human Geography.

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

202. Conservation of Natural Resources.

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

DEPARTMENT OF MILITARY SCIENCE

Major Clare H. Armstrong, Jr., PMS&T

Captain Elton C. Rodgers

Sp/2 James D. Howell

M/Sgt. Andrew Y. Austin

Cpl. Milton L. Bridges

M/Sgt. James E. Carter

Mrs. Helen J. Mathis

The Department of Military Science implements the Reserve Officer's Training Corps (ROTC) program. The purpose of the program is to train college students for positions of leadership in the Armed Forces in time of national emergency and in the civilian community in time of peace as well as to provide junior officers for the active Army. In addition, the program contributes to the objectives of Ouachita Baptist College by instilling in students a sense of duty and by aiding in the development of character, leadership, integrity, loyalty and self-discipline.

Successful completion of the curriculum in General Military Science enables students, upon graduation and depending upon the current existing needs of the armed forces, to be commissioned as Second Lieutenants in the following arms and services: Armor, Adjutant General Corps, Artillery, Army Security, Chemical Corps, Engineer Corps, Finance Corps, Infantry, Medical Service Corps, Military Intelligence Corps, Military Police Corps, Ordnance, Quartermaster Corps, Signal Corps, and Transportation Corps.

Required Courses

All male students entering Ouachita Baptist College at the beginning of or prior to the beginning of the junior year must complete successfully before graduation the basic course, Military Science I and Military Science II, provided they are: a. citizens of the United States; b. over fourteen years of age; c. regularly enrolled as students; d. physically and morally qualified; e. willing to file a loyalty statement certifying to non-affiliation, past or present, with organizations designated by the Attorney General of the United States as totalitarian, fascist, communist, or subversive.

Veterans with six months honorable active service may receive credit for Military Science I. Veterans with twelve months honorable active service may receive credit for both Military Science I and II.

Elective Courses

The last two years of training, Military Science III and IV, are open to male students who: a. are selected by the President of Ouachita Baptist College and the Professor of Military Science and Tactics; b. can qualify for appointment as second lieutenant prior to reaching twenty-eight years of age; c. have successfully completed the basic course or received credit in lieu thereof; d. achieve an acceptable score on a qualifying examination.

Before enrolling in the advanced course, the student must execute with the United States Government an agreement stating that he will: a. complete the advanced course, Military Science III and IV, including one summer camp of approximately six weeks' duration; b. accept a commission in the Army Reserve, if tendered; c. serve on active duty as a commissioned officer for not less than two years after receipt of commission, if called, and will remain a member of a Regular Reserve Component of the Army until the sixth anniversary of the receipt of commission; d. serve on active duty for training for a period of six months after receipt of commission and will remain a member of a reserve unit until the eighth anniversary of receipt of commission. Once a student signs the agreement to attend the advanced course, he is committed to continue until successful completion.

Students enrolled in the advanced course, Military Science III and IV, receive: a. commutation of subsistence and commutation of military uniform; b. travel pay to and from summer camp and pay at the rate of \$78.00 per month while there. During the course of the two year period, students in the advanced course will receive approximately \$700.00 in monetary assistance.

Induction Deferment may be granted to students in Military Science under the terms of the Universal Military Training Service Act of 1951, subject to quota limitations, provided the students: a. execute the agree-

ment described above; b. maintain satisfactory scholastic standing in all academic and military subjects; c. demonstrate continuously the mental, moral, and physical attributes of a leader.

112a. b. Military Science I.

Organization of the Army and ROTC; American Military History; Individual Weapons and Marksmanship; and School of the Soldier and Exercise of Command.

212a. b. Military Science II.

Crew-served weapons and gunnery; Map and aerial photograph reading; School of the Soldier and Exercise of Command.

313a. b. Military Science III.

Small unit tactics and communications; Organization, Function and Mission of the Arms and Services; Military Teaching Methods; Leadership; School of the Soldier and Exercise of Command.

413a. b. Military Science IV.

Logistics; Operations; Military Administration and Personnel Management; Service Orientation; School of the Soldier and Exercise of Command.

