



### Roots of knowledge...

The sidewalks are bare as students bury themselves in research in Riley-Hickingsham Library. By adding a new card catalog system in the fall, students could access the library and its resources through the internet. Striving to remain in the forefront of new technology, future plans included adding a new computer system for the visually impaired which would contain a braille printer, voice synthesizer, and scanner. *Photo by William D. Downs Jr.*

## *If you only new...*

The end of August arrived and students found their place in the growing lines of registration. Each year brought a bigger freshman class, and consequently, 12 new faculty members entered the scene. This new talent and expertise introduced new levels of learning.

For the first time in the University's history, students could now graduate with a degree in graphic design. They could access research information from the library without ever entering it. And they could share their strengths and improve upon their weaknesses as they learned from other students through a new exchange program with Derby University.

Knowledge became contagious, and the faculty joined in on the experience. Many of them returned to the classroom in pursuit of another degree, forcing them to once again see things from the eye of the student.

In spite of the rapid growth both in numbers and in technology, the faculty and University never lost sight of the importance of individual attention. They focused their eyes on the future, yet they held to their beliefs in creating a well-rounded individual.

The true renaissance person was found balancing the traditions of the past and the possibilities of the future.

### **...academics**

# Tickling Their Fancies

*Students turn hobbies into careers by finding ways to apply what they have learned.*

*by Jack Bates*

Perhaps the one aspect of college life that concerned students the most was what to do once they graduated. Where would we go and what would we do once we walked across the stage and accepted our hard-earned diplomas? Most, if not all, of the University's departments and schools offered real-world training that would be useful to the college graduate.

Each department consisted of more than classes. Many of them required that certain other jobs be performed as a part of degree requirements. The communications department required its students to complete at least two semesters of practicum toward their degrees. This credit could be earned by writing stories for the *Signal* campus newspaper or for the *Quachitonian* yearbook. Students may also earn their credit by working in the photography lab or in the TV production department, which produced programming that was seen both on and off campus.

Speech Pathology majors participated in free therapy sessions offered to students and residents of Clark county. This gave them a chance to put their classroom studies to work in a situation similar to that in which they would be working after they received their diploma. "Due to the therapy we give as clinicians, compassion enters into our school work because we learn to apply the textbook knowledge to a real-life situation," said junior Monica Griffin.

Those in theatre arts were constantly involved in productions both for their own department and for others as well. Work for these productions included hours upon hours of preparation for the on-stage actors and

to represent and they studied this country to understand its strengths, weaknesses, and needs. Later, they put this knowledge to use with students from other schools in a mock session of the UN in its current

situation and decision making status. "Model UN gives you a hands-on look at how the UN policies are made, and why certain countries do the things they do," said junior Dorothy McCarty. "This helps us to gain better knowledge of the more global politics our world is facing."

The School of Music required its students to perform, as if they would be doing so professionally.

Concerts, operas, and juries filled this requirement, and everyone could witness these performances.

Psychology majors often presented research they had done to conferences of their peers. This gave them an experience that was duplicated later in their careers, and it gave them exposure to professionals in their field.

Each area of concentration at the University carried with it a responsibility unique to the others, yet they all held something similar. They offered and required that their students be prepared for the world they planned to enter before they entered it. Many of these requirements could be placed on a resume, helping its owner to achieve the goals they set out to conquer.

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*"Due to the therapy we give as clinicians, compassion enters into our school work because we learn to apply the textbook knowledge to a real-life situation."*

*—Monica Griffin*

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the backstage technical crew. Classes in theatre arts required that work be done in and out of class to help with the productions of the semester.

One department that worked in conjunction with theatre arts was the art department. These students were often asked to make posters to publicize the productions that the campus produced and hosted. This work may have seemed demanding at times; however, it gave students a taste of the real world while they were still protected from it. Also, art students displayed their works in the gallery of Mabee Fine Arts Center.

Model United Nations was a course offered by the history department that gave its students an opportunity to learn first hand what it took to be successful in world politics. Each student was assigned a country





The University Choir entertains the audience at the Arkansas Baptist State Convention. The choir and other musical ensembles provided an opportunity for both music majors and non-music majors to share their talents.



Sophomore Jeff Williams types a sports information news release, helping him to prepare for a career in communications. Williams served as student assistant sports information director for the news bureau. *photo by Jeff Root*

Senior Amy Cobb and senior Jolene Zook perform in the opera "Amahl and the Night Visitors." The music and theatre departments gave students an opportunity to use their talents to entertain others. *photo by Jeff McMorrough*

# Building Better

The general education department adds more classes to better accommodate students. *by Cara Hampton*

# Foundations

The general education department underwent changes to accommodate a growing student population as well as to bring the curriculum up to date with a changing culture.

