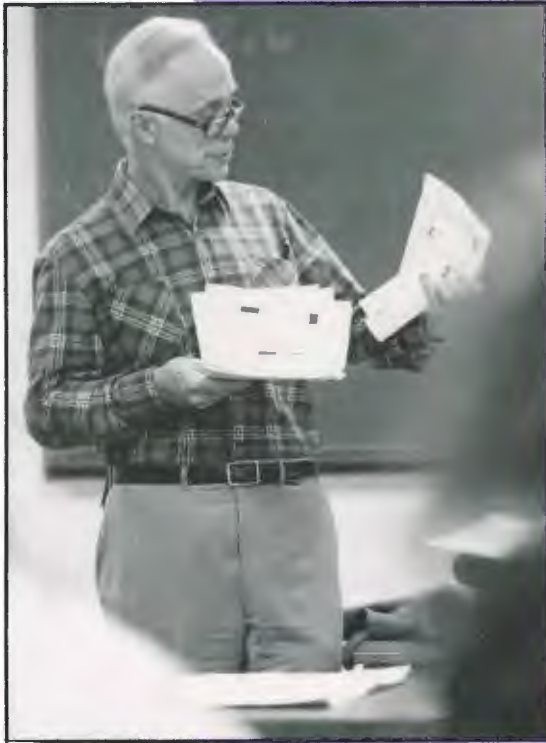


THE RIGHT SURROUNDINGS--At Feaster Park in Arkadelphia, Kem Williams works on her botany. Finding a quiet, peaceful place to study was sometimes a hard task.



A GENTLE CRITIQUE--During a first semester Editing and Design course, Dr. Bill Downs offers his comments and criticisms of students' newspaper layouts. Quite often, the students layouts had more of Dr. Downs' red ink on them than their original black ink.



C. Ocken

INTERESTING LECTURE--Students take notes in one form or another during their class in the newly finished R.A. Lile Hall. The building was the newest on campus.



T • H • E
INS
 AND
OUTS
 O • F
 Academics

Off on the heels
 on
Boots
 • WOMEN IN ROTC •
 s e e p a g e 89

Hittin' the
Books
 • STUDENT TEACHING •
 s e e p a g e 90



Courtesy of the Arkansas Gazette

Making Ends Meet

The communications department drew up the blueprints for its new facilities in the bottom of Mabee Fine Arts building, while the English and history departments were enjoying their first year in the new R.A.

“Brick” Lile—the one with the funny archway.

The freshman class made a name for itself quickly by being the smartest class in the history of the school— at least it had the highest average ACT scores— but they still sang in the “O.”

Combining studies with extra-curricular activities was never easy for any college student, but for those of us with Daytime Pocket Calendars, we found a way to make ends meet.

Academics

Don't forget to say

Thanks

• FINANCIAL AID •

see page 98

A new way to

Learn

• LABS •

see page 101

Obey the right

Signs

• SIGN LANGUAGE CLASS •

see page 102

O Women break the stereotype by participating in ROTC; some do it for scholarships, others do it for fun

ff with the heals and on with the boots

Some thought of it as Tom-boyish for a woman to enter this program. Some thought that it would be an easy "A" for a female student to earn. Women who participated in ROTC had to learn to deal with these ideas as well performing on a level equal to the men.

"Girls in ROTC are treated just like everyone else," said freshman Tammy Beasley. "They expected the same from the girls as they did from the guys."

There was a difference of opinion between the genders concerning the extent of the competition between the two. "There is competition, most definitely, because the guys have to prove their masculinity," said junior

Yolanda Summons. Senior John Rothwell felt differently. "Of course guys want to do better than the girls, and the girls want to do better than the guys, but I don't think there is any competition," he said.

Girls became involved in ROTC for various reasons. "I started out taking ROTC to find out what my dad's job is like," said Beasley. Money had a lot to do with why some women participated. Jennifer Massey joined because she got a four year scholarship, including one-hundred dollars a month for spending money. Summons became involved for the same reason. "It started out to pay for graduate study because I'm going

to medical school and I began to like it," she said.

