

OVERWHELMED

1991 OUACHITONIAN



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OVERWHELMED



1991 OUACHITONIAN

Ouachita Baptist University

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OVERREACT On her way to the lake to catch some rays and study for class, Shelley Phillips gets aggravated with her hair that is falling in her face. Often times, it was the trivial things that caused students the most grief.



OVERWHELMED

No more curfew for the girls, no more ROTC for the guys, old traditions came to an end on campus. The world found itself at war against a crazed leader and students watched their friends and family leave for the Persian Gulf.

New class requirements and new students from foreign lands added to the confusion and excitement. Students found new challenges around each corner.

Concerts and movies, lectures and class trips and, of course, homework kept most too busy to worry about all the things that were changing around them. Their fear as well as their anticipation kept them overwhelmed.



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OVERCAUTIOUS Steve Osmun works on a project for the Chemistry department. Hands on experience was the best way to learn.



OVERPLAY Though chapel was designed to help students spiritually during the week, for most it was a study and naptime.

OVERJOY No matter how many times they had gone through registration it was still as frustrating as the first.



OVERWORKED

Coming back to school after a summer of sun-bathing and relaxation took some students by surprise. They had forgotten there was more to life than what the summer had held for them.

It was back to the books.

They were everywhere--hidden behind study cubicles in the library, cluttered around tables on the ESC bridge, or just laying around in the dormroom .

Wherever students happened to congregate, their books were right by their sides.

At first, these books often took the place of much wanted spare time.

It may have taken a couple of months, but once they got into the swing of things, time was more easily managed between social lives and academics. Until then students felt overworked.



OVERBEARING It's getting pretty bad when you have to study in the halls. Students weren't picky about study places when it came to grades.



OVERLOAD Some students were able to study during their work hours. Jill Manning worked for Dr. Slavens where she was able cut down on the time she had to spend studying in her room.



OVERACHIEVER Studying doesn't have to be restricted to the library. Sara Williams finds that she can do her work outside.

▼ It wasn't hard to find a place to be alone during the summer. There were not as many people around to keep you entertained.



“Summer school allowed me to get the additional hours I needed quickly.”



▲ Students in summer school were often asked to help with the many on campus summer workshops. They were willing to do anything to get out of class for a while.

▶ During summer school students wanted to be anywhere but in class. Joe and Nancy Cathey study at the lake to break the tension and get away.





INK PENS AND SUNTANS

Catching rays wasn't the only thing on the minds of serious students during the summer. Pressing on for a diploma, these students sacrificed in the name of summer school.

Summer vacation... aah. Fun in the sun. Sleeping late. Plenty of rest and relaxation. A good tan. A few extra bucks from a summer job. Oh, the good life!

"Think again!" cried several, though. As their friends were enjoying the summer sun the only rays some students were catching came from fluorescent lighting in the classroom. After two full semesters of studying the only thing some students looked forward to was more studying as they picked up hours in summer school.

It wasn't all bad, though. In the long run they knew that the benefits would be worth spending the summer at school. Just a couple of hours taken during the break could mean the difference between graduation or hanging around a while longer. It meant lightening what could have been a heavy course load during the fall or spring terms. Summer school also allowed students to get their general ed classes over with without spending months in the classroom.

"Summer school allowed me to get the additional hours I needed quickly," said Kyle Hollaway.

While some people chose to stay in Arkadelphia for the summer for the sole purpose of going to school, others were going to be in town anyway so they decided to take a course. Jeff Christian spent the summer after his freshman year working in Arkadelphia without taking any courses. During the summer after his sophomore year he had to stay in town to run Advantage Advertising. This time, however, he

decided to go to summer school.

"The first year I didn't take a class and I wish I would have," said Jeff. "I decided to take one this summer since I'd be here anyway, and that way I'd be one step closer to getting my degree."

Not everyone who was in town for the summer took summer school classes chose to take them at Ouachita. During the first summer term, 156 students were enrolled in classes at OBU. During the second term enrollment dropped to 89. Several people crossed the ravine to take courses at Henderson State University.

Taking summer school classes didn't necessarily mean staying in town. Many were able to earn extra hours at colleges near their hometowns. After clearing the courses through the registrar to be sure the courses would meet University requirements, students could earn hours elsewhere for their degree from OBU.

Earning hours during the summer could be far from ordinary. Whether it was an internship for communications majors or a trip to Europe for humanities credit, summer school didn't always mean staying in the classroom.

When the summer was over and others returned to OBU with their golden tans, many summer school students felt a greater sense of accomplishment. Not only had they picked up some extra hours, but they also figured out that the beach wasn't a bad place to study. •Kim Hare

MAKING the MAJORS

It was more than just a minor decision when students decided to double major, but with their choice made the future looked promising.

For many, choosing one field of study and ultimately one career field was a long and almost agonizing process. Then completing the requirements of that decision was often even more difficult. However, there were many students who chose to push themselves to the extremes by choosing two or more courses of study.

Students gave many reasons to choose to concentrate heavily on multiple subject areas in school. While some chose two areas because they felt it presented more graduate school options, others found their strong desire to pursue two areas if at all possible to be reason enough. Quite a few double majors wanted a more extended study of a second area than the traditional minor would offer. Still others were unsure about what career to pursue, had lost interest in their initial choice of major for long-term use, or had simply suffered burnout.