With an influx of students, general education classes and adjunct teachers were added to meet growing demands. According to Dr. Randall Wight, associate professor of psychology, more New Testament sections were added as well as English teachers hired to teach one or two sections of freshman level courses.

"We've had to work hard to make more general education classes because the ones we had filled up so quickly," said Dr. Wight. "This increase in classes has put a burden on teacher workloads, but as long as we keep cohesion for the students, we are doing a good job."

Not only did the general education department grow, but the University formed a committee to evaluate the general education curriculum. The committee

studied the curriculum and offered ideas for improvement and change, which had not taken place in 30 years.

"We need to bring this area to the centerpiece of our curriculum and make it just as important as our majors," said Wight.

*"We need to bring this area to the centerpiece of our curriculum and make it just as important as our majors."*

*•Randall Wight*

"The changes we suggest will be in light of cultural changes and will continue to allow the general education department to offer a strong base of discipline and learning flexibility for students."

"It's hard not to get frustrated when you feel like you spend all of your time with GNED courses," said freshman Julie Burks. "I feel like I will never get all of my required classes taken."

Implementing the Writing Across the Curriculum program provided another task for the general education faculty. The WAC program was part of a movement across the country to heighten communication in the written form. With its basis in the majors, the program was designed to increase critical thinking through writing in all academic areas.

"Writing and thinking are intimately weaved. By making students better writers we have made them better thinkers," said Wight. "Language is the only cable between the abstract and the concrete."

"After reading several friends' papers," said freshman Laura Blakely, "I realize how much people need writing in order to teach them to communicate intelligently."

Dr. Wight started a WAC newsletter and hosted a workshop for the volunteers.

"I have to make sure that the faculty is aware of this because it makes learning make sense, and the WAC program has so much merit," said Wight.

Dr. Tom Aulenberg uses a map of the world in his history lecture. Geography as well as historical events were taught in many history courses. *photo by Joy Barber*





**Dr. Vince Cobb** shows Dawn Bullard his pet python. Cobb was a professor of the life sciences general education course. *photo by Lesha Kirkham*

**Scott Jackson** gives his New Testament class a lecture outside the classroom. Many classes took advantage of the nice, spring weather, which made for a more relaxed atmosphere. *photo by Dawn Bullard*



**Dr. Isaac Mwase** lectures his New Testament class. Mwase was the newest addition to the faculty of the religion department this year. *photo by Guy Lyons*



# Setting the Pace

*Hands-on applications and new technology prepare students for the business world.*

*by Subinda Russell*

For students of the Frank D. Hickingbotham School of Business, learning required more than just sitting in a classroom. Hands on applications, use of new technology, and internships prepared students for the business world and provided them with the training and strong values necessary to be successful business people.

In its third year, the school grew, adapted to changes, and added several new things. These differences allowed the school to keep up, if not set the pace, for the rest of the changes on campus.

A first for the school took place during the summer. Upperclassmen could participate in an internship program. The program provided students with the opportunity to work in the business world. Interested students applied through the School of Business and received three hours of credit. The students were required to keep a journal of their day-to-day activities, write a lengthy paper, and present an overview of their summer to the business faculty. After being asked about their summer internship at TCBY in the Accounts Receivable department, Melody Allred said,

"The internship was the perfect supplement to education in the classroom because you get practical application and on the job training."

Another change for the school was the

*"The internship is the perfect supplement to education in the classroom because you get practical application and on-the-job training."*

*•Melody Allred*

renovation of Life 330. The classroom was redecorated over the semester break. Currently, the school has plans to use the room for conferences, meetings, guest speakers, and, of course, class.

Small changes also took place around the School of Business. The school began using Word Perfect 6.0, an updated version of their current word processing software. The school also acquired new software to produce resumes. Students benefited from these changes both in and out of the

classroom.

The School of Business received both state and national recognition through Phi Beta Lambda, the business honor fraternity.

PBL provided business students with an opportunity to apply what they learned in the classroom to real life situations. Phi Beta Lambda successfully competed in state and national leadership conferences bringing home 11 national awards, including two first place awards. The school's chapter of PBL was also awarded the Gold Award for being an outstanding club.