"There are many [women] who have proven themselves. Several have continued their education on into Medical School, and several, Martha Jo Leonard to name one, have gone to law school," said Sergeant Beasley.

"You really learn valuable leadership skills through ROTC," said Massey.

Rothwell believes that girls in ROTC are definitely respected. "I'm glad we have girls in ROTC. I think they have been an asset in the Army," he said.

So maybe girls in ROTC do have it made, but, apparently, not without a lot of hard work! —by Missy Monroe

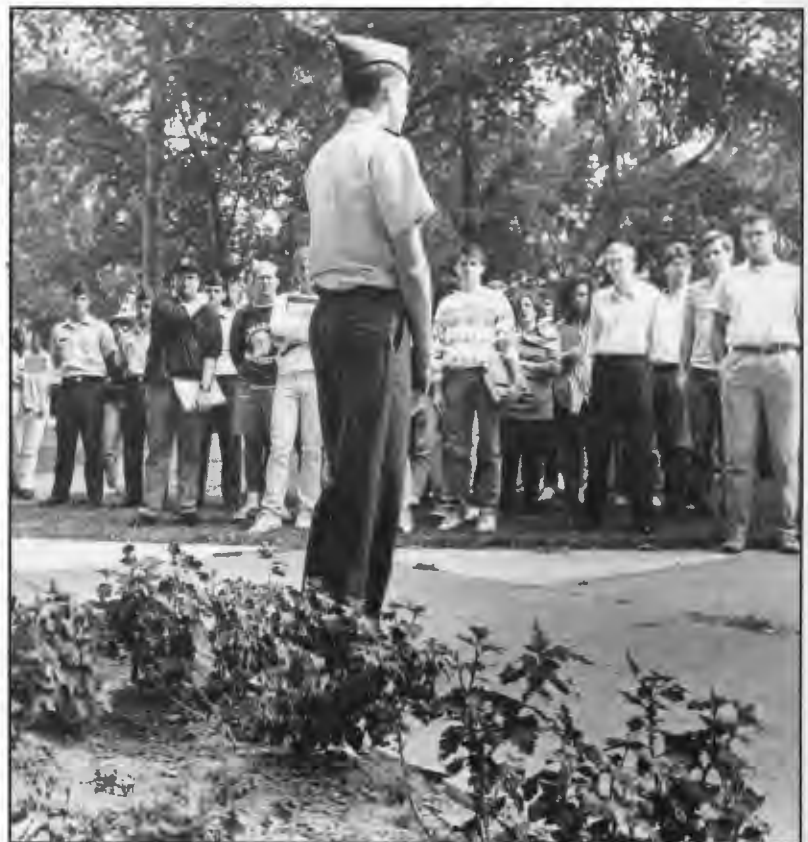


READY, AIM, FIRE

An ROTC member lines up the sights on his gun with the target and waits to fire. Target practice was held at the OBU rifle range.

A QUIET MOMENT

Keith Baxter speaks to students about the American hostages held in the Middle East. The event was sponsored by the College Republicans.



B. Ocken



COMMANDING SPEAKER

ROTC Instructor Cpt. Frank Dunkerson talks with one of his freshman classes. Two semesters of ROTC was required of all male students.



Johnson



Osmon

AT ATTENTION

During a ceremony to honor American hostages, Keith Baxter salutes in honor of the men. Yellow ribbons were worn by some students as a reminder.

A FIRM HANDSHAKE

During the commissioning ceremony held on the day of graduation, Yolanda Summons receives her certificate. The service was held in Mabee Recital Hall.

ON THE OTHER SIDE

After 17 years of sitting behind the desk, now it was my turn change roles. I had never looked at school this way before.



Good world

Debbie Davis looks over a homework paper with one of her students. Debbie completed her student teaching requirements at Peake Middle School in Arkadelphia.

My stomach turned. "Okay, clear your desks, get out a pencil and a sheet of paper," I said, trying to dust the lingering chalk off of my hands. It was so automatic. I couldn't believe those dreaded words had actually passed my lips. I had been student teaching now for almost nine weeks, but I was still trying hard to hide my feelings of nervousness and inadequacy from the group of 31 treacherous ninth graders. The dialogue that followed went something like this:

"Mr. Christie, can I sharpen my pencil?"