The majority of double majors felt that two mind sets allowed them open communication in their fields. For instance, Kathy Emmerling, whose majors included both elementary education and psychology, said that the combination

of course work would enhance her abilities and understanding of children and their learning. Jon Self, a chemistry and biology double major, felt the two areas naturally complemented one another and it would benefit him in his ultimate career choice.

Ultimately, an additional area of concentration meant more work, more hours and more often than not more semesters in school. Expense of the endeavor was a definite consideration. Because many found themselves staying at the University an extended period of time, they found themselves trying to find ways to pay for tuition, books and other expenses not normally anticipated for a four-year institution. Yet in the long run, students overwhelmingly said the extra cost at the present would be well worth it in the long run.

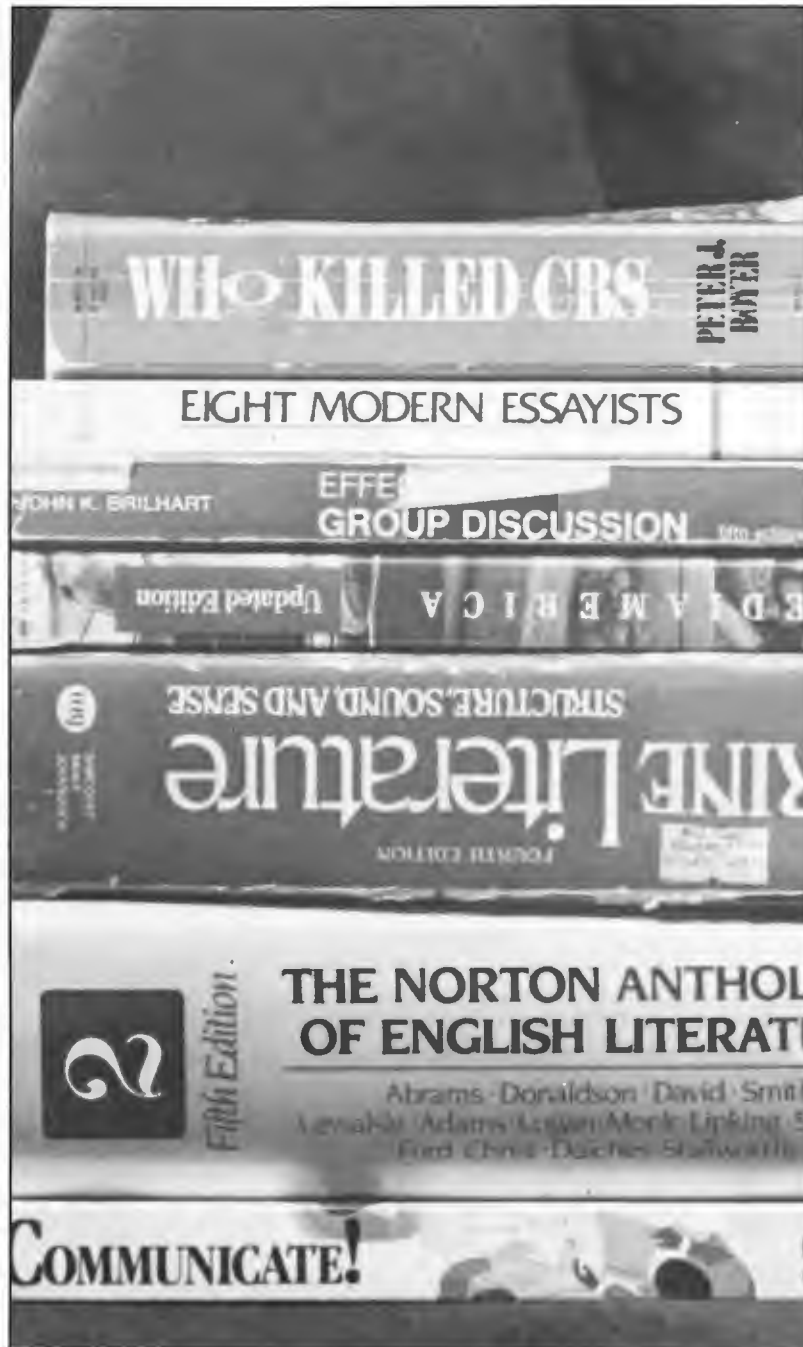
To be sure that the courses of study were completed as efficiently as possible, double majors found it especially important to be organized and informed about when particular classes were offered. Paying careful attention to degree plans was imperative.

•Robert Lackey





◀ Finding time to socialize was especially difficult when you had two majors to worry about. Any spare time was a joy to have.



▲ Double majors found their class loads to be double trouble as well as having double the expenses when it came to buying books.



“The combination of course work will enhance my abilities and understanding of children and their learning.”



THE KEYS to WRITING

As technology changed, so did the way students performed common tasks. Computer skills were a must even in traditional courses.

To many students, English class was a part of their freshman year, and after that they were through. They avoided the second floor of R.A. "Brick" Lile Hall, living in fear of dangling participles and split infinitives. However, a new addition to the campus changed some of these attitudes.