ROSTER OF STUDENTS

1955-56

FRESHMAN MEN

Agee, Hoyt Al Smackover
 Algee, Harold D. Little Rock
 Amis, Joe Dale Cullendale
 Anthony, Kenneth R. Texarkana
 Archer, John Paul Hindsville
 Atchison, Russell E. Pine Bluff
 Baird, Robert M. Little Rock
 Bancroft, Roy Lee Monticello
 Black, Darrell M. Paragould
 Blount, Perry D. North Little Rock
 Boone, Jimmy A. Greenwood
 Branscum, Bobby Joe Little Rock
 Bright, Charles E. Hot Springs
 Brown, Donald Lee Pine Bluff
 Buck, Luther F. Jr. Arkadelphia
 Buckner, Jim L. Crossett
 Bull, Ellis Merle Heber Springs
 Bullington, Robert R. Charleston
 Bullion, Thomas J. Keiser
 Byrd, Arthur Andalusia, Alabama
 Byrd, James E. Little Rock
 Calhoun, Richard Arkadelphia
 Carver, John Little Rock
 Chitwood, Roy S. Royal
 Chunn, Charles Arkadelphia
 Clement, John Fort Smith
 Colbert, Donald Little Rock
 Coleman, Alvis Eudora
 Coleman, Robert F. Louisville, Ky.
 Colvin, Larry Taylor
 Cook, Theo Little Rock
 Corley, Gary Smackover
 Coston, Vaughn Arkadelphia
 Dabbs, Dale Malvern
 Davis, Edsel Gene N. Little Rock
 Davis, Tom Little Rock
 Dawson, William Pine Bluff
 Dooly, Harold Lavaca
 Douthitt, Joe Carl Batesville
 Earnest, Glen A. Eupora, Mississippi
 Estes, Richard Fort Smith
 Ferguson, Billy Bluffton
 Fannaway, David Lee Pine Bluff
 Garner, Richard W. Little Rock
 Gifford, Theodore R. Leola
 Graham, Robert A. Conway
 Gray, Horace E. Pine Bluff
 Green, Harold H. Norman
 Gwin, Donald R. De Witt
 Halbert, William H. Little Rock
 Hall, Robert A. Murfreesboro
 Halley, James P. Little Rock

Hardage, Paul Mac Arkadelphia
 Havner, E. D. Cherry Valley
 Heard, Robert D. El Dorado
 Heldebrand, James O. Camden
 Hensley, Bill D. Bentonville
 Hicks, Raymond C. Portland
 Hill, Harrell Eudora
 Hixon, Laddie W. Poplar Bluff, Mo.
 Hopkins, Jerry Pine Bluff
 Horton, Frank N. Hope
 Howerton, Joe Dale Springdale
 Hughes, Kenneth D. DeQueen
 Hunt, Carl A. Pine Bluff
 Hunt, Charles E. Waldron
 Irish, Johnny Ray Arkadelphia
 Jackson, Glenn E. Rogers
 Jackson, Jerome K. Cedar Lake, Ind.
 Jenkins, Johnny B. Little Rock
 Johnson, Harold D. Clinton
 Jolly, Robert Lee Dermott
 Keith, Joseph Dennis Jacksonville
 Kennedy, Sidney L. Earle
 Kerr, Andrew A. Little Rock
 Kim, Dong Ho Seoul, Korea
 Kirkland, James H. Atlanta, Texas
 Lair, James B. Camden
 Lawrence, Ray P. Phenix, Alabama
 Lloyd, Harris H. Marianne
 Love, Bobby A. Arkadelphia
 Lowry, R. C. Arkadelphia
 Lushy, Doyt E. Cullendale
 Massey, Marvin H. Jr. Columbia, Tenn.
 Mathews, Bill H. Little Rock
 Milam, Garner F. Jasper
 Moore, John M. Jr. Arkadelphia
 Morris, Dickie Smackover
 McClain, Kenneth I. Smackover
 McCroskey, Otis A. El Dorado
 McElhanon, Joe Little Rock
 McWha, Bennie J. Hot Springs
 Nall, Donald A. Camden
 Nix, Howard F. Benton
 Oenning, Wallace F. Arkadelphia
 Parker, Dacus B. N. Little Rock
 Parker, Paul Conway
 Parker, David Morris Camden
 Pelt, Joe D. Stamp
 Perkins, Leroy W. Hughes
 Ponder, James C. Hope
 Pope, Norton A. Camden
 Privett, Thomas J. Lonoke
 Puryear, David Lee Texarkana
 Rainey, Gilbert S. Little Rock

ROSTER OF STUDENTS

Rankin, Claude N.	Little Rock	Dalton, Althea	Portland
Rankin, James R.	Eudora	Daugherty, Sandra	Stuttgart
Ring, Dewey N.	Cave City	Davis, Marieta	Little Rock
Rinke, Phillip A.	Little Rock	Davis, Mary	Camden
Rippy, Roy Lee	Waldron	Dawson, Glendene	Auburndale, Fla.
Rixse, Jimmy D.	N. Little Rock	Day, Linda	Malvern
Robbins, John C. Jr.	Fort Smith	Dillard, Betty	Magnolia
Ross, Johnnie E.	Warren	Dodd, Joan	Little Rock
Rowe, Marshall	Washington	Dodson, Julia	Arkadelphia
Rowland, Kenneth	Little Rock	Downtown, Julia	El Dorado
Royal, Jack L.	Lonoke	Duke, Frances	Hot Springs
Seaver, Glen H.	Hope	Dunnivant, Mary	N. Little Rock
Setliff, Reuben C.	Magnolia	Eldridge, Marie	Malvern
Smith, Harry D.	El Dorado	Emmons, Sylvia	Dermott
Smith, Marvin F.	Lake Village	Evans, Faith	Rogers
Smith, William H.	Marked Tree	Frowick, Sue	Shumaker
Srouji, Afif S.	Nazareth, Israel	Funk, Shelby	Singers Glen, Virginia
Stender, Paul George	Stuttgart	Gannaway, Mary R.	Arkansas City
Sweeten, William N.	Bauxite	Golden, Shirley R.	Pine Bluff
Taylor, Frank	Smackover	Gowen, Henriella	Caldwell
Turner, Joseph M.	Little Rock	Hall, Jackie Norene	N. Little Rock
Vandenberg, Clayton D.	Bismark	Hamilton, Gwendolyn P.	Camden
Walker, Jimmy P.	Mulberry	Haley, Beth	Little Rock
Wallace, Thomas P.	McGehee	Harper, Janie M.	Pine Bluff
Ward, John C.	Fort Smith	Harris, Martha A.	Little Rock
Warren, Marshall M.	Hot Springs	Harrison, Elizabeth A.	Hughes
Wheeler, Kenneth B.	Merigold	Hickingbotham, Barbara A.	McGehee
Williams, C. W.	Lewisville	Hill, Betty J.	Ferndale, Michigan
Wohrman, Fred R.	Little Rock	Hill, Margaret R.	Fort Smith
Womack, Newton W.	Star City	Holliday, Patricia A.	Nashville
Wood, James A.	Clarksville	Hollingshead, Norma	Arkadelphia
Woods, Roy S. Jr.	Marked Tree	Hopper, Joyce A.	Sparkman
Wright, Charles W.	McGehee	Hudson, Alice A.	Little Rock
Wright, William B.	Alice, Texas	Hutto, Mary L.	Damascus