"Okay," I replied hesitantly, "but next time do it before class and raise your hand."

"Mr. Christie, what are we supposed to do?"

"You weren't listening, were you Crystal?"

"Is this a test?"

"I'm not sure yet."

"You didn't tell us we were going to--"

"Just do it and hush. Number from one to 10. Now is everybody ready?"

"No, just a seco--"

"Number one..."

Silence suddenly overtook the group, and, once again, I was amazed that such confusion could be transformed to cooperation with two little words. There had to be a science to it. From that moment, I realized what "teacher power" was all about, and I was glad I finally had it.

My thoughts drifted back to

the first day I had entered this classroom. I remembered the curious stares, the uneasiness of being sized up, and then I remembered the weeks that followed. There was the day that Candace had left the room in tears, the day that Chris and I had that confrontation about where he was going to sit whether he liked it or not. There were the days that I blundered all through my lessons, the days when I felt like everything had gone wrong.

And then there were the good days. I remembered the valentine that Theresa had casually slipped me during recess, the meaningful talks and prayers that Mrs. Wells, my supervising teacher, and I shared during lunch, the time that Bobbi shared with me how much she enjoyed my teaching, and the day Mrs. Wells gave me a card with \$20 for my birthday. It was all so good. But had I done it? Had I really been a good teacher?

It wasn't long before English class transformed to sixth period journalism, and I pulled out my folder of notes, prepared to discuss telecommunications. Just then, Mrs. Wells motioned toward me and tapped me on the shoulder.

"Mrs. Anderson wants to talk to you," she said. Mrs. Anderson was the assistant principal.

"Right now?" I said anxiously.

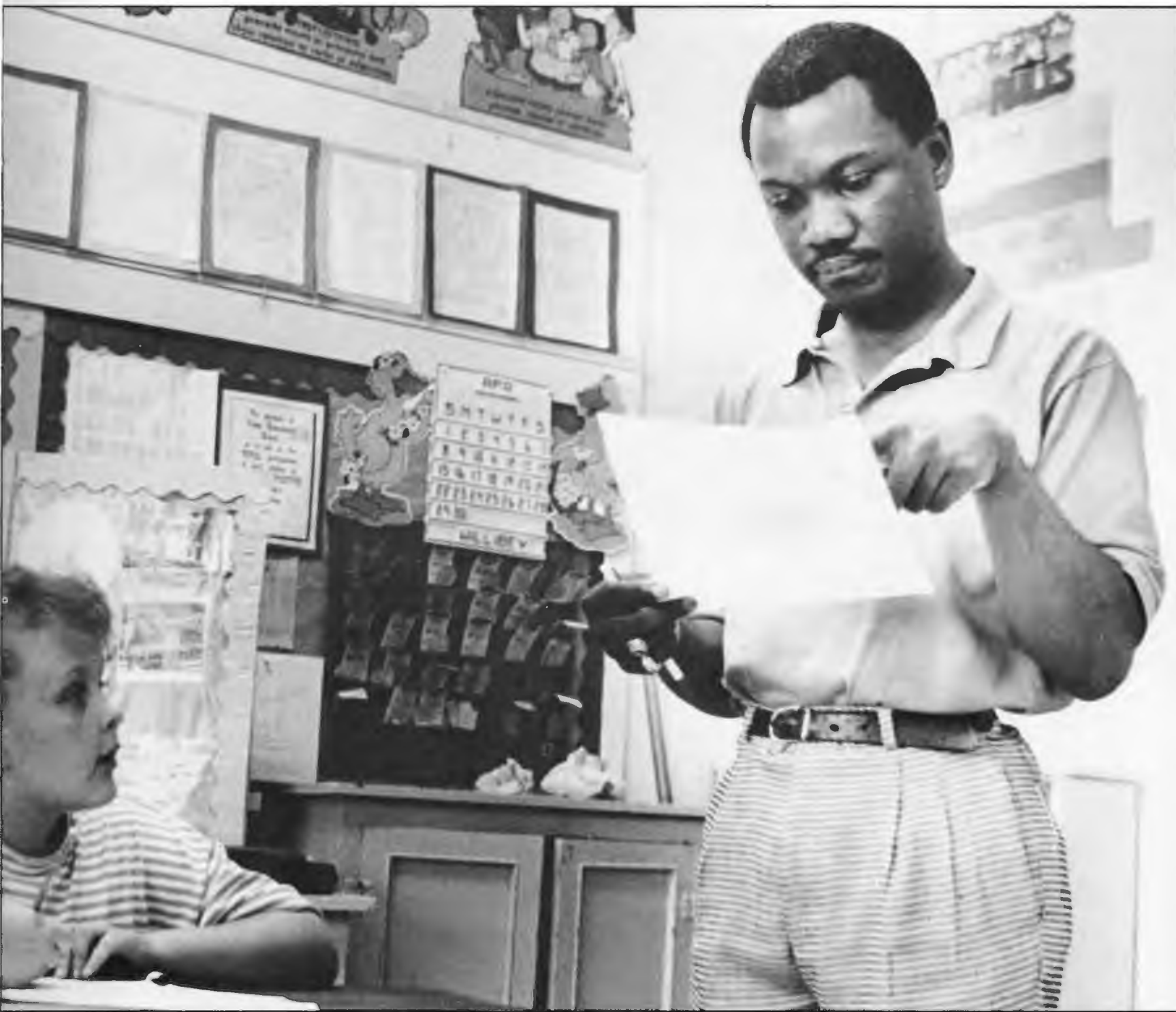
"It's all right," she said, "I'll cover for you until you get back."

