



TOP Place

Academic excellence was a longstanding tradition that afforded Ouachitans a unique blend of scholarship, creativity, and experience.

Both students and faculty contributed a great deal to their bodies of knowledge. Whether it was conducting research, participating in professional meetings, or having work published, Ouachita made its mark in the world of scholarship.

Along with these scholarly pursuits, creativity was also an integral part of academics. This was evident not only in the art studio and music practice rooms, but also in the science labs. Students spent countless hours perfecting their arts and talents and shared their creative abilities at recitals, plays, symposia, and displays.

Another distinguishing part of academics was the real-life experience students gained outside of the classroom. Some students traveled overseas and encountered diverse cultures. Others went to Washington, D.C. and witnessed our nation's policy-making process. Some even chose to stay at home and get involved with various social issues like homelessness and inner-city problems.

This combination of scholarship, creativity, and experience was the firm foundation students needed as they set forth on the path of success and life-long learning.



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Arnold

Roundly educated

General education classes gave students an edge on their careers by providing for them a broad base of knowledge. by Margaret Reed

Armed and ready. You have a bachelor's degree, and you join the ranks of the job searchers. What will it take to pave a successful career path?

Many organizations want employees to have sound analytical and language skills—skills that a liberal arts education help students develop.

Ouachita graduates had this distinctive edge. The majority of them were required to take a common core of courses known as the General Education curriculum. Designed to enhance students' understanding of humanity and expand their intellectual capacity, these classes covered multiple disciplines: English, mathematics, social sciences, humanities, natural sciences, Biblical studies, foreign languages, physical fitness, and research methods.

Students stood to benefit from this educational diversity when they entered the workplace, according to Dr. Tom Greer, professor of English and chair of the Division of Humanities. "General Education courses broaden your perspective of your profession," he said, "and they enhance your desire to grow in your profession."

General Education courses were interrelated, because they provided a framework for the ethical and social concerns we face in a career. "Each course is equally important," Dr. Greer said. "The

humanities walk hand-in-hand with the sciences and the professions."

The General Education curriculum included subjects that had a certain "timeless quality," said Dr. Hal Bass, chair of the Political Science Department. He noted that the humanities courses—art, literature, music, and philosophy—were particularly important because they "help students stay in contact with our culture and civilization."

Such an understanding of humanity prepared graduates to face the challenges posed by our evolving global society. As the mission statement for General Education indicated, these core classes are "concerned with knowledge, skills and attitudes essential to the citizen who assumes moral and social responsibility."

In addition, General Education classes prepared graduates for "the many changes they will face in their lives," said Dr. Mike Arrington, vice-president for Academic Affairs. These courses benefited graduates in the long-run, he said, because they "not only prepare students for their first job, but also their last." Another important dimension, he said, was that these classes "help students develop wisdom, individual values, and a Christian conscience."

Another important aspect of General Education was that it

helped students develop vital communication and human relations skills. These courses emphasized writing and helped students learn how to "adapt to different life experiences," said Dr. Tom Auffenberg, chair of the History Department.

An interdisciplinary approach was another strength of Ouachita's General Education curriculum. Faculty members from various departments taught these courses. As Dr. Auffenberg noted, being exposed to multiple fields could sometimes help students decide on a major and even help determine their direction in life.

Businesses obviously recognized and applauded these abilities. Over the last decade, various corporations conducted studies on workers' success and found that the liberally educated employees excelled the most. For example, AT&T conducted a long-range study of its employees. The study results showed the company that liberal arts graduates were promoted faster, had better administrative skills, and seemed to possess essential managerial qualities.

Still, some students may have questioned the practical value of General Education classes. But as Dr. Arrington said, "Students who sometimes ask, 'What can I do with these classes?' should instead ask, 'What can these classes do for me?'"

Elaborate Dr. Wink expounds upon the subject of English to his students in freshman English. Both freshman English I and II were required of all students.

Focus Kendal Moore concentrates on his studies in one of the many general education courses offered at Ouachita.





Major DECISIONS

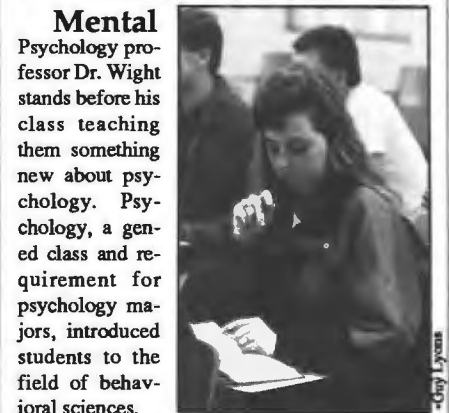
When high school graduates set out for the road to college, many had no idea what they wanted to do with the rest of their life. They had the ability to choose any career from lawyers to teachers. Some students had more difficulty than others.

Many universities, including Ouachita, had special courses that made up the General Education curriculum. Those classes were required by every student in order to graduate. They included everything needed for a well-rounded education. Some students knew what they wanted to do with their lives, but a majority of them were known as the "undecided" group.

Mica Strother, junior history major, said that she changed her major to history after enrolling in Western Thought taught by



Gay Lyons



Gay Lyons

Mental Psychology professor Dr. Wight stands before his class teaching them something new about psychology. Psychology, a gen-ed class and requirement for psychology majors, introduced students to the field of behavioral sciences.

Concentrate David Graham talks with one of the Sigma Alpha Sigma Charter members at their Homecoming Alumni Banquet. The Banquet was held in the Home Ec House.

Dr. Auffmanberg. "Ouachita has an excellent history department, and I really enjoy the wide variety of courses and the helpful professors," she said.

Students like freshman Tami Stewart, came to college with a career in mind. She had always loved science but said, "Our science program in high school wasn't that great, so I was not looking forward to the required Life Science class at Ouachita. I got in there and was amazed! I knew that I needed to be in the medical field."

Phillip Worthen was a junior majoring in business administration. He said, "I took Introduction to Sociology and entertained the idea of working with people. I realized that I would like to explore the possibilities of helping others." His confidence was evident.