"Through competition in Phi Beta Lambda, students are able to apply information acquired in the classroom. Involvement in PBL provides the students with unlimited leadership opportunity in not only local, but also state and national levels," PBL sponsor Dr. Freddie Jolley said.

The school of business changed much like the rest of campus. The success of these changes, coupled with others on campus, made it easy to understand why students graduated prepared to tackle the business world.

Business students take advantage of two new computer programs in the computer lab. The business computer lab was open to business students every afternoon and evening. *photo by Dijana Atkovic*

Jonathan Kelly, assistant professor of administrative services, talks with Thierry Voddenon. The School of Business saw great diversity with the vast numbers of exchange students. *photo by Dawn Bullard*





Dr. Robert Webster helps Ilya Gordeen with an assignment. Dr. Webster was a professor in the accounting department. *photo by Dijana Aleksic*

Dr. Donald Anderson prepares for classes. Dr. Anderson was the Harvey Jones professor of business and transportation studies. *photo by Dijana Aleksic*





# Exchanging Cultures

*Ouachita establishes an exchange program with the University of Derby. by Susan Black*

Out of the mists one may expect to see Camelot, the legendary castle of King Arthur, rise up to tower over the countryside or at least to be robbed by a prince of thieves and his merry men. Yet in this area of England, you will not find either of these.

However, you will find the thriving city of Derby, where on the outskirts lies the University of Derby.

Founded in 1851 with the creation of the Diocesan College for the Training of School Mistresses, Derby had lasted through countless trials and unique happenings. Its motto, "Experientia Docet," meaning "experience teaches," had proven quite appropriate through Derby's evolution. Over the years, Derby had expanded to a rather large campus. The University now enrolled over 10,000 students and would be growing well into the future.

In 1993 Ouachita and Derby officially recognized each other by setting up a formal

exchange program between the two Universities. One of the main proponents for this program was Dr. Trey Berry, director of international programs. "We are excited about our new program," said Berry. "It offers the chance of studying abroad to

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*"Even though we may speak the same language, the cultures of our two countries are strikingly different."*

*\*Helen Pryra*

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students from a wide variety of majors. Derby is very close in curriculum and admission. That makes it easy to counsel students for this opportunity."

By creating this program, both campuses hoped to educate and inform their students about the diverse cultures of the two countries. Margaret Kennard, an

exchange student from Derby majoring in American Studies, commented on how different America was from Great Britain. "The United States is much different than I expected," said Kennard. "I like it though, especially the weather."

Helen Pryra, also an exchange student from Derby majoring in the same area, drew attention to a unique aspect of the two countries. "Even though we may speak the same language, the cultures of our two countries are strikingly different," said Pryra.

During the spring semester, Ouachita sent five exchange students to Derby and received two.

Over the years, Ouachita hoped to establish a strong bond with Derby and other universities in England, such as the program that already existed with Bretton Hall College in West Yorkshire England. By doing this, both sides of the Atlantic would benefit from the transferring of cultures and the experience they would gain.

This scenic view of Derby fits most expectations of a traditional English college. The University had been in existence since the nineteenth century.

Students browse through books in the Derby library. The library contained over 250,000 volumes. Over 1,400 British and foreign journals subscribed there. The library also contained slides, videos, audio cassettes, microfilms, microfiche and compact discs.





Derby's business and engineering block is brand new. In 1993, Derby was recognized for its excellent standards in teaching and research.

Derby's educational methods and media department is videoing work on a Toyota. The car was given to the University by a Japanese car maker.



**Public school arts and crafts** students Andrea Davis, freshman, and junior Matt Pryor make boxes for Valentines' Day. Making valentine boxes was one of the many projects students did to prepare for the world of teaching. *photo by Dawn Bullard*

**Senior Holly Rusher** student teaches at a public school. As a result of participation by local schools, students were able to build teaching skills while still in college. *photo by Lesha Kirkham*



# Fulfilling Their

*The education division took various measures to prepare students for future jobs.*

*by Arigi Martin and Jenna Young*

# Aspirations

"It's a bird, it's a plane, it's... a plastic lunchbox?!" Along with the education degree come several hazards of the job. As early as the sophomore year, students began to visit classrooms, and become teacher's aides. By the senior year, they moved up to actual student teaching. Currently, the University sends out 50 to 60 student teachers per year.

The education department, which was public school oriented, was focused on some key ideas for their future leaders. One important principle concerned what percent of students could *really* be taught. This question was addressed in additional courses such as teaching exceptional learners and special education classes.

