

ACADEMICS

A university degree was, of course, the goal of each student. But earning a diploma came to mean just that — earning it. Finals demanded attention, blow-off classes were non-existent and a liberal arts program insured graduating students a broad ground of knowledge.



GRADUATION. What seemed a long four years suddenly turns into that short time at college. — photo by Aaron Lynn

ADDED VARIETY. Classroom lectures - discussions were not always presented in a dull "spoon-fed" approach inside a four-wall room. As an extra dimension for his advertising class, Dr. Downs moves his discussion outdoors on the lawn. — photo by Ken Shaddox

DIRECTOR. Ban leader, Marvin Lawson pauses briefly during a practice with the players. — photo by Aaron Lynn



Traditionally it was thought of as an end, but to the graduating seniors, commencement was

Only the Beginning

by Dena White and Phylisa Carruth

May eighth was a warm day, something "like sunbathing at Lake DeGray in July, but with a heavy black robe on." They, those 290 seniors, responded to this occasion, their commencement, with a mixture of dignity and non-chalance.

A crowd of 3000 — anxious mothers, proud fathers, friends, alumni — shaded their eyes, using programs, from an unyielding sun as they peered toward the

speaker's podium, straining to hear the words of Dr. Grant, class president Mike Hart, representative Jay Shell and faculty speaker Mr. Randall O'Brien — sophomore professor, instructor in religion, pastor of DeGray Baptist, "Kay's husband", and "Alyson's father".

Mr. President, distinguished guests, esteemed colleagues, families, friends and graduating seniors ...

It could have been any other year, any other graduating class. But it wasn't. It was A. U.

Williams Field. It was Elijah Wanje from Kenya, Africa. It was Robert E. Hall from Ward. It was Julia Meador from Arkadelphia.

Our president, Dr. Grant —
Is able to leap tall buildings in a single bound. Is more powerful than a locomotive. Is faster than a speeding bullet. Walks on water. Gives policies to God ...

Laughter moved through the crowd releasing the day's tensions.

... But what about day when suddenly find ourselves out of school and struggling to cope with the ever-changing demands of every day?

Undoubtedly, there's a thought through someone's mind of packing, Mom, Dad, sticky, sweltering weather, the 'Nestea plus' job he had or didn't have.

... Graduating seniors the morning of your ends in 15 to 30 minutes. By Monday morning you will be somewhere



HEAT OF THE MOMENT. Heavy black robes, crowded bleachers and high temperatures momentarily dull excitement over the coveted diplomas. — photo by Aaron Lynn



HO-HUM. For some of the crowd, it is another long day as they watch another graduating class pass before them. — photo by Aaron Lynn

IN TEARS. Diploma in hand, Rita Sutterfield releases her emotions after commencement. — Photo by Ken Shaddox



top. Tomorrow you
I know. But the ques-
n will then be, 'Is it
rth it? Do I want to
y that price? ...

shuffling of feet and
ng momentarily halted.
ords of the speech were a
By Monday morning they
be somewhere else. They
be something else.

You are the genera-
n of the two-career
usehold. The stress will
doubled. You are a
rt of the New American
ontier ... The year is
82, May 8, and what do
ee? A graduating class.
y models ... for which
long I have searched.
ank you.



KEEP IT LIGHT. Faculty
Randall O'Brien said, "I
o myself and invited the
ng class to eavesdrop." —
y Aaron Lynn

WELL HUG. After "grow-
together at Ouachita, Joy
and Donna McKenzie give
at good-bye hug to Cyndi
Meador. — photo by Aaron



Red tape, registration, long lines and empty bookshelves left students asking,

“What Next?”

by Shann Nobles

This is it. This is the big “jungle” Dr. Downs was telling me about. It’s not as bad as some people say, though. I’ve talked to all my friends that have already gone through it, and they told me it was a breeze. I mean, how hard can it be? All I’ve got to do is walk through the line. The people at the tables will tell me everything I need to know. Well, here I go!

“Here take this card.”
 “What for?”
 “Just take it. You’ll need it later down the line.”
 “Okay.”
 “Here, take this card.”
 “What’s this one for?”
 “I don’t know. I just pass out cards.”
 “But . . .”
 “Hello, I need your I.D. number, please.”
 “15088.”
 “Okay, your name isn’t Robert Nelson, is it?”
 “No, not quite, My name is Shann Nobles.”

“Oh. Well are you sure that’s the right I.D. number?”
 “I’m positive. It’s the number that was in the letter I got before I came to school. Why don’t you try 15078? That’s what was on my temporary meal ticket.”
 “All right. Ah, here it is!”
 “Here what is?”
 “Your computer print-out sheet of your classes.”
 “But this sheet’s blank!”
 “Sorry, I just give out sheets. You’ll have to get somebody else to help you. Try your advisor. Next!”
 “I will remain calm. I will not

get excited. I’ll just ask my advisor.”
 “Hello Mr. Buckelew.”
 “Come in! How are you?”
 “I’m all right I guess. I’m having a bit of trouble with registration.”
 “What seems to be the problem?”
 “Well, there aren’t any more on my computer print-out.”
 “Have you got a schedule the way you want your classes?”
 “Yes, sir.”
 “Let me sign it and I’ll get it back over to the cashier.”
 “That’s it?”



COMPUTER REGISTRATION. The computers added to registration simplify it by storing class schedules and students’ financial status. Gay Anthony listens while Mary Holiman and Wilma Maddox explains the final details of registration. — photo by Ken Shaddox

At the end of the line

by Dena White

“Nine Faulkner novels?”
 “Twenty-seven dollars for a physical science book?”
 “Sold out! It can’t be. I’ve got homework due Monday.”
 Locating a text in the bookstore was a simple enough task, supposing a teacher had properly estimated the size of his class and accordingly ordered enough books. One could even swallow the prices after the initial shock.
 It was that line.
 One look at the line of bedraggled students which curved its way from the cash registers around the back of the bookstore (and sometimes almost back around to the cash registers) was enough to make even the most resolute Scarlett O’Hara say, “I’ll think about it tomorrow.”
 The line began in earnest on Thursday, the first day of classes. It was even worse on Friday when students who had just been to class KNEW they had to get books to complete assignments before Monday. Even with two cash registers the line inched its way along and never totally disappeared until the middle of the following week.
 “It was frustrating,” Sonja Ollnesmith said “I waited in line longer for books than I did in registration. It was aggravating. There’s got to be a better way.”
 “We could try adding more cashiers and cash registers, but where would we put them?” bookstore manager Evalyn Cowart questioned. “It’s not just a problem of money — we could rent extra cash registers for just that time; it’s a problem of space.” It was a concern, she said, that she had discussed with the administration.
 Meanwhile, back in the line at the bookstore, students were waiting in line, glazed looks on their faces, glancing at their watches, wondering if they would get out in time for their next class. “Nothing, NOTHING can describe that feeling when, after waiting in line an hour and ten minutes, I discovered I’d run out of checks,” Phylisa Carruth remembered.