I then briskly walked out of the room into the hollow hallway, thinking that something awful must have happened back at the college. Maybe it was my teaching records, or maybe I had offended one of the janitors or something. It had to be something awful like that, I thought. I also



reasoned that she had talked to a student that hated my guts or something and that he or she had angry parents that probably wanted to sue me for giving their child a bad grade. That was the only possible reason she could have for wanting to see me like this.

I arrived at the office, and much to my surprise, Mrs. Anderson wasn't even in her office. I then began my search throughout the building for her, and upon finding her, she gave me a puzzled look that seemed to say, "Have you completely lost your mind?" I told her that Mrs. Wells told me she wanted to see me, and then she seemed to



Johnson

have problems putting into words what she wanted to say. She finally asked me how my teaching experience was going, how I liked Goza. Then James, a student of mine, came up behind me.

"Mr. Christie, he began, "Mrs. Wells told me to come down here and ask you to help me with--"

"Can't it wait, James?" I snapped in, "I'm really right in the middle of something right now."

"But Mr. C., I really need--"

"Where's your hall pass anyway? Don't you have a hall pass?"

"No, Mrs. Wells told me I--"

"Now, that really doesn't make sense, why would she do that?"

I followed James back to the classroom, admonishing him the whole way, knowing that something must be up. I entered a classroom filled with screaming student journalists, all shouting out my name. That was followed by a host of I'll miss you's, a table full of cookies, cake, chips and dip, and a giant card they'd made out of posterboard. I was the honored guest.

A few stifled tears and warm smiles were all that it took to convince me I'd finally crossed that bridge from student to teacher. And it would be hard to leave.

And it was hard to leave.

—by Mark Christie



Checking progress

Kenneth Stewart carefully checks a student's paper. Kenneth student taught at Peake Middle School.

Classroom practice

Jennifer Johnson presents a lesson in one of her education courses. These classes allowed students to be critiqued in their teaching techniques before heading to an actual classroom situation.

A weekend trip to the Heifer Project International showed students life in a third world country from a local perspective

Learning new uses for natural resources

Shoveling manure, milking goats, feeding pigs, baling hay, pressing bricks, playing a competitive game of Jeopardy, telling jokes in a black room...where else but Dr. Tom Auffenberg's freshman level Honors Contemporary World class could students get credit for this strange assortment of activities? A group of twenty-two students traveled to Perryville of September 22 to spend a weekend at the Heifer Project.