Over all, it did not matter if you were a biology or an elementary education major, all students had to endure the well-known General Education classes. In the end, many careers took flight after walking out of those classrooms. •Libby Doss

Steady growth

The creation of the School of Business offered new options for students.
By David Goodman

A computer printout banner with the words "School of Business" hung over the door of one of the offices in the Business Department. Many may not have noticed this makeshift sign. But its message summed up months, and perhaps years, of planning and anticipation. Earlier in the year, the Board of Trustees announced that it had voted unanimously to establish a School of Business on Ouachita's campus. The announcement came as good news to students who were seeking a business degree, which accounted for 21 percent of the student body.

"I think it's a good addition to Ouachita," said Kaye Boone, a junior business major from Smackover. "Now it gives me the chance to put that I graduated from the School of Business on my resume, and that I don't just have a business degree."

The school, which will officially open in the Fall of 1993,

will be called the Hickingbotham School of Business, named for Frank D. Hickingbotham, a former OBU student and founder and chief executive officer of TCBY Enterprises, Inc.

Some wondered why changing to a "school" would make a difference. According to Dr. Freddie Jolley, acting chair of the Division of Business and Economics, several things had changed.

"The school uses not only new computers but also the latest software so that our students have more opportunities to acquaint themselves with the tools to succeed in the job market," she said. "Also, Ouachita is now in a better position to serve current students through increased faculty and additional major and minor programs."

Another advantage of creating the School of Business was that it helped increase membership and participation Phi

Beta Lambda, a professional association of business students. The club had a record membership during the 1992-93 school year. The chapter continued to grow stronger, offering its members more opportunities to develop and to use their leadership skills.

Yes, many things happened on the second floor of Lile in the business department this year. And things will continue to happen, according to Margaret Wright, a development officer at Ouachita and former chair of the Division of Business and Economics.

"A strengthened business program at Ouachita, when merged with one of the state's most outstanding liberal arts programs," she said, "will provide an education second to none for our students."

Indeed, it was easy to see that this was one business venture from which Ouachita students would profit.



Occupied Professor of Business Dr. Robert F. Allison grades term projects near the end of the fall semester.

Enjoy Senior Jeff Laman, an accounting major and business minor, listens to the professor in his management strategy and policy class.

Befriend Dr. Allison converses with his students before class begins.



•Roy Burroughs

In The BUSINESS

Ouachita was fortunate enough to have a School of Arts and Sciences and a School of Music. However, several members of Ouachita's faculty, including Dr. Robert Allison and Dr. David Rankin, expressed the need to have a School of Business. Dr. Mike Arrington, Vice President of Academic Affairs, said they, "had discussed the value of having this asset."

Ouachita has taken pride, over the years, in the



•Roy Burroughs

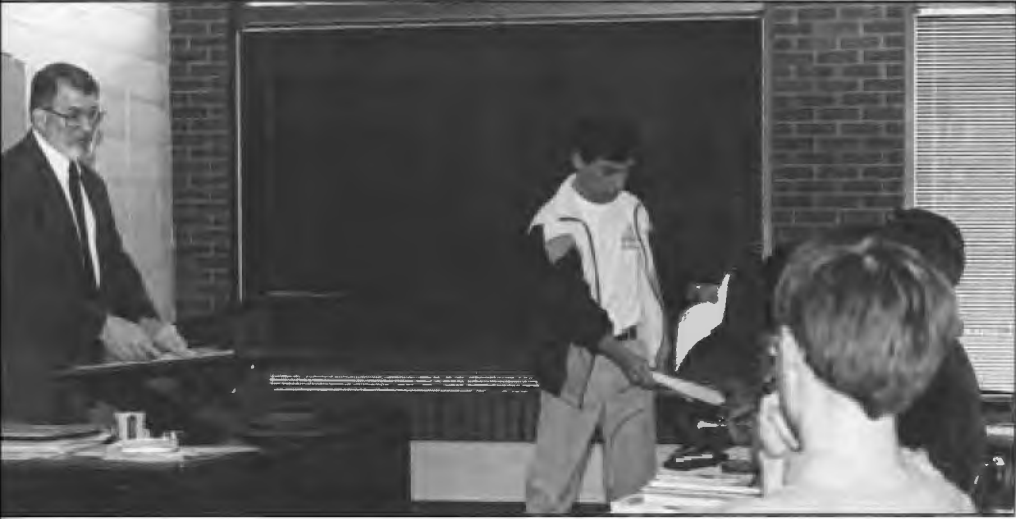
Advise Adam Jones consults Mr. Ary while looking at the daily stocks report. Mr. Ary taught accounting, business and finance classes in the School of Business.

fact that such areas as business were part of the Liberal Arts program and as Dr. Arrington stated, "that won't change." The top two floors of Lile were designed for the new School of Business. Some modern additions included a new computer

lab and video/graphic room. "This has been a means of faculty expansion, and an improvement in facilities and curriculum," added Arrington.

Ouachita created The Business Review, a regular publication that included updates on the School of Business and served as a source of information for prospective students. In order to maintain the finest quality of business education, students, faculty, alumni and friends were encouraged to make contributions when needed. The Business Review kept everyone updated on Ouachita's activities.

Ouachita made plans for the new school, but nothing could have been completed without the gracious contribution given by Mr. Frank D. Hickingbotham, the founder and Chief Executive Officer of TCBY Enterprises, Inc. In appreciation of Mr. Hickingbotham, it was Ouachita's pleasure to name the school in his honor. Mr. Hickingbotham was glad that he could be a part of furthering Ouachita's excellence. "Ouachita's graduates have made significant contributions to society throughout its first century, and I am pleased that this step has been taken to enhance and expand the opportunities available to those students who elect to pursue careers in business." The new Frank D. Hickingbotham School of Business was scheduled to open its doors in 1993. •Libby Doss



•Roy Burroughs

Role REVERSAL

Student teachers had many of the same duties as the teachers—preparing lessons, teaching classes, and grading papers and tests. The primary difference was that student teachers were evaluated and graded on how well they performed these tasks.

Student teaching was also a time to “make or break” students who chose education as a career. The student teaching experience gave them the opportunity to decide

whether they had found their true calling in life. The catch was that they had to wait until their very last semester in college to participate in the program.