During the course of the year, the Speer Writing Lab became an intricate part of the freshman English course. Classes met in regular classrooms on some days and in the writing lab on other days. During this time, students used the computers to do a variety of homework assignments as well as creative writing.

Jennifer Arnold said, "It's a change from the typical classroom format." And students weren't the only ones who liked the difference. Dr. Raouf Halaby said, "I like the use

of the practical in conjunction with the theoretical."

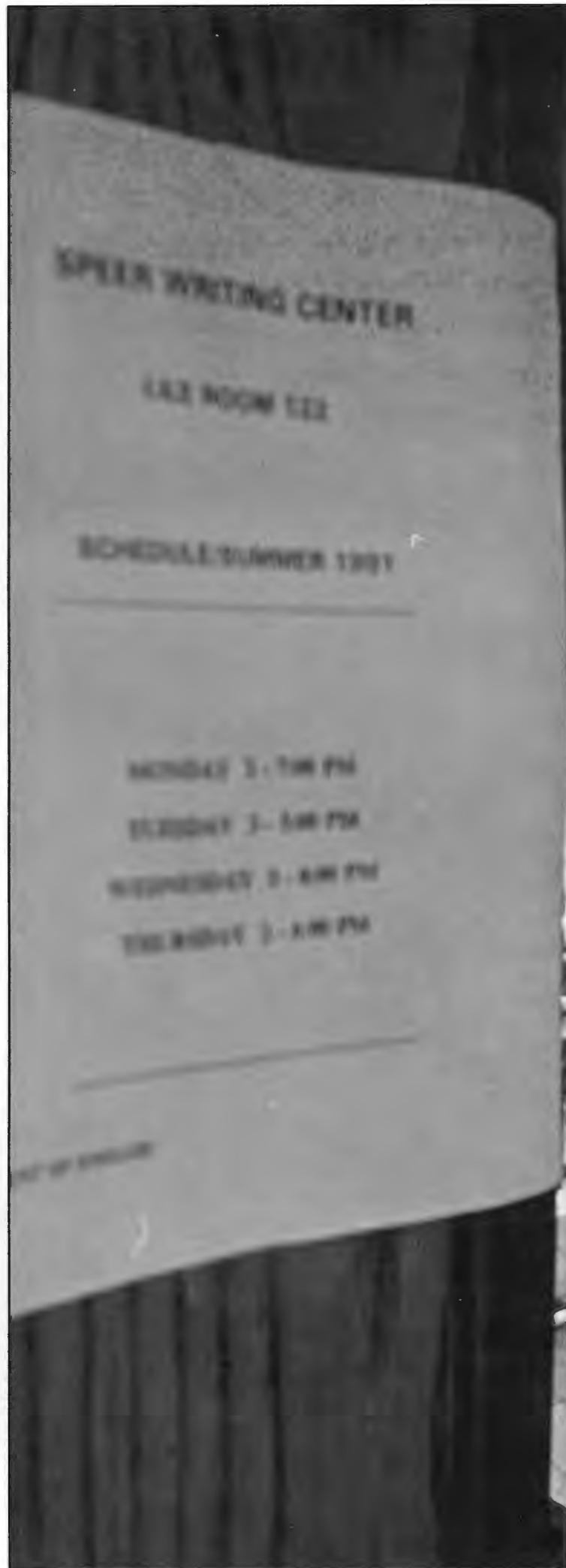
While many students felt comfortable using the system, some admitted that it wasn't always convenient. "It's hard to find enough time to go before 9:00 p.m.," said Ginger Smith. Another student, Allison Thomas, said, "One night I had to make three trips to my room because each time I grabbed the wrong disk!"

Unfortunately, the upperclassmen missed these experiences. Despite a few problems, the Writing Lab was a great opportunity for many students. The computer met the needs of the poor speller, the slow typist, and the confused user. As a matter of fact, its editing capabilities helped many students to improve their papers. For future success on assignments, the Speer Writing Lab is the write choice!



▲ Dr. Susan Wink gives directions to one of her English classes in the Speer Writing Center. This computer lab, which was located on the bottom floor of Lile, was used both during class and outside of class for students to complete their assignments.

▶ Suzanne Smith completes classwork for a summer school course in the writing center. Suzanne also worked in the center as a part of the work/study program during the summer terms as she monitored the lab and its users.



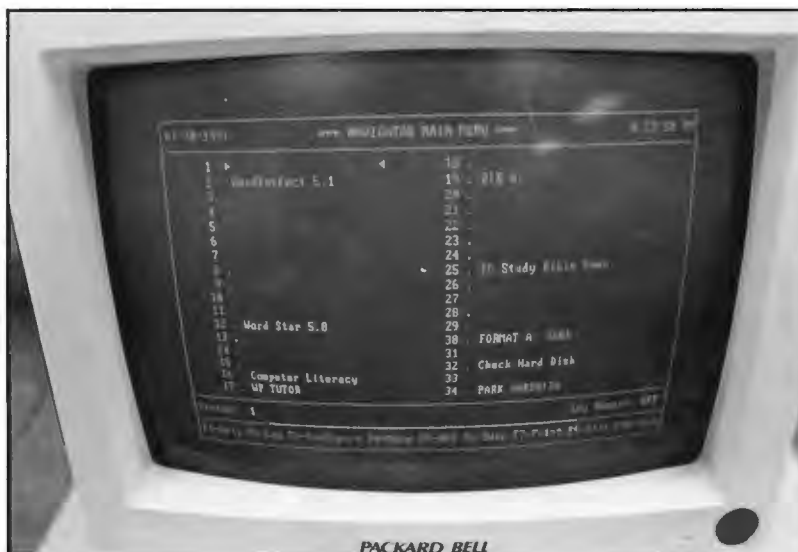


▼ English professor Dr. Susan Wink helps Paula Cigainero with a paper she was doing for her freshman English class. All students were required to complete six hours of English unless they were able to CLEP the hours.