BOOK BUYING. Benji Post and Trey Berry shell out the cash for new textbooks in the bookstore. — photo by Ken Shaddox



right.
 up a minute, miss."
 are you?"
 you going to the computer
 won't take your classes
 They have to be on the
 print-out sheet."
 it. I knew something
 go wrong."
 you want to sit down? You
 pale."
 I do not want to sit down.
 get my classes, I want
 of here, and I WANT
 BRYAN?"
 I going to do? There's
 He said if I needed
 anything to let him
 would sure use some now.
 Down. Could you please
 What's the matter?"
 having an awful

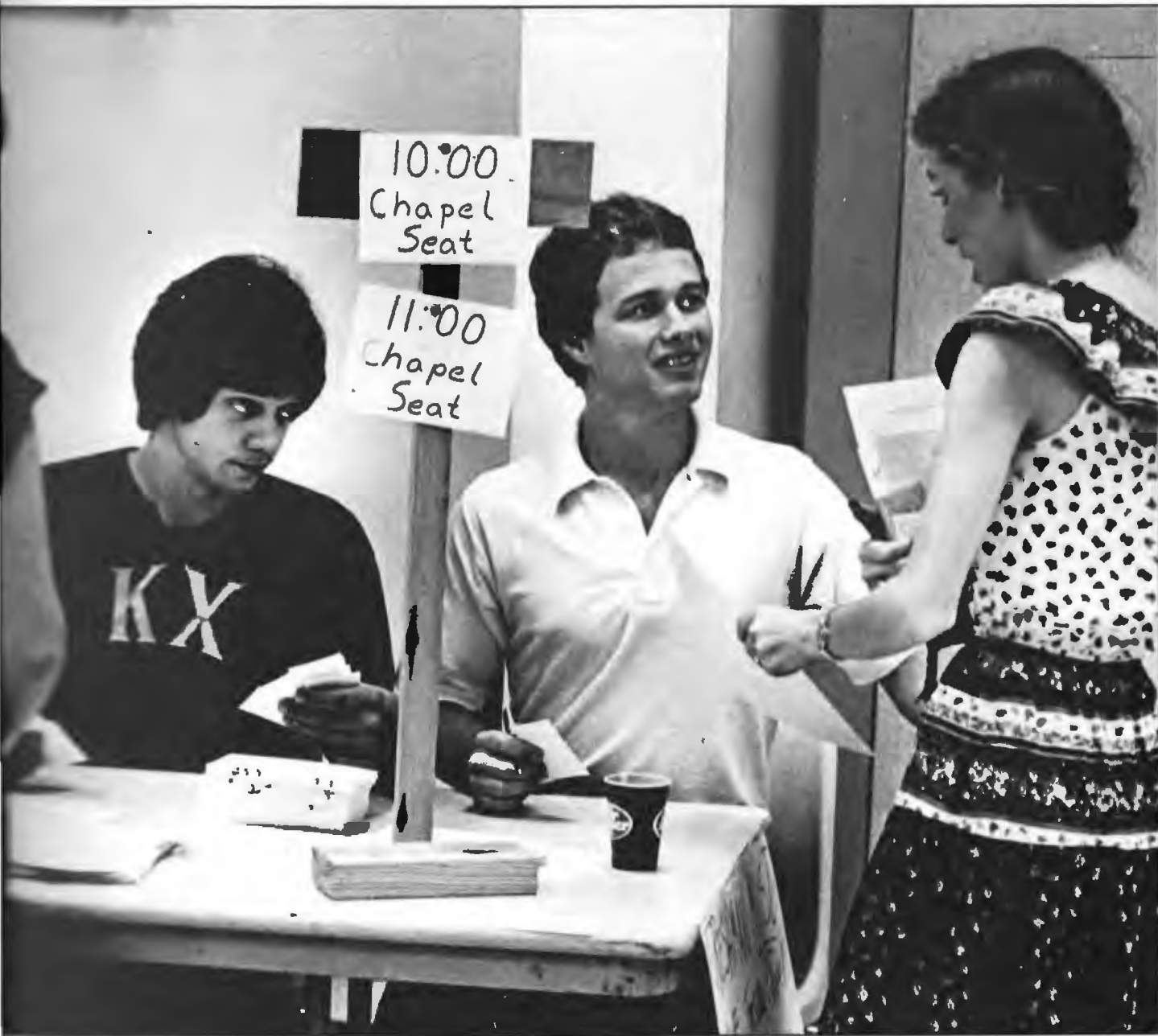
my computer print-out sheet,
 they won't take them listed on
 this sheet, and I don't know what
 to do."
 "How about if I list the classes
 you want on the computer
 print-out sheet you got? I'll sign
 it, and we can take it to the
 computer room."
 "Thanks a lot Dr. Downs."
 "It's okay. Just don't worry.
 We'll get everything straightened
 out. I'll just give this to the
 computer and we'll see how this
 works out."
 "Well?"
 "Four out of seven of your
 classes are closed."
 "Four out of seven?! I can't
 believe this is happening to me."
 "Now, now. Don't get all upset.
 We'll work it out. Let's go see Mr.
 Arrington."
 "Hello there!"
 "Hi. We're having a little bit

"Well, we've just put it in the
 computer and four of Shann's
 classes are closed."
 "Okay, let's see what I can do
 with it. I'll just put it in here,
 punch in 'override', and that's it!
 Now, take it back over to the
 computer and they'll finish it up
 for you."
 "Looks like we're almost
 through Shann."
 "That's fine with me. I'm ready
 to get out of this place."
 "Hello again. Mr. Arrington
 told us to give this to you."
 "All right. Let me put it in the
 computer and ... okay, you're all
 set to go!"
 "All set to go? I don't believe
 it. After an hour and a half I'm
 finally 'all set to go'. I think I'm
 going to faint. But what about
 these cards?"

closed
 classes. Dr. Randy Smith assists
 Robin Harwell in choosing alterna-
 tives to meet degree requirements.
 — photo by Ken Shaddox



CHAPEL CHOOSING. Chapel seating assignments was one of the stops in the registration line. Carol Reynolds waits for Phil Cushman to sign her chapel card while Bryan Bullington advises Becky Gardner which chapel time would be best. — photo by David Nash



BUSINESS AS USUAL.
phone conversation with
of the administration em
Turner to stay well-info
school news. — photo
Nash.



*Improving academic excellence and maintain-
ing Christian emphasis was Dean Turner's*

Two-fold Commitment

by Terry Melson

His title was Dean of Academic Affairs. But he was more than academic. His friendly attitude and Christian outlook brought him respect as a friend — not just as an administrator.

"Dr. Tom Turner is an outstanding scholar and an excellent administrator and a first class human being," said Dr. Vester Wolber, who was head of the religion department. Dr. Turner replaced Dr. Carl Goodson after Goodson's resignation the previous school year.

Before Dean Turner became interested in administration, he headed the physics department at Wake Forest University in North Carolina. Later, while he was working with the Southern Association Accreditation Program, the President of Stetson University in Florida was present at a committee meeting.

"He asked me to accept the position of Chief Executive of

Academic Affairs at Stetson. After much prayer and thought, I decided to take the job," said Dr. Turner.

After two years at Stetson he was asked to join the administrative staff at Ouachita. His first reaction was not to go but after reconsidering and praying about it, he decided that it was the Lord's will for his life. He then put in his application for the position and was chosen from approximately 90 applicants.

"The position he fills is a critical one at Ouachita. His two-fold commitment to academic and Christian excellence was primarily why he was hired," stated President Daniel Grant.

In July, Dr. Turner packed his possessions, familiar life style and family then began his journey to Arkadelphia. He had never been to Arkansas before but said that it reminded him a lot of his old home in North Carolina. Because he was busy making plans for the new school year, Dean Turner did not have much time to get to know

his surroundings.

"I sense more of what I am looking for in terms of Christian commitment here," says Dean Turner, who played a major part in making the registration process run more smoothly. He met with all the departmental chairmen and discussed various ways to make improvements on some of the problems of previous years.

"This has been the best registration I've been through," said Student Senate President Taylor King. "I think his programs and ideas will be beneficial to all students. Dean Turner stresses the dual importance of Christian and academically focused courses and is committed to maintaining the standards always associated with Ouachita."