While student teaching was a positive experience for most students, it was also very exhausting and quite time-consuming.

“It takes a lot of energy and there’s never enough time to get in all the teaching you need to get done,” commented Merete Lidal, a senior elementary education major.

The student teachers had many fond memories of their experiences and sometimes became quite attached to the students.

“I cried for two days after I quit kindergarten because I missed them so much,” said Lidal.

While student teaching meant that there was a light at the end of the tunnel of years of preparations, many students had mixed emotions about facing the real thing. “I’m excited about it, but I’m nervous, because I’ll have someone looking over me,” said Cristi Jones, a senior business education major.

While there was plenty of advice floating around for future student teachers, Lidal offered one of the best pieces, saying “Don’t try to take on extra things, because you will be too busy.”—Penny Thomas



ASSIST

Rebekah Kinney helps a young student out with a problem. Kinney was a student teacher at Arkadelphia High School. Student teaching was the last step before going solo.



DETERMINATION

The sign says it all as Kinney teaches a reading lesson to her students. Student teachers learned how to become leaders as well as role models for young people.

*Roy Burroughs



Shaping young minds

Letters. Numbers. Colors. Crayons. Paint. Paste. Scissors. Yes, one could spot an education major anywhere on campus. They always seemed to have an armful of construction paper, puzzles, and games. While other students all across campus were cracking the 10 pound textbooks, the education majors were found cutting out shapes and pasting them on paper. Was this really all it took to be an education major? Was it as easy as knowing one's letters, shapes, and colors? No, a great deal of time, study, observation, and practice went into learning how to shape the minds of the future.

"Education is no longer sitting behind a desk and listening to a teacher talk. It is a hands-on experience where children learn through creativity and imagination," said Heather Mims, an elementary and secondary education major. As education students, they spent many hours designing new games, puzzles, and units with which to teach their students. They created bulletin boards and lesson plans. After hours of thinking, designing, and creating, they learned how to enhance their future students' imaginations as well as their ability to learn.

Desiring to teach students required more than just

cutting and pasting. Education students attended classroom lectures and studied lecture notes. They learned a wide variety of material ranging from how to discipline their students to professionalism in the classroom. The professors in the education department required their students to practice their techniques on each other and to learn from each other. Many of these professors lectured two days of the week and modeled one day of the week. If they explained a teaching technique or a discipline method on Monday and Wednesday, then through role-play and discussion, they modeled this concept on Friday. Education students both elementary and secondary learned a great deal from observing their professors and other teachers as well.

An education major was required to spend a certain number of hours in a classroom observing. As part of the Foundations of Education course, each student visited in classrooms for twenty hours of observation time. While in these classrooms, they took notes on the teaching style and method. They also made themselves available to assist the teacher whenever needed. Through observing, they gained many ideas and saw many problems solved.

Observation time provided valuable learning experience which could not have been attained through lecture.

Part of learning meant practicing. In addition to the hours spent observing, education majors spent time in the classroom student teaching, or practicing what they were taught. Upon completion of the in the classroom credits, students spent a semester student teaching. For three weeks, they taught with the teacher present, and then they were left for an additional nine weeks teaching on their own. Student teaching provided the experience of teaching with the help of an experienced teacher to fall back on.

Being an education major certainly required a great deal more than the ability to color. Elementary majors studied extensively on how to relate to the children. Secondary majors worked hours at perfecting their abilities in their subject area. With the help of a well organized department and a group of professors who sincerely care, students graduated ready to tackle life in the classroom. Ouachita helped mold some great people into great teachers. Those who teach have been given the power to shape the minds of the future.

Education majors spent countless hours perfecting their teaching skills.

From putting bulletin boards together to organizing lesson plans, these students worked hard towards giving youngsters the educations they deserved.

by *Beth Ann Lee*

Chop Patricia Wortham shows off her cutting ability. These picture and word cards were used to improve vocabulary skills among children.

Color Elementary education majors Jennifer Johnson, Laura Moore, Jennifer Sanders and Carey Heiges work on a project in "teaching reading" class.



©Guy Lyons

©Guy Lyons

Artful EXHIBITION

Making it in the art world was a tremendous feat that required lots of patience and the right kind of exposure. Five former and current Ouachita art students were on the right track when some of their paintings were selected in November for a special exhibit in U.S. Senator David Pryor's Little Rock office.

The senator's wife, Barbara, decided to redecorate the Little Rock office with Arkansas art created by students of various colleges and universities from across the state. Mrs. Pryor traveled to Arkadelphia and selected works by Laurie Delezen of Camden, Scott Crider and Margaret Trost of Little Rock, Robert Lackie of Jacksonville, and Jenny Hodges of Sheridan.

"I think it's great that Senator Pryor was interested enough in art to select works by students," said Laurie Delezen. "I was thrilled to have my painting chosen for such an honor. I've never been involved in anything of such significance in the art world."

Delezen's painting of a little girl was selected to be displayed in the senator's office.

To honor the 31 students represented in the exhibit, Senator and Mrs. Pryor hosted a special reception and unveiling ceremony in the fall. The public turnout at this gala was tremendous, according to Mrs. Betty Berry, chair of Ouachita's Art Department.

The art in this display would be changed every six months to allow more students from across the state the opportunity to show their works. This special recognition by a national official was an encouraging sign for young Arkansas artists who faced a highly competitive world of art. •Margaret Reed



•Susan Kappus

Enlighten Dr. Wink and his students engage in an English class discussion. English classes added to a student's ability of becoming an effective communicator.

Action Scott Pickle, a communications major, captures an OBU basketball game on video tape. The communications department prepared students for careers in radio, television and writing.



•Guy Lyman



•Tucya Beavert

EXPRESSION Jennifer Kemp puts the finishing touches on this painting of a young man. Kemp's was one of five students' works chosen by Senator Pryor's wife to be displayed in his Little Rock office



Cultivating the whole person

Each department in the Division of Humanities was a part of a rich mosaic that developed students' imaginations and helped them understand how to apply their knowledge in various fields. This division included the Departments of Art, Communications, English, Modern Foreign Languages, and Speech-Theater Arts-Speech Pathology.