“Speer has been a big help by giving students a place to type their papers instead of having to go to the library or search for someone who has a computer or typewriter of their own.”

Shelly Mullins



•Chris Ocken

▲ One of the computers in the lab displays the main menu. Once the students learned how to work the machines properly they usually found them to be quite useful for preparing classwork.

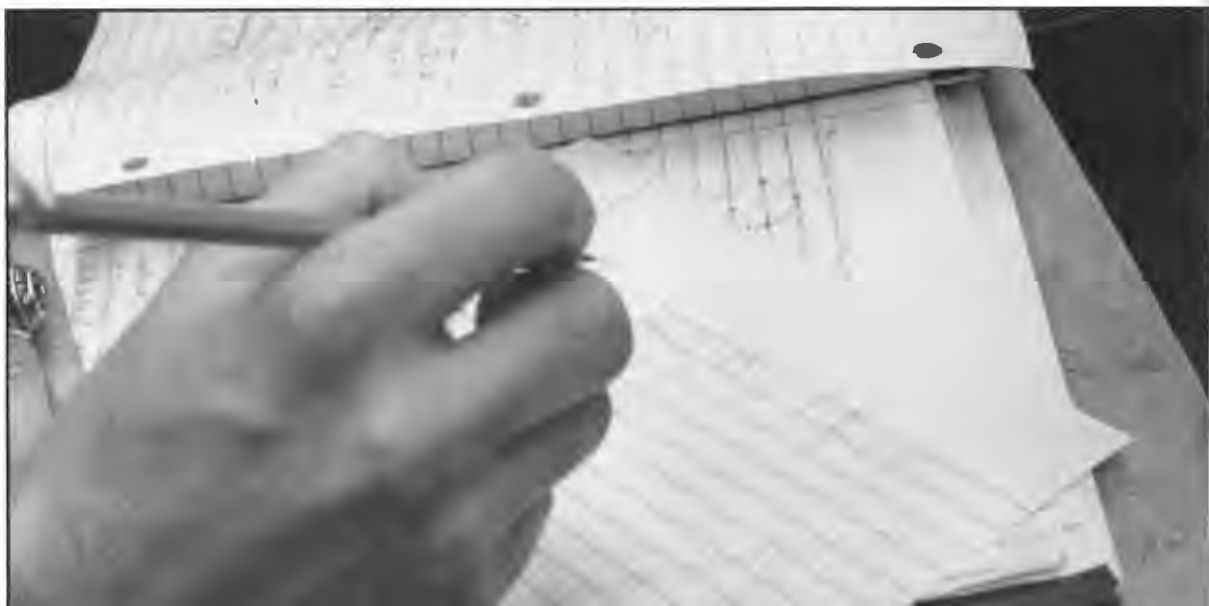
•Chris Ocken

▼ A breezy and sunny day provides a good break from the normal classroom setting for Dr. Keck's Western Thought and Culture class. In addition to this course, students were required to take an additional nine hours of humanities with a choice between music, literature, philosophy and art.



▲ Eric Bonifant looks over the syllabus with Dr. Bill Viser. Eric, a religion major, took Old Testament and New Testament alongside students from other majors.

▶ A student works on her algebra assignment which involved plotting points on a graph. Students had to take three hours of math for their general education requirements.



IT'S GOT to BE DONE

General education classes are not always a favorite among students. Others realize the importance of a liberal arts education.

"What are you going to use this for?" Many students asked this question as they studied for a variety of General Education courses. The debate over the value of these classes continued this year.

Some students felt that the General Education program should be changed.

Sophomore Tricia Kehoe said, "You don't have enough time for the required classes in your major if you're spending TOO much time in General Education classes."

Other students agreed that certain courses should be eliminated, suggesting that Western Thought and Culture should be the only Humanities requirement.

Another suggestion provided a general science course in lieu of Life Science and Physical Science. "I learned a lot; but it seems like I could use some of these hours toward my major," Sophomore Denise Prewitt said.

Other students supported the

requirements. Some students admitted that their General Education courses improved their grade points.

"These classes were a good way to adjust to college academics, especially for those who are undecided," Freshman Ginger Smith said.

Many enjoyed the opportunity to enroll in honors-level courses. "I don't think that they were more difficult, but they seemed geared towards 'honor' students," Junior Michelle Haynie said.

The debate continued. Many argued that the General Education program was beneficial while others felt that it was a diversion from their major. Perhaps, the moderate view about general ed. was the most accurate.