At the beginning of the year, Dr. Turner set a goal to make improvements to help meet future needs. In making all decisions he tried to follow his philosophy in life which was, "to be obedient and live life to its fullest and have a good time." (U)

SPORTSMANSHIP. *Applauding to express their approval, Dean Turner, his wife Marie and Mrs. Daniel Grant enjoy the Ouachita-Texas Lutheran game. The Tigers come out on top 27-16. — photo by David Nash.*





DESSERT TIME. *The Turner family enjoys a meal together after a long day at school and work. David, their son attended Arkadelphia Junior High. — photo by David Nash.*

PEDDLER. *An every day occurrence, Dean Turner finds a more advantageous way to school. "I ride my bicycle to school each day for the exercise," explained Dr. Turner. — photo by Davis Nash.*





WARM-UPS. Amy Byrum begins 30 minutes of exercises at the Hourglass with stretching motions. — photo by Ken Shaddox

“Stretch, 2, 3, 4 . . . !”

by Shann Nobles

A growing interest in aerobics within the past few years spurred a new awareness of physical fitness. The popularity of aerobics stemmed from the fact that it was not limited by age, sex, or to those skilled in the art of dance.

For the second year the Hourglass Exercise and Fitness Center offered an option to students who had formerly chosen from the traditional physical education courses.

“The owner of the Hourglass, Mrs. Margaret Carnahan, talked to us about the possibility of starting a program,” said Coach Bob Gravett, “in which students could acquire P.E. activity credits by taking classes at the Hourglass.” A prerequisite for beginning this new program was that the time spent in classes had to equal that for a credit.

Although a fee of \$40 per semester was required, students, especially females, readily signed up for the course. Coach Gravett said that although the classes were open to males they were probably reluctant to sign up.

Deanette Ashabraner, who was enrolled in the program during summer school said, “I took the course because of the credit but the main reason was for the exercise.

Mrs. Carnahan attributed the popularity to the hourly group exercise sessions. These sessions included warm-up exercises, stretching exercises geared to loosen up all parts of the body, a two-to-five-minute relaxing period and a cool down.

“After the HPER building is completed,” said Coach Gravett, “we will have the facilities to begin something similar to what the Hourglass has. However, we will still offer classes at the Hourglass for people who prefer that type of atmosphere.”

OUT



MEASURING PROGRESS. Mrs. Margaret Carnahan checks the progress of one of her students. — photo by Ken Shaddox

BUILDING MUSCLE TONE. Weight machines at the Hourglass provide Cheryl Clem with extra possibilities for physical fitness. — photo by Ken Shaddox



with high school behind them, students anticipated college level studies filled with specialized training. But soon students realized that the days of studying simple readin', writin' and 'rithmetic were not yet gone when General Education courses brought them

Back to Basics

by John Moore

English, Mathematics and Science have always been thought of as school subjects mostly associated with the ever so long 12 years before advanced college level studies. But good ol' basic readin', writin' and 'rithmetic courses continued to try students' patience as they fulfilled General Education requirements.

"There's always been a bit of a problem with students' attitude toward General Education courses," revealed Dr. Jim Berry-

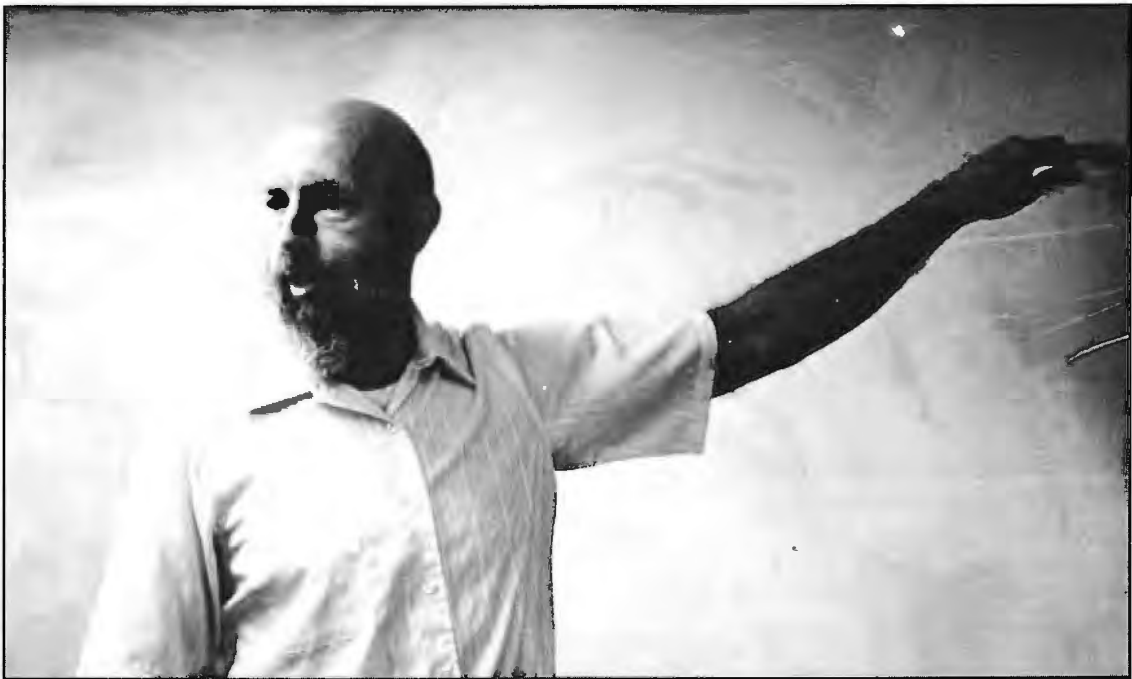
man, Chairman of the Department of General Education. "They don't like being told that they absolutely must have a certain course to graduate, yet they don't raise any fuss about the requirement of core subjects."

In the school of Arts and Sciences, students were required to endure 48 hours of General Education courses such as Applied or Fundamental Mathematics, Basic English and Life and Physical Science. After they had completed a total of 128 credit hours and received degrees, few students voiced negative feedback.

"Most students come out with a positive attitude toward Gener-

al Education," Dr. Berryman pointed out. "I've had former students write to me five years or more after they graduate and explain how glad they were to take such valuable courses. Some say that they use skills gained in General Education much more than those gained in core subjects."

Though while taking General Education courses students complained of useless repetition of studies grinded out in high school, they later appreciated receiving experience designed to combat the problems and meet the basic needs common to all career seekers.



REGISTRATION HASSLES. Howard Cannon discusses the possibility of adding an extra course to his class schedule with a faculty member during registration. Some students dislike General Education courses and prefer more hours of specialized instruction. — photo by Ken Shad-dox.

INSTRUCTOR. General psychology teacher Dr. Ken Locke lectures to students who often opt to transfer General Psychology as their three hour Behavioral Science requirement in the General Education department. — photo by Tracy Meredith

From the ESC bridge to the laundry room of Flippen-Perrin dormitory, students found their own

Area of Concentration

by Beth Morehart

Quiet hours had been in effect since nine o'clock but most campus dorms were far from silent. Lyrics from John Cougar's top hit "Jack and Diane" were heard in Daniel South, while the theme song from "The Tonight Show" blared from suites in Francis-Crawford West. Students soon learned that, although dormitory rooms were provided with desks, they were not the best place to concentrate.

In September a chapel announcement that classrooms in Terrell-Morre would be left open at night was greeted with enthusiasm. The building offered students a place to retreat from

dorm noise and activity.

"I went to Terrell-Morre to study because it was quiet," said Lance Ogle. "Plus, people weren't coming in and out like they did at the library."

One room in Evans Student Center was reserved especially for studying. Referred to as the "Fish Bowl" because of its glass walls, the formal lounge had an added advantage — the Tiger Grill was on the same level of the student center. A soft drink and fries from the snack bar gave students a break from lessons.

The relaxed atmosphere of the third level bridge caused it to be another popular studying place.

When cracking the books meant staying up until the early hours of the morning, students

looked for solitude in uncommon locations.

"When I had to stay up late to study, the light bothered my roommate," said Greg Davis. "So I'd take my books to the little room off from our lobby in Daniel. Sometimes that wasn't a good place to concentrate, though, because people were always watching TV."

The fact that the girls had a curfew caused them to search for a quiet atmosphere somewhere in the dorm for late-night studying.

"I usually study in our restroom," said Kristi White. "I take my pillow and sit against the door. Once I even typed a term paper for political science in the restroom."