The Department of Art strived to "equip students to go out and face the world of art and be able to find their niche in it," said Mrs. Betty Berry, chair of the department. She said that it was sometimes difficult for art students to find employment because of stiff competition.

"You have to show the art world that you have something unique and different to offer," Berry said.

To give her art students a distinctive edge, Berry said she planned to enhance the curriculum by including some of the up-and-coming aspects of the art world, including art therapy and computer graphic design.

The Department of Communications also made its special contribution to the humanities mosaic. Students who majored in communications had three areas of emphasis from which to choose: mass media, electronic media, and advertising-public relations.

In addition to their communications courses, majors in this department were also required to take various classes in English, business administration, economics, and speech, depending on the area of emphasis. "This interdisciplinary approach is

one of our greatest strengths," said Chair Dr. Bill Downs, "because it increases students' overall awareness."

In addition to publishing the campus newspaper, the *Signal*, and the yearbook, the *Ouachitonian*, the Communications Department also produced a special newsletter for alumni and former students, the *Notebook*. This newsletter helped graduates and former students stay in touch with the university and other alumni. It also listed job opportunities in the communications field.

The Department of English also contributed a great deal to the cause of humanities. According to Chair Dr. Bill Ellis, the English Department strived to help students with their writing beyond freshman composition. The department also offered courses in advanced composition and creative writing. It managed the Speer Writing Lab, a center equipped with personal computers where all university students could get assistance with writing assignments for any class.

Enhancing students' writing in various disciplines was also an important mission of the English Department. Dr. Ellis began working on a *Writing Across the Curriculum* program to meet this goal. This program was designed to train faculty on how to incorporate writing assignments into their classes that teach students more about the field and show them how to clearly express their understanding of the field.

Another important aspect of the English curriculum was studies in literature. The department offered classes in British, American, and world literature.

The importance of these courses, said Dr. Ellis, was that they helped students develop critical thinking skills - skills that apply in many areas beyond the language arts.

The English Department also helped students develop their skills and abilities through two special publications, *Tempus* and *Assayers*. Co-published with the Communications Department, *Tempus* included students' poetry, short stories, and photography. *Assayers* contained the best writings from the fall semester freshman composition classes.

Another dimension to humanities was the Department of Modern Foreign Languages. Two classes in this department were general requirements, but many students took classes to expand their knowledge of other cultures and to prepare for travels and mission work abroad.

"Almost all students who plan to travel abroad take some sort of introductory course," said the department chair, Mr. Jack Estes. Many of these students participated in exchange programs Ouachita had established in Japan, Austria, and Kazakstan.

The department offered majors in French and Spanish as well as introductory courses in Chinese, German, Japanese, and Russian. In addition, the department assisted international students who are learning English as a second language.

The Department of Speech, Theater Arts, and Speech Pathology also provided a wealth of opportunity for students in the humanities. In the area of speech, the department offered courses in public speaking,

interpersonal communication, small group processes, argumentation, organizational communication, history of preaching, and rhetorical criticism. As Chair Dr. Roy Buckelew indicated, the speech curriculum "goes beyond teaching students how to deliver speeches."

The Theater Arts area of the department cultivated students' creative abilities and provided opportunities for studies abroad. Along with four major drama productions each year, students in this area learned how to use drama as a means of expression, outreach, and ministry. Dr. Buckelew said that a new drama group, the Praise Players, served this special purpose. "The Praise Players group is a tool for reaching and involving youth," he said. "Drama is a natural and dynamic way to address some of the tough issues young people face today."

Theater Arts also had an exchange program with Breton Hall College, Leeds University, in England. A coordinated effort between this department and the School of Music was a major in music/theater.

The Speech Pathology area of the department prepared its students well for this growing health-related profession. In addition to clinical training, speech pathology students participated in the department's field work at the Dawson Educational Co-Operative and at Ouachita's own special clinic.

While each department in the Humanities Division made its own unique contributions to students' college experiences, together they prepared students for the path of life-long learning.

Humanities was subdivided into five departments that stayed up to date with the latest technologies and teaching methods, preparing students for their career fields. by Margaret Reed

Sound of success

From vocalists to instrumentalists, Mabee Fine Arts Center was the setting for upcoming performers.

by Margaret Reed

Many inspiring sounds echoed through the halls of the Mabee Fine Arts Center—the hefty tones of a grand pipe organ, the interlocking harmonies of choir members' voices, and the swing rhythms of a jazz band. Those who made these wonderful creations spent countless hours perfecting their music, even before they arrived at college.

Those who studied in Ouachita's School of Music participated in a challenging program that emphasized both performance and theory. "The body of knowledge in music that a student is required to learn is immense," said Dr. Charles Wright, dean of the School of Music. In addition to their performance areas of music, students studied theory and composition, ear training, sight singing, and music literature and history, all of which provided the basis for performing.

The School of Music was divided into four departments, each of which offered courses that met students' unique interests. The Department of Applied Music provided performance instruction for students of voice, piano, organ, strings, winds, and percussion. The Department of Church Music prepared its students for music ministry and church music administration. Music majors who planned to teach choral or instrumental music in public schools spent most of their time in

the Department of Music Education. Students who wanted to focus their studies in music composition and theory were able to work in the Department of Theory-Composition with an internationally known composer and conductor of symphonic band music, Dr. Francis McBeth. Another special feature of this department was that various ensembles in the School of Music performed student compositions each year.

The results of music students' efforts in all of these areas were evident when the school's performing groups and ensembles set foot on the stage. Many of these groups traveled out-of-state to perform in settings such as churches, conventions, and civic events. Students could perform with any of a number of groups, including the Concert and Marching Bands, Jazz Band, small instrumental ensembles, Piano Ensemble, Concert Choir, Ouachita Singers, Ouachita Sounds, Praise Singers, Opera Workshop, String Ensemble, Handbell Ringers, and Music Theatre Workshop.

One of the newest ensembles, the Ouachita Sounds, was an instant success. This versatile group of 12 vocalists and six instrumentalists performed both sacred and secular music for conventions, church banquets and worship services, and auditorium shows in Arkansas and other states.

"Students give countless hours to these performance groups," Dr. Wright said. "They represent not only the School of Music but also the university."