"The strength in our department comes from our students," said Dr. Paul Root. "I can't remember one of our graduates that I wouldn't hire." The diversity of philosophies which education students were

taught truly came together to form an exceptional blend.

This year the English as a Second Language Program was approved. This four course add on would make it easier for

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*"After all, the only way to know what's out there is to actually be out there."*

*•Jennifer DeVault*

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students to find jobs where there were not many English speakers.

Students in the education department were not the only ones who participated in fieldwork this year. Physical education majors were also required to do student teaching.

The home economics department experienced many changes this year. The

building in which they had previously met was leveled this year due to the addition of the new women's dorm. Classes were moved to Evans, where students made use of new facilities. The home economics department anticipated many changes in the future.

Aspirations for the future of the education division included a full computer lab. Such an advancement would greatly aid in bringing the media class up to date. State program guidelines were also being watched to keep the University's

curriculum concurrent with the present job requirements. "They have really done a good job of preparing us for what we will have to face after graduation," said sophomore elementary education major Jennifer DeVault. "All the observation time is great. After all, the only way to know what's out there is to actually be out there."

**Junior Stephanie Thomas** bakes cinnamon raisin bread for her home economics lab. Home economics majors were taught skills for the home as well as marketable ones, such as nutrition management. *•photo by Lesha Kirkham*



# Linking Common

*The departments of the humanities division worked individually as well as together. by Jack Kates*

# Principles

The links between the departments in the Division of Humanities formed a web that no member of mankind could possibly escape.

The departments of art; communications; English; modern foreign languages; and speech, theatre arts and speech pathology incorporated activities that were a part of human expression. Each of these areas could not exist without the others, and the others could not exist without the one. The humanities division could be said to be an example of Christ's parable of the body of the church.

The art department required the communications and English departments for exposure to the public. Modern foreign languages required English, communications, and speech pathology to make others aware of the need for multilingual communication. "Through speech therapy with international students, we are able to improve on English articulation, vocabulary, and slang," said senior speech-language pathology major, Tiffany Smith. "We also have the opportunity to further explain American culture."

Dr. Raouf Halaby, acting chairman of the art department, believed that the humanities were important and essential to the student body. "The division provides students the opportunity to study traditional

from the 12th and 13th century scholasticism: the idea that a complete man is an educated man." The best way to be educated was to know more about how we as humans expressed ourselves. The

humanities provided this education as a requirement for some and an ambition for others.

Whether students made vases out of pottery, acted on stage, provided speech therapy, or studied the effects media had on society, they educated themselves about what it was to be human. This study remained an important part of the philosophy the University maintained toward educating its students.

In order for one to understand what it was like to be human, one had to understand how humans had developed. This involved looking into the past. Many majors added courses from the humanities division to their additional requirements as the realization that students needed these skills more and more to survive while in college and once they left. Halaby said it best in one statement, "We must look to the past to cope with the present and determine the course of the future."

*"We must look to the past to cope with the present and determine the course of the future."*

*•Raouf Halaby*

precepts of liberal arts, so they are able to integrate them into modern society," Halaby said. "It allows us to look at the past through a prism and educate us about it, which in turn, allows us to understand what we do and where we are going." Halaby had taught freshman English, art in the humanities, art history, and linguistics for the department for several years and planned to continue.

"Each department in the division plays an integral part in the liberal arts program," Halaby said. "It represents a carryover

Joe Kuszal talks to Derek Randle's class. Kuszal, head of design studies at Michigan State University, spoke to Graphic Design I and II. *photo by Gay Lyons*





Senior Ginny Vaught and junior Bruce Cullom work on Advertising Federation Campaign plans book. The new computer was purchased by the student senate and loaned to the Advertising Federation Campaign team. *photo by Joy Barber*



Dr. Bill Ellis discusses literature with his creative writing class. Dr. Johnny Wink and Dr. Bill Ellis decided to split up the class for the spring semester in order to create one class that focused on prose, along with another that focused on poetry. *photo by Kelly Harris*



**Byron Eubanks**, professor of philosophy, studies one of the many volumes in his office. Eubanks hoped to receive his doctorate by December of 1995. *photo by Dawn Bullard*

**Kevin Brennan** prepares for his comparative politics class. Brennan was one of several professors furthering his education by pursuing his doctorate. *photo by Lesha Kirkham*





Barry McVinney spends some spare time playing his flute. McVinney was awarded his doctorate in the fall semester. •photo by Dawn Bullard

# Learning Never Ends

*Professors participate in various programs in order to further their educations. by Angi Martin*

Homework, pop quizzes, research papers, finals: the joys of college life. When it all piled up, who was usually said to be at fault? The professors, of course! After all, they could never understand the kind of pressures students were under. Or could they? Recently, several teachers at the University chose to refresh their memories of what it was like to be on the receiving end of lectures and tests as they chose to further their educations.