Other students resorted to the

laundry room, stairwells phone booths for places studying atmosphere.

"I always take my book laundry room," said Nail us. "Although the wash chins make a lot of noise study better there because myself. Plus I can do my at the same time."

Finding a place to sit sometimes a difficult task most courses required to be spent outside of class on assignments or prep exams. Throughout the students were found doing research, working or reviewing notes in these locations as well as in unique settings.





...through with the help of a soft drink. — photo by Tracy Merideth

SOMBER ATMOSPHERE. The quietness of the bridge invokes a relaxed mood for Bill Izard and Nancy Watson. As Bill continues diligently through his assignment, Nancy pauses for a few minutes of rest. — photo by Ken Shaddox



EXTENDED REPORTS. Lynn Lisk's room in Daniel dormitory provides him with a comfortable setting to review the final draft of a research paper. — photo by Aaron Lynn

SHADOWED STUDIES. A desk lamp is a necessity for every dorm room. Alan Brown's fall semester classes require late hours of study and concentration. — photo by Ken Shaddox

College Work/Study positions on campus offered eligible students

Practical Practice

by Damona Robbins

One of the most petrifying questions in a job interview or on a job application was the infamous, "Do you have any experience?" Then came the dilemma of, "How can I get any experience unless I start somewhere?"

Well, for a number of students, College Work/Study jobs provided experience which would enable them to answer "yes" or at least "some" to the experience question.

A CWS job within the student's major field of interest aided his grasp of knowledge in the area he might someday be employed.

"My work/study job is the first job I've ever had," said Susan Parham, a senior elementary education and library science major. "I've learned practical skills working in the library that I will be doing if I get a job in that field."

Gene Whisenhunt, a senior accounting major, said that through his work/study job he had learned to apply theories studied in class. "You know the material even better, and you're

more prepared technically," explained.

"I've probably learned more from my job with the News Bulletin than I ever could have in class," said Vicki Taylor, a senior communications major.

Not only did a student learn practical skills in his field, but he also learned responsibility. "My work/study job has disciplined me in the working field," Susan Parham added that her job had taught her about promptness and meeting expectations.

Beverly Triplet, a senior in administration and office management, said that her work/study job had taught her about promptness and meeting expectations.



ACCURATE ALIGNMENT. Getting letters in exactly the right places is just one of the jobs that Tammy Watson performs while working in the print shop. — photo by Phylisa Carruth



work toward my vocation. I wish everyone could be placed at a job in his field."

Gene said that his supervisor, Mrs. Wright, helped to motivate him. "She's helping me face a challenge and to prepare me. She has a professional attitude, and that rubs off on you."

"Since my major is communications my job as a writer at the News Bureau will help me in endless ways when I graduate," said Vicki. "I don't know if that's exactly what I'll be doing, but at least I'll know how to write and manage my time."



ology major said everything she had learned in her job she would be able to use in therapy. "Being around the people in your field is great and it makes work better and learning, too," she added.

The students who had work/study jobs in their major fields felt that those jobs helped them in their classes and prepared them for the job market ahead. It even made those who were nearing the job market a little excited about not going into it totally blind.

"I have so many benefits over those who don't work," Carla continued. "I'm very lucky to

major said that her work on CWS had taught her to be better organized and to deal with others.

"You've never worked in an office before, so you are so much more nervous when you finally get a real job atmosphere," said Mike Rowe, a junior, about the nature of his work/study job in the accounting department. He said to say that his working

Mrs. Betty McGhee had helped him to become very careful about once in the business world. He would feel better about it.

Turner, a speech path-



COMPLICATED COPY. Sophomore Deanette Ashabraner ponders what to write next in a release for the News Bureau. — photo by Phylisa Carruth

READING PAGES. Sophomore Bailey scans news articles for errors before they are printed. — photo by Phylisa Carruth

BUSINESS AS USUAL. Working in the accounting department proved to be good experience for Mike Treadway, a junior accounting major. — photo by Phylisa Carruth

Those endless hours of lab — just taking care of business meant

Working Overtime

by Dena White

There came a time in most every student's life when he found himself enrolled in a class that required some additional classroom or laboratory hours above and beyond the number of hours credit received.

The school catalog clearly defined the credit hour as "one fifty-minute recitation or its equivalent per week for one semester." It further stated that two hours of lab were required to equal one recitation period and that "one recitation period per week presumes that the student must spend two additional hours for preparation."

Applying this mythical formula to the non-existent, no-frills (sans movies, concerts, special events) week, Monday through Saturday, the presumption that students actually spent two additional hours per one-hour class period studying was, indeed, just that — a presumption.

Taking those six days (144 hours), less eight hours of sleep each night, left 96 hours:

- 144 hours, Mon. - Sat.
- 48 hours, sleep
- 16 hours, classroom
- 32 hours, preparation
- 6 hours, lab
- 11 hours, work-study
- 15 hours, eating and waiting in lines
- 9 hours, showering, brushing teeth, rolling hair, deciding what to wear, getting dressed.
- 1½ hours, Wed. night church
- ½ hour chapel

- 4 hours, social life (dare we say date?)
- 3 hours, hobbies and leisure
- 2 hours, oversleeping
- 3 hours, watching television (evening news)
- 3 hours, social clubs and service or academic organizations (meetings only since this a no-frills week)
- 10 hours, spare time

Well, needless to say, something suffered, and it wasn't lab hours. Since there was normally a set meeting time, a lab assistant to check role and testing over lab

"I spend half my life in lab or preparing for lab."

material, lab figured prominently in determining the course grade.

Science majors literally reeked of lab and Moses Provine. Nearly all science courses required from two to six hours of labs weekly in addition to the two to three hours of lecture. (Hibernation might have been a more appropriate description.) Bio and chem majors entered Moses at the beginning of the semester and emerged now

continued

LITTLE-KNOWN FACT. Home economics isn't all cooking and sewing. In General and Organic Chemistry lab — a requirement for all home ec. majors — Laura Grisham experiments with a bunsen burner. — photo by Tracy Meredith





A Family Tradition

by Dena White


"It's almost like a family tradition now," said Bonnie Pinkston, speaking of her job as lab assistant to Dr. Jack Estes, professor of French.

When Bonnie took the job she became the third child of Ed and Greta Pinkston, former Ouachita students, to work as his lab assistant.

Having grown up as children of missionaries in Ivory Coast, West Africa, where French is a major language, the Pinkstons were ideally suited to be lab instructors, a job which required fluency in the language.

David, Bonnie's older brother and a 1979 Ouachita graduate, was the first in the succession of Pinkstons to conduct the labs. "David recorded some of the language tapes we use in lab, and he's responsible for the graffiti on the teacher's desk," Bonnie laughed.

Debble, a French and art major, was next in line. She, like Bonnie, followed in her brother's footsteps as lab assistant.

And Ouachita hadn't seen the last of the Pinkstons. Family tradition and a good program for missionary kids would also bring Bonnie's younger brother, Robert, to Ouachita in the fall of 1988 according to Bonnie, and Danny, as well. "It will be a while before Danny gets here, though," Bonnie said, "He's only in fourth grade." 



SPEAKING IN TONGUES. To professor Jack Estes and his lab assistant Bonnie Pinkston French is second nature, but to most first-year students learning the language is an uphill struggle. The electronic language lab is designed to help the students in aural comprehension. — photo by David Nash

RESEARCHING FOR RESULTS. Micro-biology, a four-hour course, requires three hours of lab weekly in addition to the three hours of lectures. Sophomore biology student Leanne Sandifur utilizes the microscope in her study of bacteria, viruses and diseases. — photo by David Nash

PARLEZ-VOUS FRANCAIS? In a French lab session, Gerald Harkins listens and responds to a foreign language tape. — photo by David Nash



Working Overtime (cont.)

and then smelling of formaldehyde (à la dead sharks) or various and sundry tortured chemicals.