"With so many General Education hours, I think that we lose some emphasis in our subject area," Sophomore Rebekah Kinney said. "However, I think that the requirement remains appropriate."

•Jeremy Bell•



"General Education classes serve their purpose. I guess I'll be one really well-rounded person by the time I graduate."

Rachael Ward

◀ A student dozes off during his Old Testament class. For some students, the general education courses weren't as appealing as the requirements for their major field of study.



•Shane Lewis

▼ Jamie Simmons, an art major, looks over her fellow students' work at the department's show late in the spring semester. Jamie's work was also displayed in the exhibit.

▶ Todd Parr, Becky Street, and Rachel Kinney look at a self-portrait of Melody Lloyd during her senior art show. Many of the works done for the display were created in art classes over the course of her college career.



-Chris Ocken



“Voice lessons improve the students' technical skills and protect the voice by teaching the musician to sing properly. That's what enhances the singer's talent because he can sing longer without injury.”

Dana O'Neal



▶ Lamona Lawrence performs during her senior recital in the recital hall of Mabee Fine Arts building. A lot of preparation and practice went into the recital because the music had to be memorized.





•Joe Cathey



•Chris Ocken

NOT JUST ^a TALENT

Students of the arts were often just looked at as people with a gift. However, it took hours of fine tuning to put potential into practice.

Education in art and music helped students develop an appreciation for the beauty and harmony in life. It helped them to express themselves and use their talent as an outlet for recreating that which was learned through research, theory, and analysis.

It took a very dedicated person to major in art or music due to the extreme work involved in the degrees. For instance, art and music majors were required to complete studio hours in which they practiced what they had learned or experimented with new techniques to develop a style all their own.

It was said that to be great in the areas of art or music, a student had to master two things: theory and practice. Art and music majors worked throughout their undergraduate years to strengthen and improve their abilities while they prepared for individual exhibits of their artwork or recitals of their vocal and/or instrumental abili-

ties. These times brought anxiety, fears and great expectations upon them for they were exposing themselves, through their work, to their peers and professors alike.

The key to success on recitals and exhibits, according to majors in those areas, was planning. Students said they wanted to look nice, perform well, make sure invitations were sent and people were coming, and that a reception would follow with ease and simplicity.

Professors in the two academic areas provided a great deal of support. They helped in preparation for the reception service or hanging of artwork before the initial showing.

Students and professors in all major areas of thought and education felt that with further growth and development of the art department and continued success in the School of Music, it would allow OBU to the ability to foster more of these talented individuals. •Robert Lackie



◀ Amy Tipton and Shauna Bauer look at works done by Melody Lloyd. The art was displayed during Melody's senior art show in the Mabree Fine Arts gallery.

INSPIRED and ENRICHED

Not only were the honors students motivated to achieve academically, but they also strove for individual growth through opportunities.

Imagine having the chance to go anywhere in the world on someone else's bill, studying any topic of interest, exploring a metropolitan area, or getting back to nature. Such were a few of the opportunities for students enrolled in the honors program.

"The purpose of the honors program is to give curious, motivated students opportunities to grow individually on the academic level," program director Dr. Everett Slavens said. "Secondly, it is to create a community of such students and faculty in order for them to interact together."

Students enrolled in the program completed two seminars, a directed study, and a senior thesis. Although these classes took much discipline because they were ultimately independent studies, students felt the opportunity to study something not normally offered at Ouachita to be a definite benefit.

Students also had the chance to apply for the Ben Elrod Scholarship during the spring of their junior year. Obtaining this allowed the student to travel anywhere in the world in preparation for their senior thesis. Through this scholarship Richard Collum attended the University of Cambridge in England. He enrolled in classes such as Social Trends in 20th century Britain and Britain in the Age of Rebellion.

"Having the Ben Elrod Scholarship is a good opportunity because it allows the student to set his own

course of study," Richard Collum said. "I had the chance to see England, something I've always wanted to do, and I also collected information for my senior thesis. The best part of the trip was the friends that I made because I still keep in touch with them."

During the fall semester, the Honors Program took the students on their annual fall retreat to Fort Worth, Texas, where they saw the Broadway musical "Les Miserables." They also visited some museums.

"The Honors Retreat provided many people with an opportunity to see their first Broadway musical," Kym Rutherford said. "More importantly, it provided an opportunity to make lasting friendships."

Although some of the classes were quite time consuming, students did view the program as beneficial.

"I have had the chance to get to know a select few of the faculty very well," Ashli Ahrens said. "The teachers push you to your highest potential, and I find that a challenge. Being in the Program is a great reward because it doesn't come in getting a grade but in the knowledge learned from the studies. This is excellent preparation for the future because in life, people don't give you grades for your work."

The small group of students gained much knowledge, experience, and friendships by being in the Honors Program.

•Kim McCarty



•Chris Ocken



•Chris Ocken

◀ Amy Ables, a participant in the Carl Goodson Honors Program, completes her honors requirements with a presentation. The program involves three parts: a sophomore level directed studies, a junior level honors seminar, and a senior level honors thesis.

▼ Faculty members and students take a break between presentations made by honors students. The presentations which were given in an Evans Student Center seminar room focused on studies the students had worked on during their senior year.