Heifer Project International (HPI) was an organization formed to help third world countries. The project sent an animal, such as a water buffalo, pig, or rabbit, to a family in a developing country. That family then had to give one of the animal's offspring to another needy family. This enabled the recipients to become an active part of HPI. The project also taught communities in developing countries the importance of not being wasteful. The use of animal and human wastes for fertilizing and heating was em-

phasized.

The students were shocked when they discovered that the Heifer Project at Perryville was the main branch in the United States. Arkansas' climate, which was similar to those of many third world countries, made the state an ideal location for the prestigious organization.

The twenty freshmen and two sophomores quickly realized that their expectations for the weekend had been wrong. Chris Richey, who had thought the project would be "a bunch of peace-loving hippies trying to feed the world," and fellow classmates not only learned about third world countries, but they also had fun.

"The Heifer Project was the perfect place to develop new friendships," said Bryan McKinney. Many students hoped the friendships would lead to a relaxed and exciting time in their contemporary world class.

"Even though I grew up as a farm girl," said Kristy Lindsey, "I

was amazed at the Guatemala Hillside Farm where they taught us methods of farming in a developing country." Kelly Ross was surprised by the modern housing conveniences and the delicious home-cooked meals, and Beth Rash was amazed at the ability of a cuddly rabbit to reproduce in such large numbers. While all the students enjoyed the weekend, most agreed that Dr. Auffenberg's unsuccessful attempts to mount the water buffalo were the highlight of the trip.

The students's expectation for a boring weekend at the Heifer Project were shattered by the hilarious activities and the interesting lessons. Some of the students even discussed the possibility of returning to HPI during Spring Break or summer vacation. Evidently milking goats, playing with rabbits, riding water buffalo, and shovelling manure were fun and effective methods of learning about third world countries.—by *Laura McClanahan*



A FULL LOAD

As part of his chores, Alex Himaya moves a load of cow manure. Dr. Randy Smith was one of the professors that went on the trip.

A KIND PAT

A few students find a goat in a stall and give it a scratch behind the ear. The students were in Dr. Tom Auffenberg's Honors Contemporary World class.





NEW EXPERIENCE

As part of his weekend field trip, Bryan McKinney milks a goat as the group looks on. This was Bryan's first experience at milking an animal by hand.

CLOUD OF DUST

Helping to sift dirt, Bryan McKinney shovels a load onto a screen. The students were able to get a feel for what it's like to live in a third-world country.



A NEW FIREND

After finding a group of rabbits, a student holds a bunny in her arms. The group spent an entire weekend at the Heifer Project International.

MEETING NEW FRIENDS

The group of students find two small goats on the farm in and attempt to make friends. There were several small animals such as these on the farm.

NOW WHAT?

Phillip Vines is interrupted from his work responsibilities on the ad project. While his classmates filled the Ouachitonian office, he thought he had found a quiet spot to concentrate in the Signal office.



CONCENTRATION

Jay Beard and Sheryl Brann spend a late night working on the ad project in the Ouachitonian office. The group project earned them the third place slot in the American Advertising Federation's district competition.



Into their second year, the Advertising Federation makes a name for themselves among other universities

Added up and equaling success

"I just want you to know that I hate you all."

These were the words of Chuck Hargett after three months of Dr. Downs' Advertising and Public Relations Campaigns class. The class participated in the American Advertising Federation's district competition held in Dallas.

The AAF competition was sponsored annually by a major American corporation, this year's being the Hearst Corporation. The assignment was to develop a new magazine as well as create a 12-

STYLING AND PROFILING

Jay Beard, a student in the ad class, poses for the cover of their *Elan* magazine. The picture was set up on a wall of Mabee Fine Arts building and taken by Bob Ocken.

page prototype and a 50-page advertising and promotion plan.

After two nights of getting no sleep to get the plans book together by the deadline, the students gathered for class. Everyone was extremely tired and frustrated with each other. That was when Chuck made his astounding declaration, which actually took no one by surprise. Almost everyone was experiencing the same feelings.

These feelings had soon subsided and they began working on their presentation for the competition. Two weeks later, they all settled into two vans and headed for Dallas. The five students who were on the presentation team were still editing their script, and once they reached the

hotel, the editing and rehearsing lasted all night. Their presentation was at 8 a.m., which was also when the hateful feelings began to return.