All of this hard work obviously paid off. Cyndie Burks, a pianist, was the winner at the state Federated Music Clubs student auditions. Leah Liberator, Amy J. Martin, and John David Sykes were selected to perform at the Magic Springs theme park in Hot Springs during the summer of 1993. The Concert Band was invited to perform at the Arkansas All-State music competition. An instrumental jazz group, the Blue Acoustic, won the Hot Springs Jazz Festival competition. This list of accomplishments grew longer when more than 10 School of Music students won honors at both the regional and state National Association of Teachers of Singing (NATS) competitions.

Combining both theory and performance, the School of Music graduated students to a variety of rewarding careers and professions. Music graduates entered the fields of church music, public school choral and instrumental music, private studio teaching, composing, and many others.

With its accomplished faculty and talented students, the School of Music, Dr. Wright said, will continue to build on its fine tradition of excellence. Just take a stroll through Mabee Fine Arts and listen.

Essentials Emphasizing an important point in his music literature class, Dr. Keck teaches his students useful information concerning music.



•Cory Lyman



Victory SONGS

Many students in the School of Music sharpened their musical talents in preparation for various competitions. Among vocalists the regional and state National Association of Teachers of Singing (NATS) competitions were quite important. Out of the 23 OBU students who participated in the 1993 state NATS competition, 18 were either semi-finalists or finalists.

Mary Shambarger, Assistant Professor of Music at Ouachita, expressed how important it was for students to compete in NATS. "They are judged on their capabilities

with other students from competing schools and they see how they compare with others in their category." She was pleased by the fact that in the many years Ouachita had been competing, students had placed in the



PRAISE The Ouachita Singers perform during a chapel service. The group was always full of NATS participants.

semi-finals and finals. This really revealed Ouachita's abilities.

Nicol Bodenstein, a senior music major, was a semi-finalist and was pleased with her accomplishment. "I find that this competition gives me the chance to perform in public and we all receive constructive criticisms that are a real help to us." She said students in the competition were required to perform an aria from an oratorio or an opera, an art song in English, and an art song in either Italian, German, or French. In addition, students had to have taken voice lessons and be represented by a teacher who was a member of NATS.

Dr. Charles Wright, Dean of the School of Music and Professor of Music at Ouachita, stated that he was extremely proud of Ouachita's involvement in competitions such as this one. "NATS is just one indication of the fine talent we have here at Ouachita, especially in our music department. It really shows the musical strength our students have."

NATS was just one example of the capability by our students. By participating in these competitions, students got the opportunity to see how they measured up under pressure. As they often found out, it was really no sweat at all. •Libby Doss



•Roy Burroughs



•Guy Lyons



•Guy Lyons

Perfection Practice makes perfect as far as the Jazz Band is concerned. The band director, Barry McVinney, worked with his students to jazz things up at OBU.

Cue This is where you come in. John David Sykes, a music major, takes instruction from Dr. Lyon during a vocal lesson.

Concentration Dr. Keck keeps a watchful eye on Andrew Granade during a private piano lesson. The School of Music produced many musical talents.

Beneath SURFACES

Many people at Ouachita had their daily routines to take care of throughout the semester. Dr. Joe Nix, a chemistry professor, was definitely proof of that. Nix, along with his assistants, spent countless hours conducting some very important environmental research. His primary research involved testing the quality of various bodies of water throughout Arkansas.

Nix came to Ouachita 26 years ago and instantly became interested in what he could do to better our rivers, lakes, and streams. The different types of research needed funding to get things off the ground, and the state was there to help. Throughout the years, Ouachita received over seven million dollars for various research projects.

When asked why the projects meant so much to him, Nix had two things to say. "This gives a scientist the opportunity to participate in the various kinds of research," which was what a scientist would find rewarding. He also mentioned that he did not test a body of water without the assistance of others. "I have three full-time scientists and several students who provide great sources of information." Nix believed that water quality research was a valuable teaching tool, because it provided students with the knowledge and hands-on experience necessary for a career in science.

People sometimes failed to realize what these research projects really meant. It was definitely more than just taking water samples and testing them. It was learning what was in our waters, helpful as well harmful, and what we could do to change or preserve it.

There was an awesome sense of pride throughout the Division of Natural Sciences and the entire campus, because it was a well-known fact that Dr. Nix and others were doing something to better our environment. Ouachita was not the only place that admiration and confidence in Dr. Nix and his team was present. The state of Arkansas had put faith and time into helping him in every way it could. Over the past 25 years, the name Dr. Joe Nix became well-known among the environmental research community. His work became so widely recognized that he did not always have to seek research projects on his own - people came to him.

•Libby Doss



Aquatics Dr. Nix stresses the importance of this machine in water research to Steve Gonzalas.



•Guy Lyons

Electrifying Dr. Turner explains the principle of static electricity to his class. Dr. Turner taught physical science and physics.

Observe Doug Waller looks on as Dr. Hennigan focuses on the "C" language in a computer science class.

Steady Jeff Summerhill is careful not to drop his beaker in chemistry lab.





Exploring possibilities

On many evenings it was not uncommon to see the lights on in Moses-Provine or Lile Hall. This was only one indicator of the dedication and progressiveness of the students and faculty in the Division of Natural Sciences.

This division, which included the Departments of Biology, Chemistry, Math-Computer Science, and Physics, was dedicated to "providing its students with the knowledge and skills necessary to perform in their science areas," said Dr. Wayne Everett, chair of the division. "It is also particularly important for them to understand how the sciences relate to other fields in the liberal arts," he said.

"We want our students to be prepared for their professional and graduate schools," Everett said. This readiness was evident in the admissions rate of Ouachita graduates to professional schools. For example, over the past decade about 80 percent of the Ouachita students who applied for medical school were accepted.

The division was able to provide its students with the latest, state-of-the-art research tools and equipment because of the success of the Science Enrichment Campaign, which began in late 1990. This project raised \$1,030,000 in cash and pledges, exceeding its \$1 million goal. From this fund the division set aside \$750,000 into an endowment and used the remainder to purchase some very sophisticated research instruments and equipment. The success of this campaign was due to a \$500,000 challenge grant from Mr. Virgil Waggoner, a

Ouachita alumnus and president of Sterling Chemical, Inc. in Houston, Texas.