FRESHMAN WOMEN

Allen, Betty R.	Hughes	Jacks, Barbara J.	Pine Bluff
Anderson, Belva J.	Arkadelphia	Jensen, Jimmie L.	Mablevale
Anderson, Phyllis L.	Heber Springs	Johnson, Nona C.	Pine Bluff
Andrews, Patricia	N. Little Rock	Johnson, Virginia M.	Pollard
Bailey, Shirley	Malvern	Jones, Abbie N.	Gravelly
Bales, Nelcean	Batesville	Jones, Barbara L.	Paragould
Barnes, Judy J.	Little Rock	Jones, Deanna G.	Oil Trough
Blackmon, Lillian R.	Arkadelphia	Jones, Mary L.	Cabot
Blancett, Joe Ann	Little Rock	Jones, Polly	Little Rock
Blasingame, Patsy A.	N. Little Rock	Kerlagon, Darlene	St. Louis, Mo.
Bonds, Johnnie F.	Rogers	King, Mary J.	Paragould
Bowen, Eleanor J.	Little Rock	Knickerbocker, Florence	N. Little Rock
Brown, Betty R.	Paragould	Kuehn, Peggy S.	Paris
Buck, Norma J.	Arkadelphia	Lamb, Mabel R.	Jacksonville
Butery, Claudine	St. Louis, Mo.	Leonard, Dorothy J.	Little Rock
Carpenter, Virginia	Waldron	Lunsford, Neoma	Pine Bluff
Carter, Jerry L.	Stuttgart	Lusk, Ednear M.	Monticello
Chennault, Betsy	Malvern	McCann, Margie	Helena
Clinton, Lois	McGehee	McClellan, Patricia M.	Pine Bluff
Compton, Dolores	McGehee	McCool, Mary E.	Bauxite
Craft, Glenda	Pine Bluff	McCracken, Joan	Harrison
Crawford, Marietta	Mena	McCullar, Melba A.	Wilson
Crawford, Marsha	Arkadelphia	McCurry, Bernice	Searcy
Crockett, Carole	Fort Smith	McIntosh, Mary Lou	Dunklin, Mo.
		McMurry, Joan F.	Fordyce
		McPherson, Janette K.	Pine Bluff

McRoberts, Rosemary G. Little Rock
 Martindale, Nancy A. Norphlet
 Mitcham, Joy Pine Bluff
 Moody, Doris N. Mommth Spring
 Moody, Christine Mammoth Spring
 Morris, Martha E. Texarkana, Texas
 Nolen, Eudola Searcy
 Pannell, Joyce R. Bauxite
 Paris, Carolyn L. Tillar
 Patterson, Jean Pasadena, Texas
 Patterson, Nancy Little Rock
 Payne, Beverly J. Little Rock
 Peterson, Rogna E. Eudora
 Petty, Charlotte R. Arkadelphia
 Pound, Nina R. Little Rock
 Prince, Jane G. Camden
 Redden, Betty Arkadelphia
 Reeves, Virgie L. Monticello
 Richter, Ruth Little Rock
 Riley, Mayo J. Wynne
 Robinson, Evelyn A. Arkadelphia
 Rodgers, Katherine V. Arkadelphia
 Sablan, Elizabeth G. Yigo, Guam
 Sablan, Irene B. Agana, Guam
 Seward, Ann Dorothy Arkadelphia
 Shepherd, Janice C. Pine Bluff
 Shimaura, Elsie -Wahiawa, Oahu Hawaii
 Sneed, Jessie L. Piggott
 Stair, Marie A. Heber Springs
 Standridge, Evelyn L. Norphlet
 Steelman, Barbara A. Camden
 Stiles, Elizabeth Newark, Delaware
 Stone, June Wabbaseka
 Stone, Kathy S. Hot Springs
 Stuart, Freddie J. Nashville
 Stubblefield, Ramona M. Fort Smith
 Taylor, Joie G. Little Rock
 Taylor, Mary Beth Fort Smith
 Tommey, Patsy A. Murfreesboro
 Turner, Maxine C. Lexa
 Varner, Emma J. Black Oak
 Wagnon, Barbara L. Bradley
 Walker, Linda J. Alma
 Wall, Jo Anne Little Rock
 Waymack, Emily Pine Bluff
 Wiley, Catherine A. Atkins
 Wilson, Betty G. Camden
 Wilson, Doris M. Springdale
 Witherington, Melissa Camden