▼ Belinda Burnett explains findings from her research done during her senior year. Each senior in the program was required to complete a thesis which involved an in-depth study of a topic of special interest to the student.



•Chris Ocken



•Chris Ocken



•Chris Ocken

“I had the chance to see England, something I’ve always wanted to do, and I also collected information for my senior thesis. The best part of the trip was the friends that I made because I still keep in touch with them.”



◀ Senior Belinda Burnett receives a congratulatory handshake from Dr. Everett Slavens, professor of History. Burnett was a Biology major from Brazil.

▼ Terra Holmes and friends pose for a picture in front of a bridge done in the Gothic style architecture. The group visited many famous places on their trip through Europe.



“Austria was probably my most favorite country. It was beautiful. The snow on the Alps was gorgeous and the people were probably more friendly there than anywhere else.”



▲ Fourteen girls went on the trip along with Dr. Fran Coulter and Dr. Tom Auffenberg. The group stops for a picture outside the Tiger Tavern in London.

▶ In one of the many Cathedrals they visited on their trip the girls pause for a picture to capture the monstrous size of the building.





A TRIP to EUROPE

Students get the chance of a lifetime as humanities and history credits are offered for a tour of the world. It was a learning and living experience.

The only way for some to understand the arts was to experience them first hand. The History and Humanities departments combined to create a tour of Europe.

The trip was for 6 humanities credits or special studies in history. But the trip was no free ride. A text book had to be read and a study guide completed along with a journal of the trip. Each student had to pick an artist and become an expert on him with additional book reports and 4-8 expository papers along the way.

There were 14 girls on the trip along with Dr. Fran Coulter and Dr. Tom Auffenberg. The cost of the trip was between \$3,200 and \$4,000.

The group left May 27, from Little Rock. They arrived in London on the 28th for their first taste of Europe. There they visited Buckingham Palace and the Tower of London and many other places.

They stayed in England for a total of six days and then took the boat to Paris, France. They spent five days touring in France. Their stops included the Eiffel Tower and the Louvre.

They then traveled to Rome, Italy. They stayed in three different cities in Italy including Venice. They

visited the Vatican, Piza and Doge's Palace among others. They left there on June 12 to head for Austria.

"Austria was probably my most favorite country. It was beautiful. The snow on the Alps was gorgeous and the people were probably more friendly there than anywhere else," said Terra Holmes.

While in Austria, they went to a concert with Mozart Quartett in the baroque hall of the Hotel Europa. They also visited the site of *The Sound of Music*. They stayed in Austria for four days and then headed to their final country Germany.

In Germany they visited the Apotheken Museum, famous for the enormous wine barrel.

The travelers left for home from Frankfurt on June 17. Though exhausted they were all glad they had the chance.

Amy Radar said, "I know more about the world and how other people live. It really makes you appreciate home in America. A trip like this they call it a study tour. It makes you understand what you've read in textbooks. It's easier to understand and appreciate."

•Kim Hare

▶ Justin Goodale and Asako Tamano participate in an intro to TV production class in which they conducted a five-minute taped interview. The students rotated responsibilities so that each student was able to be involved in each aspect of production.



•Bob Ocken

“The move triggered a mechanism in all of us to want to excel. It provided a wonderful environment which hopefully inspires us to do our jobs better and more efficiently.”



•Bob Ocken



▶ Kelly Stabley, work/study secretary for Dr. Bill Downs, and Chris Ocken, head photographer, take a break from work in the new communications department lounge. This area provided students with an area to relax or watch CNN.

BEHIND the SCENES

The rooms were new, the equipment still sparkled, and the paint on the walls was fresh in the new home for communications. Yet the goal hadn't changed as the students proved that bigger isn't always better.

Lights! Camera! Action! Camera two, you're live. Slowly tilt up a little and zoom in tight. Ready, camera three-- take three. Camera one, can you give me a close-up of the interviewer? Fifteen seconds and we'll fade to black. Good job guys-- we're finished!

The action behind the scenes in the communications department was more exciting than ever with the new facilities in Mabee Fine Arts Center. The newly renovated basement of Mabee was a great improvement over the facilities the department had in Flenniken.

"It's nice to be able to work on the yearbook without wondering if the crack that connected the Signal and Ouachitonian offices was going to give in from the rain," said junior Kim Hare, editor of the Ouachitonian.

With the addition of the new television studio, new offices for the Signal and Ouachitonian, three editing rooms for television production classes, classrooms exclusively for the department and the new Macintosh lab, students participated in more activities in their specialty field.

The department was geared for students to become accustomed to job-like situations, which mostly called for outside class participation.

"We try to remain on the cutting edge of what is happening in the communications field," said Dr. Bill Downs, chairman of the department.

"There is an awareness that the field of communications goes far beyond the normal aspect of TV news and radio," said Downs. "If we don't

understand this, we really don't understand the medium."

Writing stories, video-taping interviews, editing news stories, taking pictures and working late on deadline night were all just a few of the many aspects of being a communications major.

"Everything about this major excites me," said senior Chuck Hargett. "Creating television commercials, magazine ads, brochures, pamphlets, even short films-- it's all preparing me for the real business world."