With this endowment and other gifts, the division was able to enhance its already impressive research capabilities. The faculty and students were continuously involved in research. For example, Dr. Joe Nix, a professor of chemistry well-known for his water quality research, employed a staff of scientists that helped him analyze the effects of industry and pollution on the environment. Also very involved in this research was Dr. Tim Knight, a member of the biology faculty who conducted various biological tests to determine toxicity in water samples. These efforts helped initiate the division's Environmental Analysis program, in which chemistry and biology students focused their studies on environmental analysis methods, policies, and field experiences.

In addition to its research, the division benefited other science educators and students around the state by providing various seminars. One seminar series, funded by the Southwestern Bell Foundation, provided training on environmental procedures so the participants could return to their communities and conduct environmental testing.

Also contributing a great deal to the division, the Department of Math-Computer Science enhanced the university's computer facilities and participated in various state-wide math education projects. According to Dr. Alton Crawley, chair of the department, Ouachita

recently purchased a new computer, the Micro VAX 3100, which increased their capabilities to 40 terminals and as many as 200 users. In addition, Crawley said the university was linked to ARKNET, a state-wide computer network that linked all participating schools and businesses. With ARKNET, Ouachita was able to communicate with other Arkansas universities as well as schools throughout the world. Another network project Crawley and his staff worked on was the initial stages of a campus-wide computer network that would link offices. In the area of teacher training, Crawley and Mrs. Anne Selph, a member of the math faculty, were very involved with the state's Math Crusade program and state math curriculum projects.

Emphasizing the liberal arts concept of education, the division encouraged its students to take a variety of classes to enhance their human relations skills. In addition, Nix and Dr. Joe Jeffers, chair of the Department of Chemistry, developed several *Creativity in the Arts and Sciences* seminars, giving students opportunities to experience the arts and see its parallels to the sciences. Students who participated in these seminars over the years visited art and science exhibits in Philadelphia, St. Louis, and Memphis.

"We want our students to see other modes of thought," Jeffers said. "We want them to understand how other fields analyze and solve problems which will in turn enhance their critical thinking skills in science."

With an impressive endowment and an emphasis on research, the Division of Natural Sciences developed students' scientific expertise as well as their creative abilities.

by Margaret Reed

Spirited bunch

The Division of Religion and Philosophy formed spiritual bonds that helped build stronger ministries. *Beth Ann Lee*

"Our department just generates a sense of being for everybody who walks in the door. Even if you're not a religion or philosophy major, you can go in there and feel at home with these guys," said Tim Krohn. Most religion and philosophy majors credited their professors with making their education a growing experience, not only mentally, but also spiritually.

The professors encouraged students to talk with them and come to know them personally. They felt they were there to teach as well as minister to the students. "Here you have a one on one relationship between professors and students, which is the way Jesus ministered in the Bible," said Krohn. Because of this small ratio and the personal relationships which had developed, students felt comfortable to ask questions of their knowledgeable professors both inside and outside the classroom.

Because of the incredible knowledge of the professors, the classroom experience was enjoyable as well as extremely educational. Craig Taylor said, "Religion classes are thorough, well-developed, and the professors are well-knowledged on the subject they teach. They apply the material to what they teach." They taught not only the intellectual things about religion and philosophy, but they taught the spiritual things too. Walking into

a classroom, it was common to see a Bible laying open as the textbook. They encouraged spiritual growth in their students. Hayden Hendrix said, "The material helps build my personal walk with the Lord, and my relationships with other people both inside and outside the ministry." Wendy Sharp said, "I enjoy the classes because they give you practical everyday things which you can use in your everyday walk with the Lord." Ministering to their students was just as important as teaching them. "They're just not professors; they're ministers," said Taylor.

Dr. Danny Hays best explained each professor's goal when he said, "The faculty should be mentors to his students and not just academicians." Even though the professors were hired to teach, they felt that it was just as important to minister. They were concerned about sending their young ministers into a corrupt world with only head knowledge; they needed heart knowledge too. Through their own experiences, they knew that one could not minister through his own intelligence, but ministry came from the love of God flowing through a person into another. This meant that the professors spent just as much time discipling students in their spiritual walk as they did teaching head knowledge. The students were very aware of their professors' concern about their emotional and spiritual lives.

"They are busy guys, but they still make time for their students," said Hendrix. Steven Dooly said, "The professors are just great examples on how to live your life."

Not only did the professors minister to their students, but they encouraged them to in turn minister to others. Part of the students' education came from putting foot action to their learned head knowledge of how to minister. The religion and philosophy majors joined various organizations all over campus, ministering in each one. They also received opportunities to minister off campus. "Through the religion department, the Christian ministries center helps you find a job in a church," said Dooly. These various ministry opportunities helped bring the religion and philosophy departments closer. Krohn said, "There's a definite bond there. You can't knock that."

To people who entered the religion and philosophy department, it became very obvious that the incredible knowledge and abilities of the professors helped make this department educational and enjoyable. Students benefitted mentally and spiritually. They studied under some of the best examples of ministry: the Ouachita religion and philosophy professors. These men had a true love for the Lord, the students, the teaching, and the ministry.

Disguise Dr. Scott Duvall uses a visual aid in impersonating a 19th century German Bible scholar during his latter epistles of Paul class.

Focused Dr. Duvall and his class takes advantage of an early Spring day. Religion courses prepared students for the ministry or other related careers.



Roy Burroughs



Assistance Dr. Byron Eubanks offers some constructive criticism to a philosophy student.

Noteworthy Dr. Terry Carter explains the significance of a graph to his religion students. There were many different areas that religion was able to fit into.



•Roy Burroughs



•Roy Burroughs

Godly DIRECTED

Ouachita's campus was the sight for numerous people involved in various aspects of the religion department. This gave an opening for students to choose which field they wanted to be a part of. Many religion majors and non-religion majors became involved in the ministry programs.

