

# SHADES

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## OF

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*Some students got a rude awakening when they got back into classes after a long leisurely summer. They had been out of the routine of studying for almost four months.*

*But it was a time when they could start fresh and set goals to stay on top of things in classes and homework. Many students chose to take one of three new languages offered for the first time and honor students bettered themselves by being a part of the Honors Program.*

*Freshmen and transfers had no choice about some of their classes. They had mixed emotions about their new requirement, concepts of wellness, which dealt with the basics of physical fitness and exercise.*

*The Ouachita program shown on the ACTS channel made its debut in the fall, promoting the university, while at the same time, giving students hands-on training in producing a television program.*

*Overall, the university's academic future looked promising. Shades of things to come were evident in student motivation and academic programs.*

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# ACADEMIC



•Chris Ocken

...ing wasn't so hard for Jill  
and Chad Brinkley as long  
as they were studying together.

Division 49



*"I like to study at the lake because it's so peaceful out there.*

*--Mike Renfro*



**Sunshine** Alishia Black enjoys some fresh air and sunlight while studying outdoors.



Everyone had his or her own favorite study places. Some people liked to study in the library (if possible), others liked their dorm room, and others liked to go to the lake when it got warm.

William Hamilton found an ideal place to study. "I like to study on the third floor of Lile at night because nobody is up there."

Usually, the library was very busy with lots of distractions, but Randy Varnell liked to study there "because I can always find some place alone in a corner somewhere."

To get away from the regular Ouachita scene, Mike Renfro liked to go to Lake DeGray. "I like to study at the lake because it's so peaceful out there. I can catch a tan while catching up on a little com law. There's so many places you can study--from the beach to the woods."

Some people liked to study

alone, but some people felt they did better when they studied with other people.

Jennie Barker said, "I would rather study with other people because I learn more by listening to other people than I do reading the information myself."

Dana Vernon, who liked to study in the "pretty room," a conference room in the English department, said, "I like to study by myself with other people present studying, but not with me."

Just how much did the average college student study a day at OBU? With most students carrying 13-19 hours on average it was hard to find room for anything else, but somehow they managed.

Most answers to the question of how much time a person spent on studying were three to four hours a day. Barker said she studied "as little

# Proceed With Caution:

## The places that a person chooses to study says a lot about that person and his study habits.

as possible." "Not enough!" was Hamilton's reply to the question.

Different students had different study habits. Who was to say what was good or bad, right or wrong?

What worked for a person was best for him, but might not have been best for the next person. No matter, students got their studying done one way or another. •Abbey Hill



•Chris Ocken

**Explain This** Billie Cloud helps Ted Jolly out as they take advantage of the resources Moses Provine provided its science majors.

**Concentrate** The photo lab serves as a makeshift study place for Jeremy Paine and Kyle Parris.

•Chris Ocken





**Exercise** In Concepts of Wellness, students learn how to properly use exercise equipment.

New students were required to take two new classes--Bibliographic Competency and Concepts of Wellness.

Bibliographic Competency began its tradition in the fall of '90 with that year's freshmen. Students were shown how to use the various help programs offered by the OBU and HSU libraries.

That year, the course was done

on the basis of whether or not to make it a requirement for new students.

Denver Peacock, a sophomore, said, "It forced students to learn more about what we could get out of the library."

The course consisted of eight class sessions. Students looked at a different help program every session and were assigned homework each

week, requiring them to work with the program they had learned about that week in class.

"The course allowed the students to have hands on experience in the library," said Allison Malone, one of the instructors of the course.

Also demonstrated were the help programs available through the LINUS and CD-ROM computers.

A course completely new to freshmen and transfers was Concepts of Wellness--a physical education course taught twice a week for an hour. It was worth one hour credit. The course was designed to help make the average student aware of the need for exercise and total fitness.

Freshman Sally Stephens said, "Concepts of Wellness was a real incentive to exercise more often. I never realized how out of shape I was. Hopefully, what I've learned in Concepts will help me live a healthier life."

Students were introduced to several different methods of exercise. They were also taught ways to burn fat and tone muscles.

At the beginning of the course,

each student's body fat and composition were measured. Then again at the end of the course, their body fat and composition were re-measured to see how they had improved over the course of the semester.

In some class sessions, the students saw demonstrations on how to do various exercise activities such as water aerobics and weight lifting.

When freshman Connie Davis was asked what her favorite part of the class was, she said, "My most fun day in Concepts was the day we did water aerobics. I was dreading putting on a bathing suit in October at first, but once I got in the pool, it was a lot of fun."

Through this class, students were made aware of the different facilities that OBU and Arkadelphia had to offer like tennis courts and nature trails.