SOPHOMORE MEN

Andrews, Mark E. N. Little Rock
 Armer, Cartes D. Horatio
 Barnes, Jack H. Omaha
 Baumgardner, Preston Arkadelphia
 Blake, Bill N. Hope
 Bogard, Benny Little Rock
 Bolgiano, Milton R. Leesville, La.
 Bourland, Thomas E. Wilson
 Bowen, Charles A. Hope

Brannon, Vernon Cabot
 Braughton, Charles T. Hot Springs
 Brazzel, Russell Q. Little Rock
 Briggs, Bob Hot Springs
 Brown, Lamar A. Hot Springs
 Bryant, Max E. Malvern
 Buck, Tom Ed Arkadelphia
 Buckner, Martin L. Crossett
 Bynum, James Memphis Tenn.
 Byrd, I. D. Andalusia, Ala.
 Caldwell, Paul Lonestar, Texas
 Carlisie, Lilburn Benton
 Carroll, James R. Star City
 Caughlin, Curtis Arkadelphia
 Cheatham, Charles Eudora
 Chote, Carl E. Hot Springs
 Clark, Dwight Maysville, Missouri
 Clark, Jimmie R. Camden
 Colbert, John Mountain View
 Collier, John Mount Ida
 Copeland, James Fort Smith
 Craig, Billy Fort Smith
 Crawley, William Arkadelphia
 Cunningham, David Coveta, Okla.
 Davis, Billy M. Harrisburg
 Denton, Bobby Amity
 Duggar, Bob Little Rock
 Evans, Charles Essex, Missouri
 Finch, Nolan D. Little Rock
 Fitzgerald, Paul Sheridan
 Freeman, John Arkadelphia
 Fugatt, Glenn Morrilton
 Gibson, Jim Hot Springs
 Gilbert, Horace E. Cullendale
 Gill, William D. N. Little Rock
 Gilliland, Merle D. Bakersfield, Calif.
 Griffin, Danny W. Greenville, S. C.
 Hamil, Charles W. Jr. Sanford, Fla.
 Harrison, Henry F. Memphis, Tenn.
 Hathaway, B. W. Arkadelphia
 Hathcote, Donald E. Scott
 Hayes, James H. Little Rock
 Herndon, Eugene K. Camden
 Hickingbotham, Frank D. McGehee
 Hickman, James W. Little Rock
 Hildreth, Robert E. Opelika, Ala.
 Hilton, Kenneth R. N. Little Rock
 Hollanger, Thomas Jr. Almyra
 Holmes, Billy G. Story
 Hooten, William L. Clarksville
 Hunt, James F. Washington
 Jimerson, James C. Corning
 Jones, Clyde D. Hamburg
 Kesner, Roy H. Greenwood
 Kim, Chaiho Mensa
 Kirkpatrick, Jerry A. Little Rock
 Kline, Robert W. Independence, Mo.
 Kuehn, Vernon D. Ratcliff
 Lilly, Billy Joe Fort Smith
 Little Clarence J. Hughes