Betty Houston, assistant professor of business administration, pursued a degree in law. She took courses at the University of Arkansas at Little Rock. During the spring semester, Houston competed on one of two three-member mock trial teams that competed against teams from other schools

across the nation. Houston's team went to the finals in the National Trial Competition. "Needless to say, we were very pleased with our success," said Houston.

Kevin Brennan, assistant professor of political science, was studying for his

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*"When I have a lecture to deliver on Friday and a test to give on Monday, it's my dissertation that has to wait."*

•Kevin Brennan

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doctorate with the University of Kentucky, specializing in the areas of international relations and comparative politics. "It's hard to find time for it all," Brennan said.

"When I have a lecture to deliver on Friday and a test to give on Monday, it's my dissertation that has to wait."

Also among those who attempted to attain higher levels in their education were Amy Sonheim, instructor in English; Craig Hamilton, assistant professor of music; Barry McVinney, instructor in music; Jeanna Westmoreland, instructor in education; Caroline Cagle, assistant professor of mathematics and computer science; Byron Eubanks, assistant professor of philosophy; and Dave Ozmun, instructor in communications and public relations associate. These

people were great examples for younger generations, showing them the importance of a pursuit for knowledge throughout life rather than simply the first two decades.



# Growing In Excellence

*The School of Music adds new programs to upgrade its curriculum. by Dorothy McCarty*

The School of Music enjoyed a tradition of excellence that was growing every year.

In addition to the many degrees the School of Music offered, they had recently added a Bachelor of Music in Musical Theatre degree. Since emphasis was being placed on musical theater in the high schools, Dr. Charles Wright said that he expected the degree to grow over the next few years.

In the fall, the School of Music added an Artist-in-Residence program to complement its Composer-in-Residence program. They chose internationally acclaimed pianist David Allen Wehr as the new resident composer. He had performed with many of the world's leading symphony orchestras, as well as in some of the greatest concert halls in the world.

Resident Composer Wehr performed with the concert band in its opening performance of the 1995 concert season. "Hearing him play is enough reason to play," said junior band member Lisa Todd. Todd also said the opening concert this year was the best ever.

This year, the instrumental program also added a wind ensemble made up of the top band members. Dr. Craig Hamilton said the ensemble was basically a touring group which played at various churches throughout the year and provided concerts

to be one of the finest in the state," said Dr. Wright. "In the fall of 1994, a renewed emphasis was placed on the Opera and Musical Theater Programs." Dr. John Secrest, opened his opera season with Amahl and the Night Visitors. He also worked with Scott Holsclaw to produce "Fiddler on the Roof."

All the vocal groups strived toward excellence during the Christmas Season with the annual Festival of Christmas. The Ouachita Singers went to Washington, D.C. and Virginia on tour

during Spring Break. They were very excited to record a CD of their work in the Spring of 1995. The concert choir and Ouachita Sounds also performed at various events throughout the year.

"The success of the School of Music and its graduates is the result of two major factors," said Dr. Wright. "The first is a caring and qualified faculty who challenges the students to achieve and be the best they can be; the second factor is the very talented students who come to Ouachita seeking music degrees."

*"The vocal studies program continues to be one of the finest in the state."*

*• Dr. Wright*

even during marching season. Cari Martin looked forward to being part of the ensemble. "It is a very rewarding experience to get to play advanced music," said Martin.

Resident Composer Dr. W. Francis McBeth had recently completed a commission for the U.S. Air Force Band in Washington titled "Through Countless Halls of Air." He had also received the Medal of Honor from the Midwest International Band and Orchestra Clinic.

"The vocal studies program continues

The manger scene still lives. Actors portray the birth of Jesus while the University choir sang during the Festival of Christmas. • photo by Guy Lyons





A student bashes in an old piano. Phi Mu Alpha, a national music fraternity, sponsored the event. Students paid a dollar per hit to the piano. *photo by John Bunch*



The Ouachita Sounds present their concert "Give My Regards to Broadway." Pictured are members: Elizabeth Garner, Shelli Reeder, Matt Buffalo, Karen Wood, Leslie Srygley, Shane Flanagan, and Ashley Arrington. *photo by Carol Price*

# Paying Their Dues

The Division of Natural Science offered difficult courses which added to study time.

by Sabinda Russell

Dr. W. W. Everett, chairman of the Division of Natural Science, pointed to this equation and announced to the astonished faces in his 10 a.m. Chemistry class, "This is why the sky is blue."