"I spend half my life in lab or preparing for lab" Robin McAllister, a junior, described the life of a pre-med chemistry major. "I've not spent a semester yet without at least two labs. The maximum was 16 hours a week, not including additional study time I spent in lab," she added.

Mabee Fine Arts Center was to the music student what Moses Provine was to the science major. Although music courses normally didn't require labs as such, practice — hours and hours of it — was essential to keeping up with the demands put on music majors by the School of Music.

Art majors, too, saw a lot of Mabee. Additional time, beyond the allotted class periods was necessary to finish art projects. "All that time outside class isn't really required, but it demands it," explained Jim Clement, a

senior art major. "You can't finish a painting working two or three hours a week in class."

Students studying a foreign language — Spanish, French or Greek — found themselves twice weekly in the electronic language lab in the basement of Mitchell listening to foreign language tapes and speaking in unknown tongues.

Psychology students spent extra hours in the labs experimenting with the infamous "laboratory animals". Most became so attached to their animals that they even named them.

Home economics students prepared foods, sewed clothing and worked with children at the First Baptist Church Kinder-care program. It was also a little-known fact that all home ec. majors were required to take General and Organic Chemistry.

Hardly anyone was exempted from lab hours. Students in Word Processing spent one or two hours

a week outside class. Education majors in the Foundations of Education class spent two hours a week observing in the public schools. Stage Craft required an extra hour a week. History's pro-seminar courses required several hours each week in lab-type situations in addition to or in lieu of lecture.

Band students practiced at noon each day. Other music ensemble groups, like the Singing Men and Ouachita Singers also spent many hours in practice. Those students taking yearbook or newspaper praotlioum kept late hours at Flenniken trying to beat the eternal deadline — and nobody did it for the half-hour credit alone.

ARTIST AT WORK. *Creating a self-portrait bust from a lump of clay demands more than the allotted classtime. Cynthia Dixon uses a mirror to work on her project. — photo by Ken Shaddox*





LABORATORY ANIMALS. *Shaping operant behavior in "Jason" the rat is the goal of psychology majors Chuck Lewis and Rick Atkinson. Although the amount of time spent outside of class training the rats was a personal choice, Chuck and Rick spent evenings and nights preparing their rat for the first annual Rat Olympics. — photo by Ken Shaddox*

LITTLE CHILDREN *Twice each week students in Child Development spend an hour with children at the First Baptist Kinder-care program. Kelly Patterson uses an educational toy to entertain this little girl. — photo by David Nash*

Learning on Location

by Dena White

Studying history where it happened was the concept backing the summer pilot program, Folkways of the Arkansas Red River Region. For four weeks students lived, studied and worked at Old Washington Historic State Park, the Civil War capital of Arkansas.

After an on-campus orientation week taught by Dr. Ray Granade the course moved to Washington. Auditors and continuing education students joined the regulars, Sara Shell, Jason Anders, Jim Clement, Dena White and Nancy Palmer, for classes in the restored 1874 courthouse, both a tourist attraction and headquarters for the Southwest Arkansas Regional Archives (SARA).

Taught in weekly modular form, the course tied together Arkansas history, architecture, restoration, art, 19th century music and literature to create a better understanding of regional history. Lecturers included Arkansas' most knowledgeable authorities in these fields, including Ouachita's own faculty.

"This is how you should learn history," said Dr. Tom Greer, the program's co-director. "This course gives me the chance to see how several disciplines can be blended together to get an accurate picture of the culture of the area."

Everyday was like a field trip, with tours of the park's antebellum homes, a hike along the Old Southwest Trail, a visit to the Ka-do-ha Discovery near Murfreesboro, an inspection of the Arkansas Archeological Society's excavations in and near the town, explorations of southwest Arkansas' historic sites, and frequent picnics.

Jason lived in an upstairs apartment of the reconstructed Tavern Inn, which represented the inn visited by Albert Pike, Sam Houston and Davy Crockett. Dena and Sara lived with SARA director Mary Medearis across from an 1830's Greek Revival home built by a Jewish merchant and next door to the reconstructed blacksmith shop marking the site near where James Black forged the infamous Bowie knife. The other students commuted.

Students spent mornings in class, the format of which ranged from lectures to emulating handmade Caddo pottery on the courthouse lawn. Processing original documents dating from as early as 1819 and field trips filled afternoons and weekends. Jim, a studio art major, spent his afternoons sketching the town's historic homes.

Funding for the program came from the university and from student tuition and lab fees. The cost of the program was a barrier for some, and directors Greer and Lavell Cole and Mary Medearis received little compensation for their hours of work. In an effort to make the course financially feasible for more students, the directors of the program sought grant money. "We were about ready to give up the whole idea when we decided to apply for a grant from the Winthrop Rockefeller Foundation," Greer said. The result was a sizeable grant which would insure the continuance of the program in the summer of 1983.

SEEING ARKANSAS FIRST. A stop at the Little Missouri River near where De Soto's expedition may have crossed allows Folkways students Jason Anders and Sara Shell time to play. Excursions to historic sites in southwest Arkansas were frequent. — photo by Tom Greer



Classroom

by Dena White

The promise of something more than the normal fare of lectures, notes and quizzes made some classes more appealing than others.

Very often those classes were the first to close out during the course preference surveys. Naturally, physical education activity courses were popular, and it seemed that everyone wanted to take the same course at once.

Ouachita's liberal arts program encouraged taking classes outside one's major field. Students could even take a course pass-fail or audit if they didn't want to risk harming their grade point average. This was especially beneficial to students who wanted to take courses in the humanities, like art or drama.

Even within a student's major field some courses were more exciting than others. Feature Writing, Photography and Principles of Advertising took students out of the classroom and into the Arkadelphia community to find topics for articles, subjects for photographs or to design ad campaigns for local businesses.

Sociology students spent time at the Children's Colony. Historical Anthropology students attempted to locate old house sites with the use of legal land descriptions. The study of 19th century architecture and material culture aided their understanding of artifacts unearthed during the exoavation of a house site.

Almost every department in the school of arts and sciences offered Special Studies courses on demand. Students who wanted to

study a special topic for the semester could petition a professor to teach the class.

The Carl Goodson Honors Program offered seminars on specialized topics. The fall semester concentrated on Controversial Issues in Christianity and the spring on economics. Members could also pursue individual interests through directed and independent studies, guided by faculty members of their choice.

A summer school program. Folkways of the Arkansas Red River Region, took students where the history happened. For most of the five-week course, students studied at Old Washington, the Civil War capital of Arkansas.

Washington, D. C. was a far cry from Washington, Ark., but the concept was the same: if you can't bring the capital to the students, take the students to the capital. The Maddox Public Affairs Center absorbed all travel expenses for the weeklong Washington Seminar. Sixteen students accompanied Dr. Hal Bass, political science chairman, to Washington during the Christmas break to learn about Congressional leadership first-hand.

Another interterm course, Prisons, taught by Dr. Richard Mills, sociology chairman, also included travel, this time to federal and state penal institutions.

Being paid to learn was quite a turn-around. David Nash, a photographer for the Photo Lab was one student who planned to take advantage of the university's Cooperative Education program to receive credit for his summer internship at the Arkansas Gazette.

Learning didn't have to be dull. Sometimes, it was an adventure.