ROSTER OF STUDENTS

Long, Everette L.	Springdale	Billiot, Gloria	Montegut, Louisiana
Lowry, Perry E.	Pine Bluff	Black, Anna Gay	Batesville
Maxwell, Jim L.	Shreveport, La.	Blackmon, Ella Reed ..	De Kalb, Texas
Meggs, Bobby	Warren	Booker, Bebe	Fort Smith
Middleton, Arthur	Bald Knob	Brawner, Betty	Wynne
Miller, Bobby R.	Little Rock	Briggs, Melba	Texarkana
Miller, Joe R.	Stuttgart	Burns, Mary L.	Hartford
Mize, Robert C.	Memphis, Tenn.	Burroughs, Jane	Hope
Moore, Homer L.	Stuttgart	Burrow, Nancy	El Dorado
Moore, Jackie M.	Little Rock	Byars, Pat	Cullendale
Moseley, James W.	Cabot	Caldwell, Peggy	Little Rock
McCollum, Glenn F.	Arkadelphia	Casey, Rosemary	Heber Spring
McCowan, John R.	Hot Springs	Charfauros, Juanita ..	Agana, Guam
Nash, Carl W.	Arkadelphia	Clarke, Ethelene	Bristol, Virginia
Norton, John	Smackover	Cole, Jonnie Faye	Alma
Orr, Charles W.	Arkadelphia	Cole, Sarah E.	Malvern
Owen, Benjamin P.	Hope	Condren, Darlene	Fort Smith
Patterson, Jimmie L.	Arkadelphia	Cook, La Verne	Hot Springs
Peckham, Jeff C.	Little Rock	Cotton, Mary L.	Fayetteville
Peeler, Robert B.	Nashville	Crawford, Patsy A.	Little Rock
Perry, Gerald S.	Memphis, Tenn.	Crowe, Betty	Hot Springs
Perry, Harold E.	Memphis, Tenn.	Curlin, Mary	Fort Smith
Pitts, Frank E.	N. Little Rock	Dawdy, Floys	McGehee
Porier, Luther J.	San Bernardino, Cal.	Deal, Carolyn	McGehee
Posey, Staton F.	Fort Smith	Ensminger, Joanne	Hot Springs
Pryor, Billy P.	Kensett	Eubanks, Glenda	De Queen
Reynolds, James E.	Little Rock	Ferguson, Betty	Bluffton
Richardson, Frederick ..	Huntington, Va.	Floyd, Helen R.	Mineral Springs
Riggs, Joe C.	Jacksonville	Fraday, Myra Winona ..	Horatio
Scott, Franklin D.	Malvern	Garner, Ruth A.	Little Rock
Sharp, Charles E.	Texarkana, Texas	Graham, Carolyn S.	Fort Smith
Sharp, James W.	Arkadelphia	Hardy, Reeda J.	Arkadelphia
Standridge, Melvin	Norphlet	Herron, Relda	Gurdon
Stevens, David M.	Judsonia	Hoggard, Marvelle	Roland
Stewart, Jerry R.	Benton	Holbert, Claudette S. ..	Little Rock
Stone, Paul D.	DeQueen	Holloway, Betty A.	Smackover
Sullinger, Ralph H.	Rockford, Illinois	Holt, Barbara A.	Arkadelphia
Summers, Paul J.	Little Rock	Izard, Mary A.	Benton
Taylor, Gerald M.	El Dorado	Johnston, Bendette	De Queen
Taylor, Jack S.	Texarkana, Texas	Keller, Patsy R.	Scott
Thomas, Alan H.	Arkadelphia	Larson, Janet	Kansas City, Kansas
Thomas, Curtis C.	Pine Bluff	Lawhorne, Jean	Paragould
Thompson, Charlie	Locust Grove, Okla.	Maglothin, Julia Riggs ..	Memphis, Tenn.
Utey, Ray A.	Cabot	Mason, Lou Alice	Brinkley
Voman, Lawrence R.	Cabot	Medford, Florence I.	Salem, Oregon
Whitlow, Charles L.	Tuckerman	Mitchell, Mary F.	Columbus
Whitlow, John D.	Hope	Montgomery, Margaret ..	Horatio
Wilburn, Jackie R.	Austin	McCown, Janis	Pickens
Wilfong, John F.	Little Rock	McCerrin, Greta	Harrison
Williams, Ross X.	Vandervoort	Owen, Betty D.	Hope
Wise, Eugene E.	DeWitt	Parker, Patricia S.	Malvern
Wood, Robert L.	Cabot	Paschal, Margaret	Rogers
Worrell, Aubrey M. Jr.	Jacksonville	Payne, Juanita E.	Eureka, Missouri
Yates, Cecil E.	Malvern	Pearson, Carole	N. Little Rock
Young, Richard B.	Hot Springs	Pendergrast, Betty Jo ..	Osceola

SOPHOMORE WOMEN

Barnes, Carolyn S.	Springdale
Baty, Jo Ann	Little Rock
Bayless, Darla Sue	Hot Springs

Royal, Carolyn A.	Benton
------------------------	--------

Salter, Ann Dermott
 Seaton, Ann Little Rock
 Sloan, Carolyn M. Arkadelphia
 Smart, Martha S. Cullendale
 Smith, Anna S. Hot Springs
 Stender, Patricia N. Fort Smith
 Stevens, Jean Little Rock
 Sullivan, Mary Pat Little Rock
 Taylor, Yvonne Little Rock
 Vaughn, Patsy Mena
 Williams, Juanita Poynor, Missouri
 Wilson, Mary A. Malvern
 Wise, Jo G. Almyra