Although some new students may not have liked the fact that the two courses were required, and may not have been appreciative of them, they probably weren't thinking of the help they would gain in the long run. •Abbey Hill

The Begin-  
Freshman courses may not have  
nings of a  
gained a lot of student interest, but  
Tradition  
the results were yet to be seen.



**Snooze** Mark White takes a break from studying for the Bibliographic Competency exam.

**Help** Brandon Meyers asks librarian Janice Cockerman for assistance with one of his library assignments.



Chris Oeken

**Too Early** Lara Jenkins begins her day in her 8 a.m. Concepts of Wellness class. The purpose of the class was to make students aware of the importance of fitness and exercise.

# Television Through the ACTS Program

channel, OBU made  
"Ouachita"  
itself known state-wide.

**O**uachita became an active part of television broadcasting with the new 30-minute program "Ouachita" which aired monthly on the ACTS cable network.

The Ouachita communications department produced the show using mostly student talent. The half hour

show was geared toward OBU alumni and prospective students, featuring stories about campus events, interviews with faculty, staff, and students, and musical entertainment by students.

"It has been good in the areas with affiliates," said Dr. Jeff Root,

executive producer and co-host, about the student recruitment benefits. "It gives us name recognition. We just want the general public to know about us and what we do."

The show debuted on ACTS affiliates in Little Rock, Pine Bluff, Fort Smith, Springdale, Texarkana, and Bossier City, Louisiana. Several other affiliates were being considered and eleven affiliates would soon be expanded to make even more. Arkadelphia was likely to be one of the next stations to be added.

ACTS cable network was funded by Southern Baptist Convention's Radio and Television Commission. It was carried by most cable systems which gave "Ouachita" vast airing potential.

Different students hosted the show. Sharon Francis, a junior communications student from Arkadelphia, hosted the show during the first semester. The first part of the second semester, the show was picked up by Cameron Hedrick, a senior communications major from McKinney, Texas. Dee Small, also

a communications major, hosted the show from March through May. The summer programs were hosted by Suzi Lloyd, a junior from Waku Village, Texas, who was another communications major. Jeff Christian, a junior communications major from Little Rock started off the '92-'93 academic year by hosting the fall segments.

About 12 to 15 students worked with Dave Ozmun, an instructor in the communications department, and Dr. Root, executive producer and co-host, to produce the show each month. This gave the students a "behind the scene" experience of the realities of television production.

The program benefited the students working on it as well, according to Root. "I think that's one of the most important aspects of it. Students are going to be excited about working on something people will see."

Root accepted an award from the Baptist Public Relations Association on behalf of "Ouachita" May 3 in St. Louis, MO. •Lori Abbot



•Suzy Lloyd

**Action** Brice Hester, a communications major, was one of the many students involved in the telecommunications program. He helps out with the taping of "Ouachita."





•Chris Ocken

**Interesting** Dr. Don Anderson was interviewed as part of one of the monthly ACTS shows. Anderson talked about his recent trip to Uzbekistan.

**Show offs** The University Choir was taped performing and was used on one of the monthly "Ouachita" programs.



•Roy Burroughs



•Suzy Lloyd

**Heave** Dave Ozmun, telecommunications instructor, and Pat Parish, a communications major, move equipment for one of the many off-the-set tapings of "Ouachita."



*"It gives us name recognition. We just want the general public to know about us and what we do."*

*--Dr. Jeff Root*



**d**rs. Bob Allison and Don Anderson of the business department spent five weeks in the Soviet republic of Uzbekistan this summer, teaching Soviet students about the capitalist system and how to run businesses.

Allison, Anderson, and Dr. Berry King of Hardin-Simmons University, along with the three men's wives, traveled to Moscow on July 15 and settled in at a camp northeast of the city of Tashkent.

The professors' expenses from Moscow were taken care of by the university in Tashkent.

At the seminar, the professors divided the approximately 50 students into two teams and distributed merchandise they had brought from the United States. The largest percentage of this merchandise consisted of a gross (144 lbs.) of Caress soap which was donated by Wal-Mart in Arkadelphia.

"We try to do everything we can to help people by giving donations, and I thought this was a unique kind of goodwill gesture," said Tim Posch, manager of the Arkadelphia Wal-Mart.

Team A and Team B then each became a business. They were to apply the skills in keeping records they learned from Dr. King's accounting class, the organization skills they learned in Allison's

# Trip to American teachers went USSR to teach, but came Educational back educated themselves.

management class, and the points from Dr. Anderson's marketing class in making decisions on how to sell their inventory.

On the first night of the simulation, both teams had "auctions" to sell their merchandise. Both had big turnouts even within the 200 or so people at the camp.

Because of the lagging Soviet economy and the lack of consumer goods there, most of the goods the professors brought were luxury items in Uzbekistan. Allison said the highest price paid for a bar of soap was 25 rubles, roughly a half a week's

salary for the average factory worker.