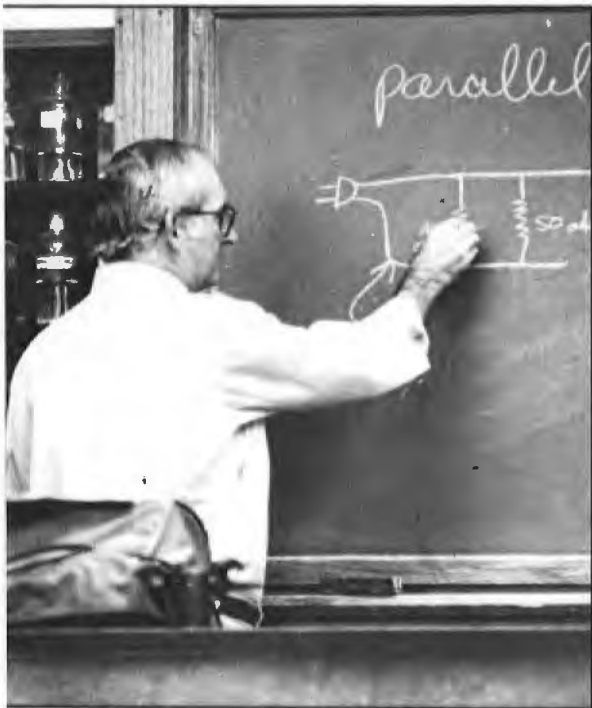


ABANDONED HOMESITE. *Historical Anthropology student Trey Berry and instructor Lavell Cole explore an abandoned but well preserved early Clark County homesite and its outbuildings. Students spent the latter part of the course excavating another site. — photo by Myra Conaway*



ANIMATED DISCUSSION Students enrolled in Dr. Granade's class were required to pay close attention in order to learn everything that made up American Civilization in one semester. — photo by David Nash

ONE MORE TIME! After a long explanation, some students still did not understand. It was back to the drawing board for Dr. Carnahan. — photo by Ken Shaddox



SCIENTIFIC DIAGRAM. Illustrations drawn by Dr. Nix ease the tensions of the students by helping them understand their assignments. — photo by Tracy Meredith



Rewarding Experience

by Robin Robbins and
Larenda Haynes

"This is a tough school," commented Jennifer Sevier, a sophomore. "I knew that when I came here, and I expected hard teachers. I'm paying for an education and I want a good one."

A teacher might have been considered hard because he was demanding, had high standards, gave tough tests, or maybe even just taught a complicated course.

Mrs. Betty McCommas, one of the so-called "tough" teachers, said she liked the image. "I seldom get a poor student," she said "or one that has not been warned that my class will be tough. I'm demanding but not unreasonable."

Mike Cameron, a freshman from Alma, Arkansas, commented "Mrs. McCommas is funny, she keeps your attention and makes her classes fun. I don't mind studying hard for a class I like."

Dr. Everett Slaven said that he was pleased to be considered

a hard teacher if that meant he had high expectations. "I want students to learn a lot as they grow," Dr. Slaven said. "I'm proud that students feel I'm tough. I want the students to see me as someone who will help them meet their goals."

One of Dr. Slaven's students, Jim Neal, said he'd heard of his reputation as a tough teacher before he took him. "I was reluctant at first, but it turned out to be a very rewarding experience."

Another teacher who was thought of as hard was Dr. Joe Nix, who stressed that much of the difficulty in the class was not the teacher but the course itself. If his students thought of him as demanding, he took it as a compliment. "I don't think I'm a hard teacher," he said. "It's important for students to learn to discipline themselves." Along with setting high standards came the responsibility to meet the needs of the students. "I am sympathetic to the needs of students and I don't mind calls at home. If someone needs help, I'll help them."

Jefferie Holder, a freshman from Hot Springs, commented, "Dr. Nix has a reputation for being uncaring, but I think that comes from people who have never had him."

Ms. Betty McGee was another teacher who was considered to be hard. She said that if expecting students to do their best was being tough then the label suited her. "I didn't learn much from my teachers who weren't very demanding," she said. "The teachers I remember the most are the ones I learned something from — the hard ones!"

Dr. Ray Granade commented, "The students say I am a difficult teacher because I am. I know it! Teachers must teach and must be accountable. We have to demand a lot from the students because if we don't the students will be lazy and won't do their share of the work."

"A teacher is only as tough as a student makes him," remarked Liz Neal. "I've found that if I study and listen, the class goes much easier."



STOP, LOOK, AND LISTEN! Students attentively listen to Dr. Jill McMillan as she emphasizes a certain matter. Dr. McMillan's speech class learned that listening was just as important as giving their speeches properly. — photo by David Nash

LENGTHY EXPLANATION. Long lectures were sometimes required by Mrs. McCommas to help the students understand their assignments. These sessions were kept interesting by her quick sense of humor. — photo by David Nash

Being a small private school didn't limit us from having outstanding professors who were

Big on Education

by Beth Laney

Being a campus that's located in Arkadelphia, Arkansas, with a population not exceeding 1,700 might make one wonder why any highly respected professor would want to teach here, especially if they've had offers to teach at larger universities. But they had their reasons.

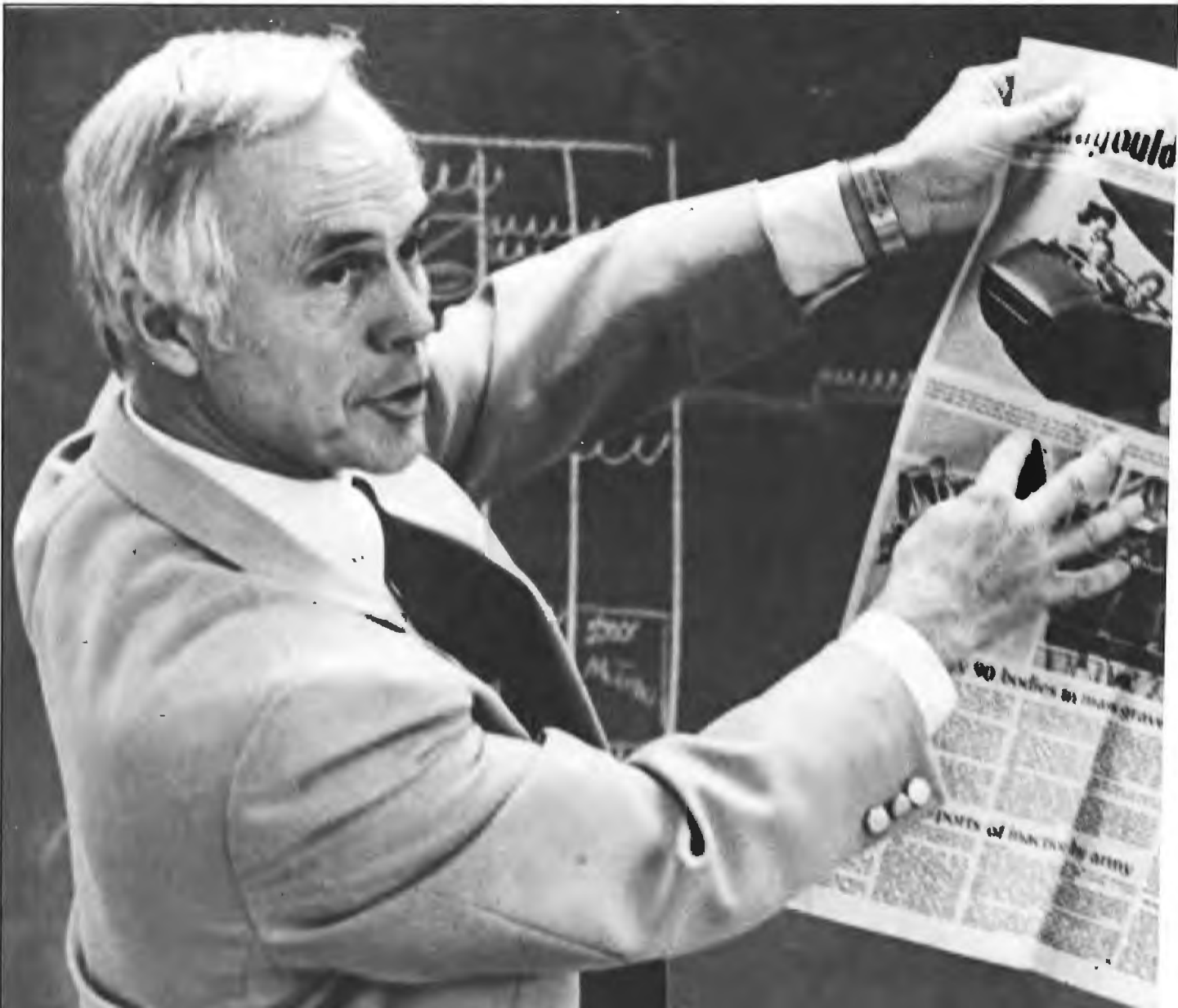
Dr. William D. Downs said that he's had so many other job offers that he couldn't even begin to count them. Dr. Downs was

chairman of the communications department and director of public relations. He has a BA and Masters in journalism and a PhD. He has been at Ouachita for sixteen years. Dr. Downs said, "I think Ouachita provides the kind of environment in which a professor, student, administrator or really any other employee can be just as confident as that person is capable of being. The small school atmosphere gives individual talent and ability a chance to emerge and be recognized."