Holland, Robert N. Heber Springs
 Ingrum, Howard Stanley .. Blytheville
 Johnson, John A. Texarkana
 Keith, John B. Malvern
 Keppeler, Hermann Benton
 Knickerbocker, Fred L. ... N. Little Rock
 Lamborn, Richard Seymour, Mo.
 Lawrence, Archie V. Memphis, Tenn.
 Leazure, Jerry A. Fort Smith
 Lovell, Robert Stamps
 Maeda, George Y. Honolulu, Hawaii
 Matlock, Jesse S. Harrison
 Merrell, Curtis H. Forrest City
 Mills, Freddie J. Hot Springs
 Murphy, Truett E. Batesville
 McElmurry, Max C. Leslie
 Newborn, Billy M. Waldron
 Parris, Robert S. N. Little Rock
 Payne, William L. Magnolia
 Penn, Marshall V. Detroit, Texas
 Peters, George A. Texarkana, Texas
 Peterson, David T. Texarkana
 Philpott, Owen L. Fort Smith
 Plunk, Willard Adamsville, Tenn.
 Presley, Gerald D. Mountain Home
 Ragland, Charles E. Malvern
 Railey, David E. Fort Smith
 Richey, Don J. Pine Bluff
 Robertson, Tommy G. Benton
 Robinson, George A. Arkadelphia
 Salmon, Robert G. Greenville, Ala.
 Seale, James W. Holly Springs
 Schleiff, Gerald Charleston
 Scott, Wallace W. Little Rock
 Shirk, William E. Joplin, Missouri
 Shook, Damon Little Rock
 Spencer, Wallace F. Jr. Judsonia
 Spradling, Donald E. Fort Smith
 Stewart, Robert J. Little Rock
 Stovall, William F. Mountain Home
 Surman, E. Eugene West Helena
 Taylor, Lawrence Bradley
 Walker, Jack W. Columbus, Ohio
 Walker, Jimmy R. Mansfield
 Williams, J. Wayne Malvern
 Worthen, Alvis R. Pine Bluff

JUNIOR MEN

Anderson, Edward Hot Springs
 Bachus, Gordon Scott ... N. Little Rock
 Banton, Eugene Memphis, Tenn.
 Barnett, W. G. El Dorado
 Barnett, William J. Gainesville, Texas
 Beason, Dan F. Donaldson
 Berryman, Jim C. Conway
 Berry, S. Carlston Jonesboro
 Bone, Roger G. Van Buren
 Brake, Walter L. Cabool, Missouri
 Brewer, James K. Columbia, Tenn.
 Bullington, Billy L. Charleston
 Burling, Kenneth F. Jr. ... St. Louis, Mo.
 Burnett, Joe M. Mobile, Alabama
 Burns, Glenn W. Hartford
 Burrow, Roy El Dorado
 Campbell, Billy J. N. Little Rock
 Capps, Everett Kenton, Tenn.
 Clarke, Lewis Bristol, Virginia
 Clem, John Malvern
 Cowart, Michael Arkadelphia
 Culp, Donald Paragould
 Dodson, Dennis Paragould
 Dolby, John Little Rock
 Duke, Horace Hot Springs
 Echols, Doyle R. Hot Springs
 Edwards, Charles Joplin, Missouri
 Efurd, Charles Fort Smith
 Elrod, Edward Almyra
 Fletcher, George Walnut Ridge
 Gerrish, James C. Corning
 Goff, Billy G. Earle
 Goode, George E. England
 Gray, John W. Smackover
 Green, Grant E. Little Rock
 Hankins, Bill C. Mato Grosso, Brazil
 Harris, George H. Pine Bluff
 Harris, Jimmy Morrilton
 Harris, Thomas F. Mountain View
 Helms, Freddy W. Texarkana, Texas
 Hinds, William L. Springdale
 Hipp, Benny R. Crane, Missouri
 Hoffman, Jimmy N. Merigold, Miss.
 Holland, Jeff W. Hot Springs

JUNIOR WOMEN

Agena, Grace Honolulu, Hawaii
 Akers, Ella M. Shannon, Missouri
 Bell, Raynal Little Rock
 Bequette, E. Louise Eureka Springs
 Bland, Patricia Tunica, Mississippi
 Carter, Shirley Stuttgart
 Compton, Polly Jo Hope
 Cross Mary Jo Bearden
 Crowley, Janis Arkadelphia
 Davis, Nell Little Rock
 Dunn, Nancy Lake Village
 Dunnivant, Lyla N. Little Rock

ROSTER OF STUDENTS

Gaston, Ann	Norman
Gerrish, Jane	Corning
Goodgame, Evelyn	Sparkman
Harder, Betty J.	St. Louis, Missouri
Harkreader, Pat M.	Clarksville
Harris, Bette Jo	Morrilton
Hefley, Mary L.	Mount Judea
Hickman, Shirley	Piggott
Jones, Emma E.	Harrison
Jones, Ina Sue	Cabot
Kersh, Joye P.	Dermott
Kitchen, Jeanne S.	Leasburg, Missouri
Lenderman, Nancy	Cabot
Lim, Mary J.	Houston, Texas
Lybrand, Dorothy F.	Stuttgart
McClung, V. Beth	Hot Springs
Olsson, Maryhal	Little Rock
Reed, Hattie P.	El Dorado
Robinson, Mary Nell	El Dorado
Routon, Mary Beth	Little Rock
Schuldt, Harriet	Blue Island, Illinois
Scott, Sarah F.	Little Rock
Shuemake, Sarah	England
Tipton, Shirley A.	Fordyce
Trout, Thelma L.	Arkadelphia
White, Elma Lee	Fort Smith
Williams, Ruthelene	Malvern
Witherington, Margie	Camden