Thankfully, and maybe even surprisingly, the presentation went well and looked well-rehearsed. All of the sleepless nights had paid off. The students finished in third place behind Southwest Texas State University and Southern Methodist University. They were also recognized for the best use of humor in presentation.

Southwest Texas went on to win the national competition.

Students learned in this class that if you're going to get beat, get beat by the best.

--by Sheryl Brann Passen

AMERICAN ADVERTISING FEDERATION

• District competition •

1st place	Southwest Texas State University
2nd place	Southern Methodist University
3rd place	Ouachita Baptist University

Southwest Texas also won the national competition.

M

Challenging, tough and never boring are all terms to describe life in the music building, majors say it pays off in the end

More than uttering a simple 'do re me'

It was all a matter of excellence, whether the jazz band was rehearsing or a senior was preparing for his recital—the Ouachita music department strived for excellence.

The faculty of the music department were educated, talented and concerned, and they strived to challenge their students from the beginning.

Freshmen music majors were often stumped by their Harmony class.

"It's very unlike anything you've ever studied before," said Amanda Pickett. Yet even after Harmony, the difficulty level continued to rise.

"Music History was my toughest course," said Paul Reed. "There is so much material to learn."

All education didn't take place within the classroom however. In order to help music students become well-rounded, a variety of opportunities to perform were available. The music department put on either an opera or a musical each year.

"The experience I gained singing the lead in 'Oklahoma!' will be invaluable to me when I teach," said Denise Masters.

"I couldn't have learned in the classroom what being in 'Oklahoma!' taught me," said Shaun Walvoord.

Working with many different types and sizes of performance groups helped students build their experience.

"Participating in Singing Men, Ouachita Singers, Jazz Band and Marching Band has really helped me. I've experienced a variety of conducting styles which I can now use to pattern my own style," said Reed.

The Concert Band got an opportunity to travel to and perform at the Christian Instrumental Directors Association Convention in Ohio. They played in many different churches along the way, as well as at the convention.

"The chance to see what effect our music could have, and share my talents with people was wonderful," said Kim Casey.

Another teaching tool was

the senior recital. Theory Composition major Joe Shell said, "I really learned a lot while preparing for my recital. After writing the songs, I had to arrange for people to perform and rehearse them. It was a very useful experience."

It was evident that amid all of the activity that existed in the music department, a caring attitude went right along with it.

"There is so much talent at Ouachita, everyone wants to be the best," said Pickett, "but the competition is usually personal, trying to beat your last performance." There was a support system within the department, nurtured by the professors as they all worked together for the student.

"I know that I'm important as an individual at Ouachita. I feel this is why my professors push me to be my best. They're always there when I need help," said Casey.

PICKING IT OUT

Freshman Anissa Harbison plays "All Through the Night" on the piano. Anissa was a choral music major.



C. Ocken





MUSIC MADNESS

Different music books fill a music major's locker. The lockers in Mabee Fine Arts building often become mini music libraries.



Cathey

PRACTICE MAKES PERFECT

Junior Charles Thomasson sings a solo with piano accompaniment. Charles was a church music major.

S

After filling out tons of never ending forms, students felt the relief of knowing they would be at school one more year

earching for your pot of 'educational' gold

"I can't afford to go to Ouachita."

This was a common statement made by students attending Ouachita, entering and returning alike. Ouachita was expensive when compared to other state schools. However, Ouachita was well worth its cost when considering the private education and the supportive Christian environment that came with attendance.

Although the costs were high, Ouachita's students found themselves willing to work at finding the means necessary to cover these costs. For the majority of students, this meant having to look for other sources beyond their families.

In the search for help in covering tuition costs, students found themselves seeking the Financial Aid Office. It was here that the majority of students found those other sources to help pay for their education.

"Eighty-two percent of Ouachita students received some type of financial aid with well over fifty percent receiving federal aid," Mr. Harold Johnson, Director of Student Financial Aid, said. The financial aid offered

included scholarships, grants, work-study, special discounts, and loans. These sources covered a wide range of financial assistance.

Leigh Burnham, sophomore, further commented, "Without financial aid, attending Ouachita would be much more difficult, if not impossible, for some students."