Students studying in the Division of Natural Science tackled similar questions everyday as they attended classes in their perspective fields including biology, chemistry, computer science, mathematics, physics, and a variety of pre-professional studies like health professions and engineering.

Mathematics students were offered a wide array of courses which spanned several levels of algebra and calculus including abstract algebra, probability and statistics, and differential equations. Computer science students were also offered many specialized courses, varying from introduction to programming to the study of several different programming languages like

Fortran and COBOL. "Studying several languages helps you understand all of them," said sophomore computer science major Bo Koralage. "The more languages you study the better chance you'll have of finding a job

for some of these classes. "Labs provide hands on experience and reinforce lessons you've learned," said sophomore biology major Laura Edwards. "They help you see what you've been studying."

Moses-Provine became a second home to many natural science students. Some found themselves in the science library studying late at night. Others spent as many as six hours a week in labs. However, all these late nights and long hours spent together allowed students to form special bonds. "Students as well as professors spend extra time in the lab, said junior biology major Marcy Franks.

"They help guide us in what we're doing."

The Division of Natural Science not only prepared students for careers in science, but also introduced them to other science students — the same students that would become their future colleagues and friends, in the science world.

*"Labs provide hands on experience and reinforce lessons you've learned. They help you see what you've been studying."*

*Laura Edwards*

because different companies use different languages."

Depending on their interests and their major, science students enrolled in such classes as human anatomy and physiology, biochemistry, and astronomy. They also spent several hours a week in laboratories

Sophomore Subrena Ault conducts an experiment in organic chemistry. Students spent six hours a week in the lab for this class. *photo by Lesha Kirkham*





**Junior Shanna Burris** examines a bacteria sample in microbiology. This class taught students how the presence of bacteria affected such things as food, water, and diseases. *photo by Joy Barber*

**Sophomore Bo Koralage** and **senior Jennifer Johnson** write programs for their computer programming class. Students had access to the Vax lab where they could write computer programs and check E-mail. *photo by Joy Barber*



**Junior Chariny Herring** studies human anatomy and physiology. This class was a two semester course focusing on the study of the human body. *photo by Lesha Kirkham*





Freshmen Christine Masar and Allen Sutton finish schoolwork using the Vax Lab. Computer science majors used this lab for writing programs. *photo by Dawn Bullard*



Sophomore Victoria Norton and junior Guy Lyons work in the Mac Lab. This computer lab contained only Macintosh computers, and was located in Mabey. *photo by Dawn Bullard*

Freshmen Lee Cnon and Matthew Chin use the ALIS (Automated Library Information System). The system was new to the campus. It replaced the LINUS (Library Information Network User System). *photo by Dawn Bullard*



# Connecting The Lines

New computer technology allowed students to get in touch with the world in seconds.

by Dorothy McCarty

In the vast wave of computer technology, students had found a new pastime—surfing the internet.

Although computers had been an integral part of campus life for over a decade, students were finding more and more uses for them through the new access to the internet.

Assistant professor Caroline Cagle said, "Students are using the computer lab for everything from E-mail to computer programing." According to Cagle, the possibilities were endless once a person had signed on to the internet. From a computer students could find research from libraries all over the world. They could sign onto mailing lists and discussion groups or simply write a letter home to mom and dad. "You could really spend your life on it," said Cagle.

Students used the lab for a variety of reasons. Sophomore Paul Buckner said he used the lab at least three times a day for fun. Junior Caroline Curry used E-mail to correspond with students all over the world.

"I have called people in Israel and Europe, as well as friends all over the states," said Curry. "It's a good way to meet people. I have good friends that I've never met face to face."

Junior Computer Science major Brian Berry used the computer lab for more than just correspondence. "I'm usually doing homework, or writing programs." In addition to using the lab, students could also

access to the system in the School of Business computer laboratory.

The University library had always been a leader in computer technology. When the card catalog was first computerized, the University was one of only three libraries in Arkansas with this system. Dr. Ray Granade said the goal of the library was to be accessible through the network. "Now that the system is intact we can expand outside the library's walls," said Granade. Computers had given students better access to library materials and a faster inter-library loan service.