"Being a communications major requires more than just doing class assignments, said junior Greg Rudkin. "I also work on the Signal and write stories quite often, which includes preparation and interview time. So being a communications major can be fun, but it also includes a lot of hard work."

It was the hard work behind the scenes that made students more appreciative and proud of the work they produced.

"Although telecommunications isn't my specialty, the TV production classes have shed a new light on how much goes into a two-hour sports production," said sophomore Chris Belvin. "It paints a more realistic picture for me."

The communications department grew and changed with the times. The world of news and entertainment was one of the fastest growing businesses, and Ouachita planned to keep up with the changes.

•Cassandra Sample



•Chris Ockem



▲ Lorna Freeman and Steve Kroening use the new Macintosh lab to complete homework assignments for their communications classes. The lab was available to all communications majors without any charge.

▲ Regina Blakely of Little Rock, a special assignment reporter for KATV (Channel 7) Television, answers questions from students enrolled in an Introduction to Mass Communications class. Blakely gave insights into the television media for the student journalists.

DEATH OF ^a PROGRAM

The end of a long-standing school tradition came when the Pentagon announced the closing of 50 ROTC programs across the U.S.

With a rather disturbing announcement from the higher-ups, several students found themselves among a troop of trainees that had to have their plans realigned.

After 103 years of military training which led to the commissioning of over 3000 second lieutenants, OBU's unit of the U.S. Army Reserve Officers Training Corps (ROTC) came to an abrupt end. The Pentagon announced in July that this unit along with four other Arkansas units and 45 units in 26 other states would close after the 1990-91 academic year. The closure was made to cut back on costs and the number of newly commissioned officers.

ROTC was a program that provided college students with training in areas of army concentration. Those involved received leadership preparation while enhancing their individual performance. After such training, students could go straight into active duty or they could stay in the reserves.

Lt. Col. Bill McCrary, professor of military science, said the Army's decision for closure was based on a unit's "viability," which meant that each program had met a congressionally mandated minimum of 15 new officers per school year. For the past eight years, he said, OBU's program produced an average of 13 commissionees.

"The cadets we have commissioned have always been of high academic quality," he said, "but general quality was not enough to override the numbers aspect of viability."

Nine cadets were commissioned this year. Because of the small numbers, Ouachita and Henderson did much of their training together, including a joint Ranger Challenge team. Ranger Challenge was a field competition involving basic patrolling skills.

Although Ouachita appealed the decision through members of the Arkansas congressional delegation, students prepared themselves for what was to come. Cadets in their first two years of training resolved themselves to the fact that they would have to finish their requirements by commuting or transferring to the University of Arkansas at Little Rock. Those who had begun their third year of training in the fall compressed their last two years of classes into one year. This meant they took six hours of classes each semester, plus labs and other activities. However, cadets in their last year were not affected.

After 103 years and in the midst of war in the Persian Gulf, OBU had to say goodbye to a strong tradition. To many, the death of the ROTC unit seemed pointless, but others felt its time had come.

•Steven Brawner & Michael Shipman



•Chris Ocken





◀ Steve Brawner and Jennie Barker visit with Captain Brannon. Most students were sad to see the program end.



•Chris Ocken

“Our ROTC program is too important to the institution to give it up without a fight. I remain hopeful the Army will reconsider its decision.”

•Chris Ocken



•Chris Ocken

◀ ROTC students hide in the woods on one of their Ranger Challenges. This was the last time for these such exercises.

▲ Jeff Morrow gets his medals at the ROTC commissioning ceremony. He will be one of the last ones to have this opportunity.



•Chris Ocken

▲ Former ROTC members such as B.W. Sanders visit at the banquet. It was a time to remember the good old days.

Dr. Ben Elrod



A WORLD of ITS OWN

Those who were in the home ec department were about the only ones who knew a whole lot about what went on in their house.

"Home Economics is a unique profession in that it integrates knowledge from all the basic disciplines--sciences, humanities, and arts--and applies this knowledge toward a common goal--to improve the quality of life for every person with special emphasis on the Christian family unit," the *Ouachita Baptist University General Catalog 1990-91*.

There were three different degrees offered in the field of home economics--a Bachelor of Science in Education, a Bachelor of Science, and a Bachelor of Arts. Course subjects that were required of students pursuing one of these degrees ranged from constructing clothes, to nutrition and physical fitness, to family relationships, to institutional organization and management. For a B.S.E. or a B.S. in home economics, other courses in art, chemistry, biology, science, English, computer science, economics, math, business administration, psychology, sociology, and education along with the regular requirements were mandatory. So it wasn't just cooking and sewing.

Freshman Tiffany West, who was working toward a B.S.E. in home economics said that her high school home ec teacher was young so she

made the class fun and interesting. This helped West in her decision about a major in home economics. Another reason she chose this major was "so I can be a better wife and mother." West worked in the home ec house and she said that her favorite part of the department was the food and clothing part. The thing that she liked least about the requirements for the degree was the chemistry requirement, and it wasn't that she disliked it, it was only difficult.

On the other hand, junior Lori McClain, who was working toward a B.A., disliked the courses in clothing. Her favorite courses were in home interior decorating. With her degree, she planned to become a home interior decorator.