When students began the search for sources to pay for their education, they found themselves knee-deep in applications and deadlines. The process of getting aid could be long and hard or it could be very easy. Nevertheless, there were necessary procedures ranging from filling out the ACT Family Financial Statement packet to digging up any honors or extracurricular activities that would help scholarship applications look better.

Not only did the procedures seem tedious, but there were always deadlines that had to be met with the applications. Sometimes, these deadlines had a tendency of creeping up on students who then had to rush to meet them. Even if the deadlines were met, the next step was the worst—

waiting.

"Once you finally get all of those forms filled out, you have to wait and wait before you find out if you qualify," stated Jeff Christian, freshman. That was one of the unfortunate facts about applying for financial aid.

The wait was long because in most cases involving federal aid, and even scholarships, there were many rules and regulations that had to be met in order to make the aid available to the student.

For most students, once the packet was returned to them, there was a feeling of relief because they knew they would receive financial assistance.

"Even though Ouachita was expensive, every little bit helped! If it weren't for the financial aid, I would not have been able to come here," Freshman Kim Tullos said.

Although Ouachita did seem unaffordable at times, those students who really needed financial aid and really had the desire to attend would manage to wade through the applications and long wait so as to make it affordable for them.—*Faith Kennedy and Kim McCarty*

ALL IN A DAY'S WORK

Financial aid secretary Debbie Crouch completes financial aid award letters for prospective students. Eighty-two percent of OBU students received some form of financial aid this year.





UNWANTED HEADACHES

Wading through all of the many forms in the ACT Family Financial Aid packet, Marcina Dunn holds her head in disgust. The application was one of the most important steps to completing the financial aid process.



PAYDAY!

Student worker Renee Fleming shows Alex Himaya how much money he earned from his work study job for the week. College Work Study and OBU Work allowed many students on campus work.

SUPPLYING THE INFORMATION

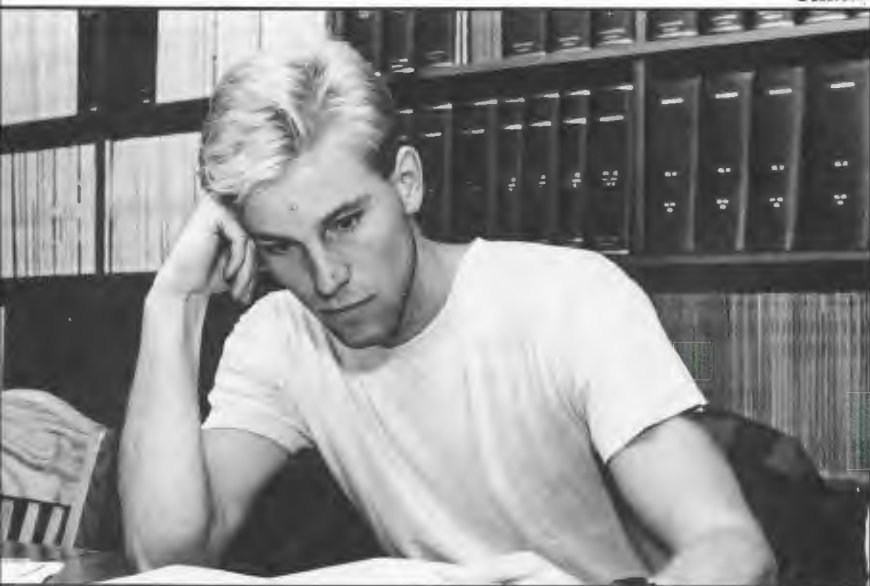
Theresa Miller enters information from prospective students' applications into the financial aid office computer. The financial aid office not only dealt with current students, but also with prospective students.

AFTER-CLASS CHAT

Dr. Tim Knight helps explain something discussed in class to Marie Zhang. Many students furthered their education by working for the science department during the summer.



Osmon



B. Ocken

PAGE BY PAGE

Steve Osmon enjoys studying in Moses-Provine for an upcoming test. Many science majors would meet together to study in an empty room of the building.