"The bottom line for my being at OBU is my students!", said

Mrs. Margaret Wright, the accounting department. Before coming to teach here, she worked on the personal selling staff for H.L. Hunt Hunt Oil Co. in Dallas. The reason for her being here is because, "This university is much a part of my life. I received my undergraduate degree here, my husband has received his degrees from here, and my daughter will graduate here in two years."

She said she has very strong feelings for Christian education and finds her greatest impact on her student's



is very rewarding.

Frances McBeth, professor here and known around for some of his musical compositions found working at a university very rewarding especially as a writer. He would be saddled with a great amount of work and stress if I were at a larger school but here I've been able to do about twice as much as I have been able to in a school." Dr. McBeth was named the Howard Hanson at the Eastman School of Music and the Presley Award at the University. In

1975 he was appointed Composer Laureate of the State of Arkansas. He commented that as a conductor in the early part of his career being at a small school hurt him, but as a writer it has really helped.

Many other teachers here have excellent educational backgrounds and they all have their various reasons for being here, but many of them might have the same reasoning as Dr. McBeth, who said, "I have just as good of students here as I would at any other school, just on a smaller scale."



PIANO MUSIC. He not only instructed students at interpreting a piece of music, but Dr. McBeth also conducted and composed original works of his own. — photo by Tracy Meredith



IN THE NEWS. Newspaper layout and design was only one of the communication classes that Dr. Downs instructed. He was chairman of the communications department and director of public relations. — photo by Aaron Lynn

ACCOUNTED FOR. Projecting her notes on the overhead screen, Mrs. Margaret Wright lectured her accounting class. Mrs. Wright was head of the accounting department. — photo by Ken Shaddox



EARLY BIRDS. *Before an Intermediate Spanish exam, Dr. Johnny Wink, Rufus Herndon and Jay Curlin get together to study over an early morning breakfast at Granny's Pancake House. — photo by Aaron Lynn*

WHAT DOES THAT MEAN? *Watching television entails more than just relaxation for Japanese exchange student Hiroshi Korechicka. Hiroshi used his slang dictionary to interpret the programs. — photo by Aaron Lynn*



Typically Different

by Terry Melson and
Phylisa Carruth

Being a full-time student born in the United States aged 18-24, and living on campus characterized the typical student. Contrastingly, untypical students did not quite fit into the mold of college life.

Their primary purposes for going to college might have been for personal satisfaction, to work on their degrees or, for some, to learn more about the American culture.

"Personal enjoyment is the main reason I chose to attend Ouachita," said Rev. Bob Johnson, a 47-year-old pastor at Antoine Baptist Church. "My age and experience help me in classes such as English but are a handicap in math or science, because I can't remember formulas from high school."

Bob had a healthy relationship with his classmates, who benefitted from his knowledge as a preacher. "Some days I learned more from him than the teacher," commented Rhonda Dismuke, his classmate in Life of Christ.

Bob was also admired for his determination to further his education. Another classmate, Teresa Stout, said, "I look up to Bob or anyone else who comes to college after his children and wife have already finished school."

Kalbden Hoebavjennkoesvsky and his three daughters moved from the Soviet Union to America in 1960. They lived in Fort Worth, Texas until Kalbden, age 40, decided to get his degree in health education at Ouachita.

Kalbden felt that because he did not try to dominate his classmates, but worked and studied along with them, they respected him more and did not feel intimidated by his age difference.

Another student who did not feel uncomfortable because of her age difference was Mrs. Norma Foster. Better known as "Mom" Foster for Earnest Bailey Dorm, she decided to become a head resident in order to finance her schooling.

She often studied with her guys in the dorm before a major exam. "It reminds me of previous years when I studied with my own sons. We competed against each other for better grades," said Mom Foster.

Fitting college classes into an already busy schedule was a real challenge for William Keaster, a third-year commuter from Nashville. Because of responsibilities on his farm, William could not attend as a full-time student. "Although I feel a part of Ouachita, the campus activities don't really interest me," William said.

Other part-time students were those very familiar faces around campus — the teachers who were taking classes.

"We goof too," admitted Dr. Johnny Wink, professor of English. "I forgot to get an assignment and made a 69 on a quiz in my Spanish class." Dr. Wink said that his attitude toward students had become more sympathetic because of his recent college experiences with budgeting his time.

Dr. Wink's classmate in Spanish, Dr. Tom Auffenberg said that taking classes helped him relate to students better. "It's a very humbling experience," he said.

On the other hand, Dr. Fran Coulter, who was enrolled in a French class, said she was no longer sympathetic toward students who did not do well in class. "I have a family to care for and classes to teach, but I still make time to study," she said.

Although Dr. Susan Wink, also a professor of English, was not sympathetic with students who did not budget their time wisely, she admired the international students who, she said, "must be able to take notes, speak, read and listen to lectures in a foreign language. They do amazingly well."

These students might have seemed untypical at first, but in many ways they were like the typical students. They still had to study to make good grades, attend classes and budget their time wisely, just like the 20-year-old U.S.-born dorm resident.

OU



BEFORE THE CHIMES. While waiting for Dr. Petty's Old Testament class to begin, Mom Foster reviews her notes with Andrew Brown. — photo by Aaron Lynn

HANDY HOMEWORK HELPER. Besides taking college courses and leading his congregation at Antoine Baptist Church, Rev. Bob Johnson also assists his daughter Elizabeth with her studies. — photo by Aaron Lynn

PAYING. Students tightened their belts as larger sums of money was required for tuition each year. — photo by David Nash

COLLECTING. Some students financial aid for their exp qualifying for the college-w program. — photo by Ken S



Was all that money worth it?

Without fail, expenses for both the student and the university rose each year. With each raise students wondered if it was all worth it.

by Tim Wooldridge

Expenses — a top priority thought for both students and administrators. Administrators sought to keep a balanced budget while maintaining a minimum price on tuition. Students sought aid to keep up with tuition.

Although students craved some kind of cut in college expenses tuition rose slightly to a stout \$2500 a year. Only a few students couldn't make the cut but for those remaining, questions began to surface. Above all the question arose "Is it worth it?"

"Yes, it's worth it," said Jim Yates, a senior communications major. "Ouachita may not have the facilities a state school has, but I feel slightly better qualified over a state school student because of the practical experience Ouachita offers me."

Other students weren't always so optimistic. Some worried over obtaining a quality job upon graduation that would match their quality education.

"Our liberal arts program prepares you not necessarily for your first job," said Ed Coulter, vice president for administration, "but for your third job — that promotion or movement up the ladder. Businesses realize that the Ouachita graduate has a specialized knowledge in one or two fields and also a grasp of a

On top of high tuition came reports of drastic cutbacks in aid to college students — cutbacks, ironically, would hurt middle-income families benefiting lower income families. However, the aid program happened.

"The government scared everybody when there would be less aid to students," said Dr. Coulter. The truth is it wasn't reduced, but the scare hurt enrollment.