By changing the card catalog system in the fall, students could access the library through the internet. Granade said plans were in place to add a CD Rom tower to the periodicals system. This would enable students to access all of the library's resources through the internet.

The library was also planning to add a new computer system for visually impaired students. This system would include a laser printer, braille printer, voice synthesizer, and a scanner so students could enlarge the print of materials. From Granade's point of view, "OBU is definitely in the forefront of new technology."

*"I have called people in Israel and Europe, as well as friends all over the states. It's a good way to meet people."*

*•Caroline Curry*

access the internet from their dorm computers if they had a modem.

Computers were also being used to make life easier for students and faculty all over campus. By the fall of 1996 students would be able to preregister from their advisor's office. This would eliminate the dreaded line at computer services.

In the spring, the University added a career planning and placement program which was begun with the help of a computerized guidance system. The system, SIGI PLUS, helped students learn the process of finding a career. Students would have



Sophomore Allison Miles accesses the ProQuest computer system in the library. ProQuest was used to locate journal, newspaper, and magazine articles. photo by Dawn Bullard



**Tommy Goucher and Merldeth Arnn** do some research in the curriculum lab. The lab was open for students to use throughout the week. It contained information from various sources for all types of ministry. *photo by Dawn Bullard*

**Chip Arnold** reviews the day's prayer requests. Requests from the Foreign Mission Board as well as the Home Mission Board were kept in a notebook in Berry, where students could easily access them. *photo by Dawn Bullard*



# Driving It Home

Professors in the Division of Religion and Philosophy made lessons come alive.

by Jenna Young

"So did you enjoy the sermon today?"  
"Oh Yeah, I was ready for an invitation at the end of class!"

Believe it or not, this conversation could be overheard from students exiting introduction to ministry formation.

However, this was not the only class in the religion and philosophy division that could be described this way. The professors in these departments were not only professors, but they practiced what they preached. Many in fact held interim jobs at local churches. The witness of their lives seemed to bring a certain passion to all their classes, even the more technical ones like Greek or Hebrew.

Part of the reason for these eventful classes was that the professors really enjoyed their jobs. "I see teaching as a calling to Christian service," said assistant professor of religion Scott Duvall. "It gives me an opportunity to integrate my Christian faith with my academic discipline."

Majors in this division enjoyed their classes because they participated in exciting events in order to learn about the careers

they were pursuing. Religion majors attended everything from a director of missions banquet to a small membership church conference. "By the programs offered through the religion department,

breaking)," said philosophy and theology major Ryan Duncan. "It was interesting to watch what I had learned about actually taking place, and to see how accurate the books were."

*"The professors take new approaches to teaching that literally bring Jesus to life."*

*—Melissa Hildebrand*

I've had the opportunity to attend many conferences and field trips that have helped me better prepare for a career in missions," said freshman Christian education major Jennifer Hillman.

Philosophy majors enrolled in world religions took a field trip to Little Rock to attend an Islamic prayer service the last few days of Ramahdan. While there they also went to a temple service with reformed Jews. They were also able to talk with religious leaders and rabbis.

"I enjoyed the 'Id al-fitr (feast of fast

Students enjoyed this unique format of classes. Freshman biblical studies language and history double major Justin Hardin especially liked Dr. Duvall's approach to teaching. "Dr. Duvall used various teaching methods such as group interactions and dramatic representations, to bring the Bible

into the modern world," said Hardin. "We never have the same format two classes in a row."

The classes offered by the religion and philosophy division gave students skills they would need for their future careers as well as general knowledge about the subject. Freshman biblical studies general and political science double major Melissa Hildebrand summed this up best in her statement. "The professors take new approaches to teaching that literally bring Jesus to life".



Jason Doan works through homework in the religion office. Students could be found working here throughout the day. *photo by Dawn Bullard*



Students enjoy a banquet while on a social problems field trip. The students attended several seminar classes during the trip to Little Rock. *photo by Lesha Kirkham*



**Dr. Jeff Ponders** lectures to one of his sociology classes. The departments of sociology, psychology, history, and political science comprised the Division of Social Sciences. *photo by Kelley Harris*

**Dr. Kristin Somer** teaches a psychology class. Dr. Somer, along with Kevin Brennan, were the two new additions to the Division of Social Sciences. *photo by Kelley Harris*



# Touching the World

*The Social Sciences study human behavior, striving to make a difference. by Latoya Chauncey*

Sit still; be very quiet. Just sit back and relax and observe the way they interact with one another. They come in all different shapes and sizes and are available in a few assorted colors. They are as varied as the seasons, but yet they are very similar. They are humans, and it is the study of their behavior that makes the Social Science Division so important.