SENIOR MEN

Atkins, Daniel	Blytheville
Baker, Charles R.	Ola
Bearden, Roby	Little Rock
Blackmon, Eddie	De Kalb, Texas
Boone, C. Phelan	Wynne
Borth, William C.	Dallas, Texas
Bowman, Donald	Ashdown
Brockwell, C. W. Jr.	El Dorado
Brown, Hugh E.	Malvern
Brown, J. David	Morrilton
Brown, Ray W.	Morrilton
Burton, Frank	Norphlet
Cheshier, James E.	N. Little Rock
Curlin, James	Marion
Curry, Charles	Little Rock
Dawson, Leon F.	Jacksonville, Fla.
Denton, Duane	Manning
Doolittle, John	Bentonville
Duffie, Richard	Hope
Eason, Billy	Muleshoe, Texas
Floyd, John	Hot Springs
Gill, James E.	N. Little Rock
Goodgame, Fred W.	Sparkman
Gosser, Bob L.	Little Rock
Gray, Darrell L.	Dermott
Hamm, Paul	Fort Smith
Hardister, Graydon B.	Pine Bluff
Haswell, Ed A.	Arkadelphia
Henderson, Ray L.	Royal

Hicks, Billy F.	Arkadelphia
Highgate, Robert T.	Memphis, Tenn.
Hoggard, Bob J.	N. Little Rock
Hogue, Billy Joe	Bauxite
Holbrook, James W.	Russellville
Jackson, Herman, D.	Fordyce
James, Duane D.	Little Rock
Jennison, Herbert H.	Carthage
Johnson, Merle A. Jr.	N. Little Rock
Justice, Ernest D.	England
Lewis, Phillip E.	Mulberry
Lowman, Jimmy V.	Little Rock
Magouyrk, Walter E.	Magnolia
Matsuo, Hitoshi	Paaulo, Hawaii
Merritt, Eugene	Arkadelphia
Mitchell, Raymond	Monticello
Moran, Homer B.	Arkadelphia
Morris, Ralph D.	Affton, Missouri
McMillan, Paul D.	Benton
McNeill, Richard	Little Rock
Norvell, Bob G.	Fort Smith
Parker, Don E.	Texarkana, Texas
Phillips, Richard C.	West Helena
Pinkston, D. Ed	Crossett
Protiva, James D.	Mountain Home
Ragland, Paul R.	Crossett
Reynolds, Cecil D.	N. Little Rock
Rial, Dickson H.	De Witt
Robertson, Billie Joe	England
Rogers, William H.	Stuttgart
Sims, Russell A.	Batesville
Sipes, Franklin	Little Rock
Smith, James H.	Marshall
Spann, James F.	Mablevale
Standiford, Bill	Hot Springs
Stark, Harrell D.	Mountain Home
Stender, Charles	Stuttgart
Tadlock, Don	Fort Smith
Tillery, Treland J.	Benton
Trout, Ollie	Hot Springs
Urrey, Thomas C.	Cullendale
Walker, Richard E.	Green Forest
Webb, Cecil H.	N. Little Rock
White, David A.	Texarkana
Wikman, John H. Jr.	Van Buren
Young, Morris E.	Little Rock

SENIOR WOMEN

Barnett, Mildred	Mena
Biddle, Lois	Kilgore, Texas
Brashears, Melrose	Leola
Burchfield, Nancy	Crossett
Cawvey, Sylvia	El Dorado
Coleman, Mary J.	Louann
Conrad, Barbara	McGehee
Davis, Kittie R.	Batesville
Farris, Mary Jo	Little Rock
Golden, Janette F.	Arkadelphia

Green, Bobbie J.	El Dorado
Hale, Mildred J.	Camden
Hall, Nancy L.	Little Rock
Harrell, Jackie	El Dorado
Haswell, Margie F.	Arkadelphia
Howle, Elizabeth L.	Lake City
Johnson, Mary C.	Alma
Jones, Lavonne C.	Oil Trough
Mann, Billie G.	Osceola
Massey, Lynda V.	Augusta
Mengel, Doris L.	Hickman Mills, Mo.
Moffatt, Phyllis Carolyn	Crossett
Moore, Jessie	Dumas
Pearson, Martha E.	Hooks, Texas
Ryburn, D. Elizabeth	Pine Bluff
Sanderson, Elinor R.	Mena
Schallenberg, June	Gravette
Shiver, Marillyn	Hope
Sims, Grace Ann	Batesville
Smith, Lou Etta	Springdale
Smith, Martha C.	Fort Smith
Smith, Patsy	Norphlet
Spencer, Mary E.	Pocahontas

Téeter, Pat A.	Till
Watkins, Maryon Z.	Bent
Wood, Peggy S.	Gurd
SPECIAL STUDENTS: MEN	
Allen, Harmon G.	Waldr
Donnels, Elliott	New Orleans, L
Harris, Harold	Hot Sprin
Havner, Elynn D.	Cherry Vall
Mize, John T. H.	Arkadelph
E. C. Rodgers	Arkadelph

SPECIAL STUDENTS: WOMEN

Hayes, Elfrida Wider	Bra
Hensley, Mrs. Bill	Bentonvi
Middleton, Mrs. Bertha	Bald Kn
McCarty, Mrs. Clark	Arkadelph
Newborn, Mrs. Billy	Ft. Sm
Raybon, Mrs. P. H.	Arkadelph
Seward, Mrs. D. M.	Arkadelph
Troxell, Mrs. C. W.	Fort Worth, Tex
Walker, Beatrice L.	Ami