"That's why we took the products as gifts," said Anderson. "We take these things for granted, but over there they don't have these things."

Allison explained that when the simulation was over, each team distributed its profits to those who worked hardest for their own team. Each member received close to \$100 rubles, which totaled about twice the price of attending the seminar.

According to Allison, 80 percent of Uzbeks make less than 100 rubles per month.

The professors said they had no hot water or soap and very poor sanitation. Allison had to battle an intestinal parasite that he caught at the camp in Uzbekistan.

Anderson said his most lasting memory is of "a people that were very friendly and open to us but obviously in the civilian sector, Third World economy."

The Communist Party is strong in Uzbekistan. Both of the professors did not think the republic will change much even after splitting off from the central government in Moscow.

Both Ouachita's and the Foreign Mission Board's vested interest in the trip, according to Allison, was to spread Christianity by lifestyle missions. Tashkent's aim was for its students to learn all they could about how the market system works.

Of the people, Anderson said, "They're very interested in Americans."

The professors received a warm welcome, said Allison. "People are just people, and I never did see a residual of the Cold War."

OBU officials planned a meeting at the year's end about a trip the following summer to Uzbekistan. The trip would involve a group of students who would go to teach business English to students there.

**Royalty** One of the many sights to see in Uzbekistan is the palace of the Emir of Bukhara.





**What A View** How would you like to wake up to this view every morning? Drs. Anderson and Allison and their wives had this opportunity every morning for five weeks last summer.

**Business** Dr. Don Anderson is not only a business teacher in America, but was also a teacher in Russia last summer. He stands here with his interpreter.



**Shopping** This doesn't look like an American's average shopping trip. Uzbekistanians do their shopping at the marketplace.



*"People are just people, and I never did see a residual of the Cold War."*

*--Dr. Bob Allison*

*"I have benefitted from the chance to explore academic areas of personal interest."*

*--Lee Barnett*

**Free Time** Even though Billy Betts was in the honors program, he found time to have a little fun too.



•Roy B

**Attentive** Allison Allred, an honor student, listens as Dr. Johnny Wink teaches his class.



•Roy Burroughs

**Well Rounded** Honor student Jenna Schwaller was also a Homecoming Court nominee.

**Counsel** Dr. Randy Smith talks with one of his students. Dr. Smith was the director of the Carl Goodson Honors Program.



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•Roy Burroughs

Most students were part of athletic programs and social programs. Some students chose to add to their agendas and get involved in a unique academic program.

The name of the program was the Carl Goodson Honors Program. Dr. Randy Smith, who was the director, said, "The purpose of the program is to enrich. It's designed to give students a chance to study outside of the normal classroom."

Students interested in an honor student curriculum were required to turn in an application. To qualify for the program, students must have had 15 hours with a 3.0 GPA. They also had to have two letters of recommendation from two different members of the faculty. The final requirement was an interview by the honors counsel.

The program offered many opportunities to the students in the program. Kym Rutherford got a chance to go to the South Africa Seminar, the Film and Faith Seminar and the Ft. Worth honors retreat to see Les Miserables.

The general catalog stated, "The directed study offers the opportunity for study in areas where formal courses are not offered. A

student may select the faculty member under whom the study will be done. The directed study may be in any area."

Heidi Fite said, "The best thing is honors directed study in which the student picks a topic and a faculty director; together they create their own course to study for the semester."

How did these students get involved in the program? Ashli Ahrens said, "I found information about the honors program in my packet when I was a freshman. I asked my adviser, Dr. Wight, whether it was a worthwhile thing to do. He said it definitely was, and so after I met the requirements, I got involved."

Naomi Mercer got involved by taking an Old Testament honors course. She said, "The courses aren't really harder than regular classes because there usually aren't tests, but the classes are mentally challenging."

So how did the Carl Goodson program benefit its members? "The honors program has benefitted me in that, as a scholarship recipient, I will have the opportunity (and the financial resources) to travel to different universities this summer and do research on Kate Chopin on whom I will write my senior thesis. This is

a great honor and an exciting opportunity which I would have never had otherwise," said Fite.

Lee Barnett felt he had "benefitted from the chance to explore academic areas of personal interest."

Cindy Hood said that one of the good things about the program was that it gave her "opportunities to

study more seriously on interesting topics."

Teachers that taught these classes took measures to ensure that their students would find the classes challenging, and students' comments ensured the teachers that they provided for them that challenge.

•Abbey Hill

# Goodson Honors Program

In addition to their other activities, honor students take on an extra load.