The Division of Social Science included the departments of history, political science, psychology, and sociology. "Social Sciences are important because they are interested in human behavior, and that is a worthy subject to study," commented Dr. Hal Bass, chairman of the division. "We incorporate every aspect of human nature: psychology — the human psyche, sociology — the collective society, history — the record of human behavior, and political science —

the control in society."

"Through the political science department, I've been given the opportunity to travel to Washington, D.C., and see the government in action," said sophomore

*"Social Sciences are important because they are interested in human behavior, and that is a worthy subject to study."*

*• Dr. Hal Bass*

Jerod Winemiller. "Also, I've had the chance to get to know my professors on a personal basis."

The most exciting development to the division was two new full-time faculty members, Kristin Somer to the psychology department and Kevin Brennan to the political science department. Brennan's

specialty was in comparative international politics and Somer in developmental psychology. Her graduate work was in unborn and adolescent children, and she was interested in teaching a class which would study at-risk children. Dr. Bass said that their addition would equip their departments and fulfill their needs.

Whatever the department, there was a way for students to see hands-on where their field could take them, be it a summer seminar to Old Washington, a Model United Nations seminar representing Argentina, a trip to Washington, D.C. to meet the nation's lawmakers, or a day in the life of a person who is homeless, blind, or wheel-chair bound. It was an excellent compliment to the Social Science Division to know that even with a home base in Arkadelphia, Arkansas, they could still touch the world.



Dr. Randy Smith, professor of psychology, talks with sophomore Jason Greer. Students of psychology studied the human psyche. *photo by Dawn Bullard*

# Creating New

# Programs

*Students gain additional assistance in academics and career planning. by Danielle Casey*

Programs on campus provided various assistance to students. The student support services program helped students through their college years while the career planning and placement program helped students find a job after college.

The student support services provided academic advising; computer assisted instruction; counseling; tutoring in most subjects; math lab; special instruction in reading, writing, and study skills; career counseling; and graduate school information. Certain criteria must have been met for a student to be able to use this

service. One must have been a United States citizen with a permanent residence, a first generation college student, physically or academically challenged, and receiving financial aid.

According to Dr. Paul Root, the goal of the service was to "work with students needing additional academic help." Tutoring was provided for any subject, and the student tutors were paid. Junior Nakita Radford had worked with students in math and science for two semesters. Through tutoring, Radford said she was able to

"understand the problem the student is facing and find a solution." She felt that progress could be seen through the tutoring. According to Radford, "Students learn how to improve their study skills and learn

personality types and the jobs with which their personalities were compatible. Juniors gained experience through internships, and seniors received assistance with their resumes. According to Kolb, "Our resumes are taken extremely well." Senior Sarah Green said, "Mr. Kolb was very helpful in preparing an excellent resume that helped me acquire many job leads."

By 1996, students would have access to the office via computer. A computer lab set up in the office would enable students to reach the office using their own computers. Kolb said the purpose of the

computer network was to "give students access at all times."

The career placement and planning program gave students the experience needed to compete in the job force. The program continued to grow throughout the year. Kolb's goal was to have the program "be the best in the Southwest United States."

Through the student support services and career planning and placement programs, students received help for all aspects of college life. This made the transition to and from college easier.

*"Students learn how to improve their study skills and learn to communicate exactly what they don't understand."*

*- Nakita Radford*

to communicate to others exactly what they don't understand."

Another program, career planning and placement, helped students avoid searching the classified ads for jobs after graduation. It helped them from the time they set foot on campus until the time they received their diploma.

Mike Kolb, the director of this new program, felt there was a need for a program of this type on campus. It served all students.

Freshmen, as well as sophomores, were evaluated through tests to find their

Greg Hurst helps Kim Hannaman with an algebra assignment. Tutoring was one of several services offered to students through the TRIO programs. photo by Lesha Kirkham





**Keldon Henley** offers counseling services to a student. Keldon Henley was the University counselor. Students talked to him when they needed advice. *photo by Kyle Hamman*



**Mike Kolb**, director of career planning and placement, talks to senior **Ginny Vaught** about future career decisions. Career placement was a new service offered by the University in the fall. *photo by Lesha Kirkham*

**Allison Walsh** tutors **Joel Gaddis**. Tutoring, among other services, was one way students could help each other. *photo by Lesha Kirkham*