DEGREES AND HONORS AWARDED

May 23, 1955

BACHELOR OF ARTS Summa Cum Laude

Frances Dawson Cooper

BACHELOR OF ARTS Magna Cum Laude

Helen Ruth Overton

BACHELOR OF ARTS Cum Laude

Sammye Jean Crawford

Jack Edward Dieken

Betty Sue Holt

Mary Ann Traylor

BACHELOR OF ARTS

Marion Ruth Allred

Billy Joe Arrington

Clair Reece Austin

Dalton H. Barnes

Orland H. Beard

Charlie W. Belknap

Patsy Ruth Belknap
James Curtis Bradley
Luther Gordon Brewer
Gracie Dean Brown
Carroll Dana Caldwell
Patrick J. Caldwell
Patsy Sue Caldwell
James William Clark
Herndon Jeffrie Conger
Anderson L. Corbitt
Alfred Reid Cullum
Bessie Marlene Culpepper
Nancy Davidson
Mildred Lorraine Glover
Joan Naoma Gore
Melvin E. Greer
Melvin G. Hampton
John M. Harrison
William Henry Heath
Carroll Calvin Hodges
Helen Carol Hodges
Rose Mary Holt
J. Wesley Hoover, Jr.
Charles J. Hubbard

Betty Lou Ingram
Gerald W. Jackson
Ruby Martin Jackson
James Thomas Jackson
James E. Johnson
Jerry Wilbert Jones
Shirley Joplin
Jeannine Jones Leach
John Marion McCarroll
Lewis Karl McClendon
Alton Rhine McMurry
Charles Buddy Marley
Leo John Martens
Marilynn Martin Mooney
Donald Moore
Marianne Morrisett
Lewis A. Newcomb
Nancy LaDosca Nix
James Richard Perkins
Jean Mary Seward Philpott

BACHELOR OF SCIENCE
Magna Cum Laude

Thelma Jean Arnold

BACHELOR OF SCIENCE
Cum Laude

W. Eugene Keeling
Neva Jo Ward

BACHELOR OF SCIENCE

Lillie Ruth Burnett
J. W. Carney
F. Du Wayne Clinkingbeard
Anna Elizabeth Coles
Kay Frances Haynes

Johnny R. Price
Jerry David Pugsley
Byron V. Reeves
Marvin Reynolds
James W. Royal
Dennis Ray Schulz
Nona Bea Schulz
Patricia Anne Seery Sisk
Edward Lee Smith
Morris L. Smith
Carry Edward Spann
Margaret Elizabeth Steed
Louis Len Steely
Harold D. Stephens
Erkle K. St. John
Jerry St. John
Jim Tillman
Donald H. Travis, Jr.
Harold D. White
Billy Gene Williams

Cleo Fay James
James Thomas Lowman
Morgan L. Phillips, Jr.
Kenneth Presswood
Jerry R. Stratton
Vesta Tucker
James Whitten
James Caldwell Williams

BACHELOR OF MUSIC

Charlene Clements

**BACHELOR OF MUSIC
EDUCATION**

Marianne Morrisett
Elinor Keeling Royce

DEGREES AND HONORS AWARDED

August 12, 1955

BACHELOR OF ARTS
Magna Cum Laude

Kathryn Marie Smith

BACHELOR OF ARTS
Cum Laude

James P. Frazier, Jr.

BACHELOR OF ARTS

Don Cooper
 Leamon D. Eppinette, Jr.
 Robert Eubanks
 James P. Fulford, Jr.
 Loy W. Garner
 James Ernest Gladden
 Robert Anderson Hall
 Carl Hubert Harris
 Francis M. Henderson
 Nilene Lambeth
 Harold Marvin Lawrence
 Roy Kenneth McKeehan
 Alvis J. Moore

Paul Howard Moore
 Ferrell Dee Morgan
 Terrence LeRoy Powell
 Edward L. Powers
 Alfred M. Reynolds
 Betsy Ross
 A. V. Smith, Jr.
 Elizabeth Reed Smith
 Julia M. Strange
 James E. Walsh, Jr.
 Edgar Lamar Watkins
 Bobby Albert Webb
 Clyde Eugene White
 Harrell Wood

LIST OF STUDENTS TO RECEIVE COMMISSIONS IN THE ARMY RESERVE, MAY, 1956

Baker, Charles R.*
 Bearden, Roby Jr.*
 Brockwell, C. W., Jr.
 Cheshier, James Edward
 Curlin, James Howard
 Duffie, Richard R.
 Floyd, John D.

Gill, James Elmo*
 Haswell, Edward A.
 Phillips, Richard Carlisle
 Protiva, James D.
 Rogers, William H.
 Wikman, John Harry*

*Distinguished Military Graduate.

ENROLLMENT 1955-56

	Men	Women	Total
Freshmen -----	140	142	282
Sophomores -----	127	85	212
Juniors -----	93	48	141
Seniors -----	103	44	147
Total Regular Students -----	463	319	782
Special Students -----	10	10	20
Grand Total (non-duplicating) --	473	329	802

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