# Chinese, Three new additions German, to a gen ed requirement Russian promote new interest

**a** year of drastic world changing events brought the eyes and hearts of the nation to the center of an erupting international arena. Increased awareness and fresh interests in the world prompted many students and faculty members to involve themselves in one form or

another. Some of the measures taken on campus to help provide opportunities to further knowledge of other parts of the world were the additions of Russian and German to the foreign language department and modifications of the current Chinese courses.

Jack Estes, chairman of the language department and professor of French, accredited much of the change to the increasing participation in exchange programs.

"The changes made in our department are largely the result of the interest in our international studies program in the Soviet Union and China. The addition of German, however, was a matter of satisfying demand for it. We haven't offered German on campus since 1968. We also have benefitted by the hiring of a full time Chinese professor, Jian Yong, and the addition of visiting professor of Russian, Irene Trofimova, to the staff," Estes said.

Because of various foreign travel programs that students were involved in, many found themselves taking Russian for practical purposes.

"I went to Kazakhstan, Russia on a BSU mission trip," said Jana Harp, a senior Christian counseling major. "Learning Russian was instrumental in building relationships

with the people not because we spoke it beautifully or fluently, but because of our interest in their language which is so much a part of them. I found that it really opened up the communication line and allowed us to accomplish a great deal."

While many like Jana took a different language for the sake of practicality there were others who were drawn by sheer interest and curiosity.

"I went to China the summer before and was able to learn enough to become interested. I thought that it would be a lot easier since I had been there, but it turned out to be extremely challenging," David McClain said.

Regardless of why students chose to take Russian, Chinese, or German, most agreed that in doing so they gained a lot of insight into the very culture and spirit of the people who lived there and in the process of their learning a new language students also were taught the acceptance of these new cultures. •Rebecca Briggs



**Focus** Denis Gueu, an international student from Ivory Coast spends time in the language lab.



•Chris Ocken



**Instructing** Jian Yong, a professor in Chinese, illustrates the use of the language during a Chinese language class.

**Working** Irene Trofimova grades the exams of her Russian language students.

**Address** Irene Trofimova, a visiting professor of Russian and German language studies, speaks at Headline Ouachita on changes in the former Soviet Union.



*"OBU has the only computer assisted ministry and Bible study program of any school in the country."*

*--Bill Steeger*



•Roy Burroughs

**Teaching** Dr. Steeger helps students Drew Smith and Bill Ramsey during his class.



•Roy

**t**he people involved with the religion department at Ouachita Baptist University did a lot of rejoicing when the department received a long awaited and much needed computer lab. The lab, equipped with 25 computers, served many purposes to religion majors and gave OBU more to be proud of.

According to Bill Steeger, chairman of the department of religion at OBU, the computer lab was unique. "OBU has the only computer assisted ministry and Bible study program of any school in the country," he said.

The program was discipline specific, which allowed software that was designed mainly for the religion department. Complete with CD ROMS, it was a state of the art program and included a miniature theology library. Also, access to the original languages of Hebrew and Greek was made easier through the availability of programs involving these languages.

Steeger explained that there were four separate, complete programs. First, the Tutorial Program allowed the further learning of Greek and Hebrew at the student's own pace. Individual reviews were given in the areas of grammar, vocabulary and

# Religion

## New computer lab

# Department

## updates the studying

# Excels

## habits of religion majors

text critical materials.

Second, the Basic Research Program provided concordance and multiple versions of biblical texts. There were studies concerning word, theme, doctrine, characters and various books of the Bible.

Third, the Advanced Biblical Research helped students by searching for grammatically specific materials in Greek and Hebrew text and other versions of ancient languages.

The fourth and final program was the Ministerial Assistance

Program. This dealt with sermon preparation aides, illustrations and worship help. One particular section explained the critical parts of church business.

"Students learn the nuts and bolts of church administration," said Steeger.

The entire program pinpointed areas like biblical and language studies, biblical history and archeology, ministry preparation, and counseling techniques. All of these were extremely important to those with religion related majors.

From the student's point of view the computers simplified learning, facilitated research and gave a new avenue to their creative spirit. Steeger said, "Students are able to learn their (Greek and Hebrew) alphabet in half the time than it took previous students now due to this computer lab."

Some classes were taught in the lab. It was open to students in the afternoon, allowing hours of independent study. The department was fortunate in that the computer lab was made possible by a grant of \$100,000 provided by the Sturgis Educational Trnst of Malvern, Ark. General upkeep of the lab was done through the University.

Future programs such as psychological testing and counseling assistance were expected to be installed in the further development of the religion department at OBU. Over the years many students coming to Ouachita's campus sought degrees in the ministerial field. It was encouraging to see that helpful time saving guides, such as these computers, emerged at Ouachita so that the religion majors were able to stay up to date with high technology, even though their message was unlike that of the world. • *Libby Doss*