S

Although it often seemed like class on top of a class, labs served a purpose by giving concentrated, one-on-one training

afety glasses, cassette tapes and micro chips

For some people they were a chance to engage in stimulating research. For others they were just a necessary, not-so-fun accessory to an already difficult class. "They" were the science, computer, and language labs. And while many students enjoyed the opportunity to get away from the classroom setting and learn with some practical, hands-on work, it often meant that they had to spend many hours in the laboratory for every one hour lecture.

"Keep those safety glasses on!" Investigation and discovery kept chemistry, biology, and physics students working at Moses-Provine morning, afternoon, and night. Indeed, the lights of the building could be seen literally twenty-four hours a day. You could find zoology students observing paramecium, chemists concocting their own aspirin, or

physicists conducting electronics experiments.

"I don't mind a one hour lecture, but having to go to lab each Tuesday afternoon is too much," said Darrell Madding, a freshman chemistry student from Beebe.

Many students found the three hours or more each week with beakers, burners, and bacteria to be less than exciting.

"What do you mean 'file not found'?" While it seemed strange to find students from other disciplines wandering into the science labs, it was common to find a host of people in the computer labs in Lile Hall working on papers and assignments. However, the computers were primarily visited by computer science and business students who came on their own time to get the "bugs" out of their programs, or produce

a spreadsheet for a business simulation project.

Terry Sergeant agreed that it took a lot of out-of-class time to do his work for computer classes, "but it helps to work in the lab like I do each day."

In the language lab, repetition and concentration were required as students attempted to master the vocabulary, sentence structure, and other nuances of another language.

Fortunately, according to Chris Starr, who was a freshman Chinese student, the language labs were the most flexible as far as attendance went. "I was able to move my lab time around to when I wanted it."

It could be said that other departments kept students working overtime, but it just wasn't the same as a genuine lab.—Lance West



FIRE IT UP

In an afternoon lab, Chuck McClain watches a chemical reaction he has produced. The hands-on experience gained from the labs was very beneficial to students.

DROP BY DROP

During one of her science labs, Leigh Swams carefully combines two fluids. Some type of lab was required for the majority of classes in the science department.

B

A unique sign-language class gave a few students a chance to see how the deaf live every day of their lives

reaking silence by using signs of the times

Silence. A world without sound. It's the world in which the deaf live. Students were introduced to a way to communicate to the deaf. On Mondays for two hours, Dee Price and her class explored the art of communication through signs.

The textbook used for the class, was filled with pages of hands showing how the word, prefix, suffix, or contraction written beneath it was signed. The class began learning words at first, phrases next, and then sentences. Midway through the first semester, each student had to pick a children's story to read and sign to the class. Then towards Christmas, each student picked a song and signed either to a tape or to their own singing. There were

quizzes every Monday, a midterm exam, and a final exam.

The second semester, or Sign Language II, became a little more challenging. The class started learning more difficult words and began concentrating on sentences and paragraphs. Along with the quizzes, midterm, and final, the class also did another song and several difficult paragraphs in front of the class. This gave the class members a chance to practice signing to others so when they come into contact with a deaf person, they will be more confident with their signs.

"Having been a member of this class both semesters, I can honestly say that it was one of the most enjoyable classes I've ever taken at Ouachita," Nancy Estep

said.

"I went into the class a little afraid of how difficult it would be. It turned out to be much simpler and more enjoyable than I'd imagined."

Price and the teaching methods she used for this difficult course made things a little easier for students. Not only would she take a lot of time going over the signs, but she made the class more applicable by sharing some of her own experiences concerning deaf people.

By offering this class, Ouachita is helping to open a world formally confined only to the deaf. Now a handful of students know a little sign language, and are venturing into this new found world.



Roper

STEP BY STEP

Instructor Dee Price teaches the class the proper way to sign a new word. Price's husband, Craig, was a religion professor.





TRYING IT OUT

Vicki Gill demonstrates a new sign to the class. The sign language class was held in Berry Bible Building.



B. Ocken

SIGNING IT OUT

At the Freshman Talent Show, Donna Howie signs to "One Moment In Time" by Whitney Houston. Donna transferred to OBU from Southern Baptist College.