Enrollment, though down some (47 students) was not drastically hurt. However, some contributors were frightened by the decrease.

"The world is sold on the idea that you're only if you continue to grow and grow," explained Daniel Grant, president of the university. "But the truth is the case. Most all college enrollments are down but you can't say they're all in trouble."

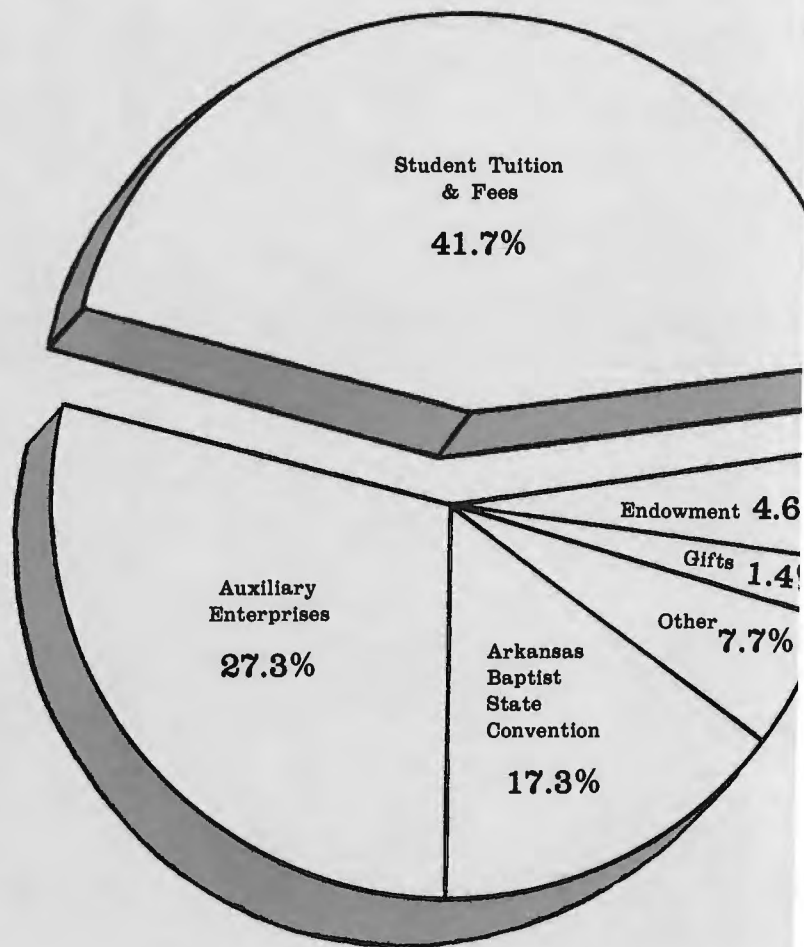
President Grant added, "School enrollment is down, not just at Ouachita, may be down soon because they were unsuccessful in attracting students. Because there are fewer students to attract, school enrollment of seniors in Arkansas is projected to decline almost 5,000 students during the next five years. The pie is getting smaller but we hope to get a piece."

A student at a private institution expects

E



1981-82 Income:
\$7,990,556



All of Ouachita's income went back into the system, but the income did not pay for the construction of new buildings. "At some universities," said Dr. Coulter, "gifts are needed to make their budget balance. When we receive gifts, it's not used to underwrite our budget but to construct new buildings."

worth it?

(cont.)

meant a superior education.

Although he felt the business department might not have been as hard as those of other schools, Joey Cunningham, a senior business administration major, said he felt he did get his money's worth. "I went to a state school for one year," Joey explained, "and although their business program was broader, I wouldn't trade it for the education and experiences I've received at Ouachita. The teachers make a big difference. Here the teachers may or may not be hard, but they care about you and do what they can to help."

Dr. Grant agreed. "Our faculty plays a very important role in our education program at Ouachita, beyond just teaching in classrooms," he said. "As a private school we can set requirements for the kind of faculty we recruit, and though reorienting qualified educators who have a Christian commitment we can emphasize our values to our students."

Some students paid the extra amount to move ahead of state school students, others for the student-faculty relationship, and still others for the Christian atmosphere.

"I think it's worth it," said Ken Shaddox, a senior

religion major, "because being the major that I'm being where I am (Montana), Ouachita offers a program. The atmosphere is a positive one and there are not many schools with a Baptist influence."

"Students will pay extra money to go to a place that has the same type of people as themselves," said Dr. Coulter. "And we provide that place. Our students are

interested in the whole person, we care about the whole person, we care about the whole person, we care about the whole person."

It was, no doubt, a hard choice. "I was, no doubt, years before — the expense statements groans among students with each dollar students found more complaints on how the money was being spent — should heat, food better, the library inadequate, cooler, cool, etc."

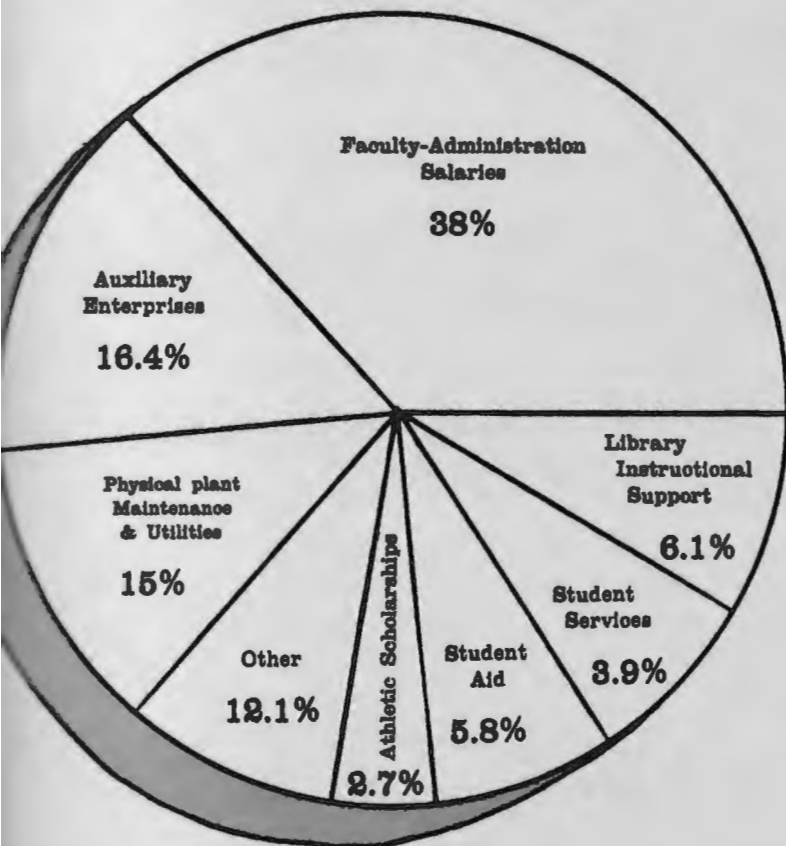
But the students were educated, and more came.

"I love the school could raise the tuition \$1,000," said Joey Cunningham, "and it would be worth it."

but I would do what I could to stay. I wouldn't trade the experiences I've had here at Ouachita for any other education."

"Some private institutions are private to be academically different - Harvard, Yale, Vanderbilt. Ouachita has two goals: Academic excellence coupled with a religious dimension which cannot, constitutionally, be a characteristic of the state school" - Dr. Grant

1981-82 Expenditures:
\$7,990,495



Although Auxiliary Enterprises expenditures were nine percent lower than Auxiliary Enterprises income, some of the income was transferred to the Physical Plant, Maintenance and Utilities, used to keep up and repair the conditions of dorms and other buildings.



HPER COMPLEX. A proposed budget of \$4 million was passed for the construction of the Health, Physical Education, and Recreation Complex on campus. The money was collected solely through gifts and grants from organizations, individuals, alumni, and students. — photos by David Nash