Angie Dodd, a freshman dietetics major, said that her reason for pursuing a degree in home economics was "I enjoy it!" After she obtained her B.S., Dodd planned to work in a clinic with anemic and bulimic patients. Dodd stated, "So far I haven't come across anything I don't like, but I'm not very far into it."

One doesn't hear too much about the home ec department around here, but it sounds like there's a lot to be heard.



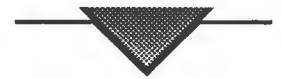


▼ Home ec students enjoy the fruits of their labors. Part of being a good cook was being a hostess as well.



“I enjoy it! So far I haven't found anything I don't like.”

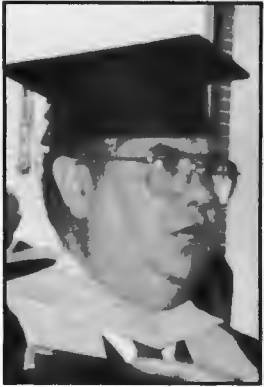
Angie Dodd



▲ The Home ec house was designed with studies in mind. Everything found in a normal house was there for the students to use.

◀ Gayla Graves prepares a meal in the home ec house for the other people in her class. Home ec was more than cooking and sewing for those who were involved.

▼ Dr. Root visits with the graduates after the ceremony which was conducted in Mabee Recital Hall.



“The final ceremony was very touching and extremely emotional. The emotional ties were strong among the students--and the faculty.”



▲ Jennifer Johnson celebrates after receiving her MSE in elementary education at the spring graduation of the grad students. She was from Little Rock.

▶ Dr. Ben Elrod and Dr. Paul Root lead the ceremony at the last graduation for grad students. The program was to be discontinued.





THE LAST *of* ITS KIND

Ouachita had decided to focus on undergraduate studies, so the graduate program had to go. The last of the students graduated in a very emotional ceremony.

Diverse people met, worked and shared when they came together to get an education. International ties sent Americans abroad while students from foreign lands arrived in Arkadelphia. Students were exposed to a variety of concepts through the general education program. Guest speakers, special performances, and unique seminars provided additional opportunities for students to further their educational pursuits. When the graduate school announced its plan to close, many people felt that an important part of the Ouachita experience was dying.

The decision was not made easily. The graduate school's records indicated that about 1,200 people had earned a substantial number of hours of credit; therefore, the department could not close its doors immediately. After sending letters to these various individuals, only about 100 candidates indicated that they wanted to finish their program before the graduate school closed.

By the end of the 1991 spring semester, approximately 54 students graduated from the program. A special ceremony during August recognized an additional seventeen graduates as the final graduates of the OBU graduate school.

Dr. Paul Root, who accepted

the position of Acting Dean of the Graduate School, said, "The final ceremony was very touching and extremely emotional. The emotional ties were strong among the students—and the faculty."

Was it the right decision? Many seemed to agree that the decision freed the instructors to concentrate on the needs of the undergraduate program. The education department needed additional time to prepare for upcoming inspections. This renewed focus on the undergraduate program allowed the faculty to work together more productively.

Dr. Charles Chambliss, former dean of the graduate school, said, "I enjoyed working with those students; they are some of Arkansas' finest. Our graduate school served a valuable purpose, but I felt that we made the right move."

Those involved with the program agreed that it was atypical; it served the specific needs of students during its time. Closing the school was not a sign of weakness. It was a demonstration of maturity, strength and concern. After all, the education department was given more time to concentrate on meeting the needs of the undergraduate students exclusively.

•Jeremy Bell



“Working for Dr. Nix helped me to learn things that being in a classroom wouldn't teach me.”



•Joe Cathy

▲ A big help in doing research papers and class projects is the Infotrac computer and microfilm machine. Nancy Cathy and Clifford Lestor take advantage of these resources.

▶ Countless hours were spent in the library by both OBU and HSU students. The two schools had a cooperative relationship so both libraries benefitted students from both schools.





◀ In a psychology "meeting of the minds," Dalynne Reed and Rob Crouch portray Mary W. Calkins and Wolfgang Kohler.

MAKING *the* GRADES

Students that participated in research projects discovered that there was a new twist in learning and a new way to make it stick.

Research projects were conducted in various departments to further the learning of students.

They ranged from getting out and getting experience to writing detailed research papers.

The science department was very active in providing opportunities for students to participate in different projects that applied to their fields of study.

One case in point was Dr. Nix's program of water research where he employed students to help him test different bodies of water for the Corps of Engineers.

"Being exposed to different procedures and working with different equipment makes learning in my science classes a lot easier," said Greg Kendrick.

In this case, Dr. Nix killed two birds with one stone--he got something accomplished that would have otherwise taken longer if he hadn't

had the students help. Also, his students were given the opportunity back up their knowledge with hands on experience in something they were really interested in.

Other departments used this technique to enhance learning as well.

In the psychology department, psychology majors dressed up like old people and took to the streets.

This made many of them realize what it must be like to be an old person.

Laurie Morgan wore glasses that were the wrong prescription for her eyes so that she wouldn't be able to see well. Her mother led her around in the mall.

She said, "I could tell people were looking at me, but I couldn't really see them."

Students benefited from the different projects that the departments offered. Research projects seemed to make it stick. •Kim Hare



•Joe Cathy

•Chris Ocken