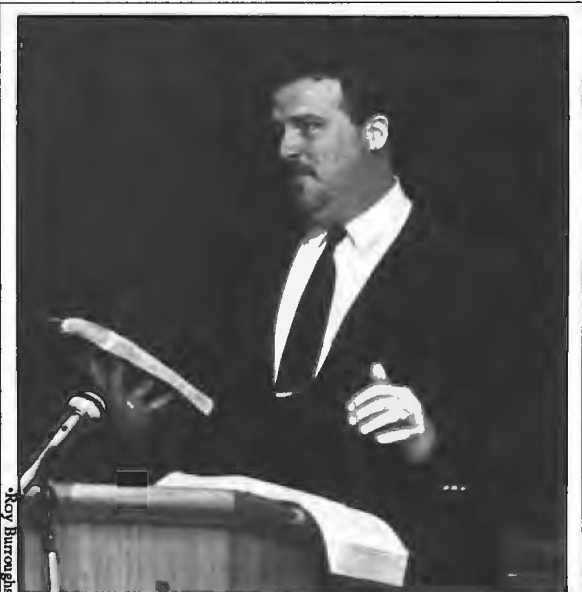
Ministers had a great responsibility toward their assigned churches. They had the ability and the power to encourage people to become closer with God. Mica Strother, a junior history major, was a youth interim at Baring Cross Baptist Church in Little Rock. She worked with Wade Tomlinson. She started as a summer intern and began to conduct weekly bible studies and weekend activities. Mica had her own views on people who attended Ouachita and the things they learned about God. "So often we take what we learn here at OBU and never have the opportunity to share it. If it's not spread we aren't really able to do any good to others."

Another student, Marty Collier, served as the youth director at Graves Memorial Baptist in North Little Rock. Collier was a freshman majoring in religion. He was led to the ministry at the early age of sixteen and said that the youth director at his church helped him become a stronger Christian and enabled him to do things for the Lord. Marty seemed hopeful of some exciting events that his youth group could get involved in like church camp and Super Summer at Ouachita. In his first three months at his new challenge he really enjoyed the kids. "They open up to me because I'm nineteen and they can relate to me. It's a change for them to have someone near their age and they're not used to that." He said he liked the fact that he easily made a new group of friends. "I am their friend and one of their authority figures. This really makes my job easier."

Being a minister was not all fun and games, although it was fun to see a people grow closer to God. It took hard work and dedication to get the job done right. • Libby Doss



•Guy Lyons



DIRECT Will Kitchingham leads the congregation of Richwood's Baptist Church in a hymn of praise. Kitchingham served as minister of music at the church.



xperiencing reality

Students in the Social Sciences Division participated in various activities that enriched their environment and gave them insight as to what their future would have in store for them. by Margaret Reed

Some of them walked the halls of Congress and met our nation's lawmakers face-to-face. Some traveled with Little Rock policemen on weekend patrols and witnessed the war on crime first-hand. These were only a few of the eye-opening situations students in the Division of Social Sciences experienced.

Made up of the Departments of History, Political Science, Psychology, and Sociology, this division provided its students with "extraordinary opportunities for out-of-class experience," according to Dr. Hal Bass, chair of the division and the Department of Political Science.

The Department of History focused on helping its students "demonstrate significant improvement in critical thinking, writing, research, and oral communication skills," said Dr. Tom Aufferberg, chair of the department. "If they have these basic skills, they will be ready to adapt to the challenges of the workplace."

In addition to a diverse curriculum in American, European, and world history, the Department of History's most attractive program was *Folkways of the Arkansas Red River Region*, a summer seminar led by Professors Lavell Cole and Tom Greer. Held at Old Washington State Park (the site of Arkansas' confederate capital), this course covered the literature, history, music, and architecture of the Upland South and the Red River regions of Arkansas, Texas, Oklahoma, and Louisiana. "This course gives students hands-on experience in restoration and preservation as well as an appreciation for the local heritage," Aufferberg said.

The Department of Political

Science also contributed a great deal to the division. "In the study of political science we deal with authority patterns and authority relationships," Bass said. "We want our students to understand this body of knowledge and motivate them to add to it just as we try to do." For example, Dr. Daniel R. Grant, president-emeritus of Ouachita and a political science professor, co-authored several editions of a widely recognized state and local government textbook.

Along with courses in American and international politics, the Department of Political Science conducted a seminar for its students each January in Washington, D.C. This onsite experience gave students a first-hand view of various American political institutions, including the Congress, the Supreme Court, and the Presidency.

In addition, the Departments of Political Science and History jointly sponsored the Model United Nations seminar, whereby students researched the history and political views of an assigned country and represented the country at the annual Midwest Model United Nations simulation. At the 1993 MMUN conference, Ouachita students represented Japan.

The Department of Psychology also fostered an environment that gave students some very impressive opportunities to work alongside professionals. "We want to be the best small psychology department in the state," said Dr. Randy Smith, chair of the department. "At Ouachita, psychology students have lots of individual contact with the faculty and other professionals in the field."

This department was especially committed to helping

its students develop research skills and explore new areas in the field. The psychology faculty took students with them to their regional and national professional meetings. Moreover, Smith helped originate the Arkansas Symposium for Psychology Students (ASPS), a special forum for undergraduates to present professional research. Founded nine years ago, Smith said that the number of ASPS student papers had grown from 20 in its first year to 90 in the current year.

Another noteworthy accomplishment of the psychology faculty was a textbook on the history of psychology that Dr. Randall Wight was authoring.

The Department of Sociology was also dedicated to preparing its students for life beyond Ouachita. "I hope we not only prepare our students for a career and making a living. We want them to learn the art of living," said Dr. Richard Mills, chair of the department. They accomplished this by providing numerous opportunities for field experience. The department also coordinated Elderhostel each summer - an educational enrichment program for persons aged 60 to 90. Dr. Mills also said they worked with the Department of Human Services to produce *Caretaker Agency of Clark County*, a special resource guide.

Dedicated to research and giving its students a realistic perspective of their fields, the Division of Social Sciences also provided a very important link between other areas of study. "In the university this division serves as a bridge between the natural sciences and the humanities," Bass said. "Our methods emulate those of the natural sciences while our concern is with human behavior."



Beyond CLASSROOMS

What it is really like to be homeless or behind prison bars? Students in the Department of Sociology found the answers to these and other questions, not in a textbook, but outside of the classroom.

Central to the sociology curriculum were field experiences that "provided students with a practical reference," said Dr. Richard Mills, chair of the department. Through these experiences, he said, the sociology faculty wanted to "teach students to be not only productive citizens, but also responsible citizens."

The best way for students to systematically study human



•Susan Kappus
Seriously Dr. Ponder's social problems class got a taste of real life when they stepped into the shoes of the homeless.

social behavior was to be among and play a part in various social groups. "Society is our lab," said Dr. Jeff Ponders, assistant professor of sociology. "We try to get students into the lab as much as possible."

For example, Dr. Mills said that they discussed deviant behavior in his Introduction to Sociology class. Then in his Crime and Delinquency course, he took students through the entire correction system, showing them how institutions responded to deviancy and how state and federal entities differed in their treatment of it. They toured the police department, the sheriff's office, the courts, treatment and diagnostic units, prisons, and work release units.

"These experiences help students develop a genuine concern for people who have broken the law," Mills said. "This is a side of society we tend to ignore."

In other classes, Mills introduced students to the field of gerontology, having them tour and get involved with various care providers such as nursing homes and retirement centers.

In his Social Problems class, Ponders had his students participate in the Little Rock Police Department's Ride Along program, which provided any citizen the opportunity to accompany an officer on an eight-hour patrol. Students in this class also dressed as homeless persons and roamed the streets of Little Rock in groups of two or three during the daytime. As sociology major Sandy Jernigan noted, taking this "urban plunge" helped her understand that, in general, "homeless people are not lazy - they simply have very little opportunity."

Studying these types of social situations outside of the classroom, Ponders said, helped students "not to excuse these behaviors, but to understand them and why they happen in order to effectively respond to them." *•Margaret Reed*



•Susan Kappus



•Beth Turner



•J. P. Arnold

Counsel Dr. Mills, head of the sociology department, lends an ear for Sandy Jernigan.

Noteworthy Dr. Auffenberg's students take notes in a history class.

Intuitive Chairman of the political science department, Hal Bass, has the knowledge and insight needed to educate his students.



Steady growth

Many seniors decided that their education would not stop with a bachelor's degree, especially those going into the ministry, law, and medicine.

by Margaret Reed

For some students, graduation day marked the end of some of the best and most challenging years of their lives. For others, it meant starting all over again.

Because some occupations required training and education beyond the bachelor's degree, about one third of the Class of 1993 planned to attend either graduate school or some sort of professional school.

Students who decided to go to graduate school were usually required to take the Graduate Record Examination (GRE). This exam included two parts: a general test that measured verbal, analytical, and quantitative skills and a subject test that evaluated knowledge of a specific field. Most graduate programs required students to invest about two years to earn the 36 or so hours needed for a master's degree.

Dory Nelson, a political science-history major, was accepted into the master's program for public administration at the University of Arkansas at Little Rock. "I feel that both of my majors prepared me for graduate school by requiring lots of writing in the forms of essay exams and research papers," Nelson said.

Many students in various religious ministries chose to attend seminary, which required them to spend three to four years to earn the 90+ hours for a Master of Divinity degree. According to Dr. Bill Steeger, chair of the Division of Religion and Philosophy,

seminaries often waived certain course requirements for Ouachita students, because they had already met them at the undergraduate level. "Our graduates excel in seminary," Steeger said. "They have a strong sense of need and a built-in motivation. This, in turn, raises the level of teaching in our classes."

Steve Harness, a Biblical Studies/Language and English major, was accepted to Southwestern Theological Seminary in Fort Worth, Texas. "The combination of English and Biblical Studies/Language has broadened my reading skills and has given me a great deal of discipline," Harness said. "The personal interest the professors invested in me also made a difference. They are good examples of how to be a minister to others."

Law school was also an option for study beyond the bachelor's degree. Students who chose this path had to take the Law School Admission Test (LSAT), which measured their logical reasoning, reading comprehension, and analytical reasoning. "No matter what their majors, students entering law school must sharpen their writing and critical thinking skills," said Dr. Doug Reed, Ouachita's pre-law adviser.

Michelle Franks, a political science/English major, was accepted to the University of Arkansas at Fayetteville Law School. "Both of my majors really emphasized writing skills. They

made students reach perfection in their writing," Franks said. "I also now have a really good understanding of politics and the court system."

Planning to enter corporate law, Chris Rice said that majoring in accounting had prepared him well for this area of the law. "The accounting major has made me more disciplined," Rice said. "Accounting and law go well together. I found this to be especially true when I took the CPA Law Review course."

Other students were interested in the medical and health-related professions. Those who chose to go to medical school, for example, had to take the Medical College Admission Test (MCAT), which tested them in the areas of physical science, biological science, verbal reasoning, and writing. Jody Bynum, who was accepted to the University of Arkansas for Medical Sciences, said that medical schools seek well-adjusted, well-rounded candidates. "They also look at your extracurricular activities and how much you have done outside of the classroom," she said. Bynum said that she was involved in mission work and had worked in a hospital for the past four years.

While going to graduate or professional school meant being buried in the books for a little while longer, the promise of a rewarding career in law, ministry, medicine, and other fields made the effort more than worthwhile.



Success Accounting major Chris Rice receives his diploma from Dr. Elrod. Rice, a Cum Laude graduate, planned to attend law school after graduation.

Added Bonus Photography editor Roy Burroughs speaks with Louis DeLuca, a photographer for the *Dallas Morning News*, at a Southwest Seminary photojournalism workshop. People who attended the workshop were given one and a half hours of credit toward graduate school.

•Guy Lyons



•Guy Lyons



•Guy Lyons

Preparation Kim Tullos, a senior sociology major, looks through a GRE study guide in the bookstore. After taking both the GRE and MAT exams, Tullos was accepted into the University of Arkansas at Little Rock graduate school program for social work.

Helpful Students involved in the McNair program listen for instructions on writing papers that gave them scholarship money toward attending graduate school. Ouachita was the only Baptist university fortunate enough to have one of the 67 McNair programs available to students in the United States.