

Plans were made to create a positive environment where it would be exciting to learn.



Academics

Those who thought that learning couldn't be fun were surprised when they stepped into a classroom at Ouachita. Teachers made a special effort to create an atmosphere where students could had fun learning.

Some teachers wore costumes to class to help celebrate different holidays and other teachers worked to present new ideas about a subject to make learning exciting. Both teachers and students worked together to make academics at Ouachita something fun to learn about.





Photo by Deborah Aronson

Close look. Windy Clarke and Laura Bridges examine artwork at the Art Show in Mabee Fine Arts Center.

New wardrobe. Instructor of Speech and Drama Scott Holsclaw (far left) instructs class while wearing a costume. Teachers tried various ways to make class and learning exciting.

Make yourself at home. Students found the \$2 million Riley - Hickingbotham library a comfortable place to study. The library contained 363,000 books, documents and periodicals.



Photo by Deborah Aronson

After an 18 year tenure , OBU president Dr. Daniel R. Grant announced his plans for

RETIREMENT

Dr. Daniel R. Grant, president of Ouachita Baptist University since 1970, announced Thursday, December 10, 1987 to members of the OBU Board of Trustees and to the faculty and staff that he planned to retire on August 31, 1988.

Grant, who would have turned 65 in August, said he wanted "to slow down just a little and do some of the things Mrs. Grant and I have been unable to do in recent years."

In making the announcement, he said, "I am pleased that I can retire at a time when Ouachita is at an all-time high in academic, physical and spiritual resources and reputation."

Among specific examples cited were that:

- Student enrollment rose dramatically this fall, with a 15 percent increase in the freshman class.

- The entering class of freshmen included nine Arkansas Governor's Scholars and six National Merit Finalists.

- More than 50 percent of the OBU faculty had doctor's degrees.

- Endowed chairs had been established in business, Bible, pre-medical studies, music and English with others soon to be announced.

- In recognition of Ouachita's commitment to serving as "a doorway to the world," he said a foreign language requirement had been adopted for all new students entering Ouachita in the fall of 1988.

- Exchange programs had

been established in Japan and China.

- Negotiations were in progress to establish additional study programs in Europe.

- New buildings constructed during his tenure included Evans Student Center, Lile Hall, Mabee Fine Arts Center, McClellan Hall, a new maintenance building, the Eddie Blackmon Field house, apartments for married students, Sturgis Phy-

"I am pleased that I can retire at a time when Ouachita is at an all-time high in academic, physical and spiritual resources and reputation." - Dr. Daniel R. Grant

sical Education Center, and Riley-Hickingbotham Library.

Accomplishments in the Christian dimension, he said, included:

- The selection of Ouachita by the Foreign Mission Board of the Southern Baptist Convention for a unique pilot project to send students to Ecuador during spring break to work with Southern Baptist missionaries.

- Spring-break mission trips to work with inner-city children in Washington, D.C.

- The development of

strong ties with Brazil through AMAR mission projects.

- Three separate mission trips in 1988 to Southern Africa.

- The establishment of a six-week study program in mainland China beginning in the summer.

In September, Dr. Grant was elected chairman of a newly organized consortium of Baptist colleges and universities, which would work closely with the Foreign Mission Board, he said, "in responding to calls for help that come from the most inaccessible parts of the world."

He said the executive committee planned to recommend to the OBU Board of Trustees that a presidential search committee be established within the next 30 days.

A graduate of Ouachita, Dr. Grant received his M.A. degree from the University of Alabama in 1946 and the Ph.D. degree from Northwestern University in 1948.

Before coming to Ouachita, he was the professor of political science at Vanderbilt University and director of its Urban and Regional Development Center.

He was the co-author of "State and Local Government In America," a textbook used by more than 100 colleges and universities; "The States and the Metropolis," and "The Christian and Politics."

His father, Dr. J.R. Grant, was president of Ouachita from 1933 until 1949. --by Dr. Bill Downs





The title of "president emeritus" was presented in recognition of more than 18 years of dedicated service as president.



Another dedication. Dr. Daniel R. Grant makes announcements at the dedication of R.A. "Brick" Lile Hall. This building will complete the megastructure.

MMcClellan dedication. Mrs. John L. McClellan cuts the ribbon at the dedication of McClellan Hall. The building was named in commemoration of her husband, Senator John L. McClellan.



Employee honored. Former registrar Frances Crawford is honored by her support of Ouachita by having a dormitory named after her. The dedication of Frances Crawford Hall was Dr. Daniel R. Grant's first official duty as president.



OBU
lets
students
expand
to their
own
personal
curriculum.
--Sharon Harris



Advisor advice. Amy Witt discusses her independent study with advisor Randy Smith. Amy used her scholarship to collect data in Japan for her study.

Cramming for class. Ian Lowe looks over his notes before his psychology class. Psychology is part of the general education requirements.



Study time. Margaret Marus looks over information about her topic of "Post World War II US-USSR Summitry; Three Case Studies on Leadership Style and Mass Media Coverage."



CUSTOMIZED

As the hands of the clock slowly neared that familiar seven o'clock angle, she knew that it would soon be time to put all things aside. Now it was time for self-discipline and concentrated study—time to sharpen the old pencils and prepare for an evening of intellectual activity. So, Sharon Harris casually turned on the T.V. to watch the *Cosby Show*.

Procrastination? Absolutely not. This was all a part of Sharon Harris' directed study in the Carl Goodson Honors Program. Her assignment was to watch and analyze the television show to prepare her for her next assignment—to write a script. Her ultimate goal was to create a television series.

"I became a part of the Honors Program because I had heard a lot of good things about it," she said. "I had heard that it was a 'fun' program, with lots of socialization and retreats."

The Honors program, which was created in the early 1970's, was designed to make it possible for qualified students to study more than just those courses listed in the catalog. It was "to provide the chance for students

who are motivated to make their education more personalized," said Randy Smith, director. If a student was interested in scriptwriting or life in 15th century England, he could write his own course requirements (with the advice of a faculty member), and study whatever his heart and mind desired.

The social opportunities offered by the program are definitely incentives to interested students to become involved in the program. "The Honors Program is a good way to make friends," said senior Jennifer Wallace. Senior member Jenny Titsworth said that a big reason for her joining the program was the fact that it brought together students who had similar interests.

Contrary to the way many stereotyped the typical honors student—as always having his head in a book—he was a student seldom seen with his arm chained to a dictionary. The program was an outlet for students to "satisfy their intellectual curiosity," said Dr. Smith. Freshman Susan Shell commented that she felt that there were lots of people who could be in it.

"It's not just something for geniuses," she said, "but for people who want to spend some extra time leaning about something new."

The fringe benefits of the program included an annual party at the president's home, a fall retreat, and a spring banquet. The annually awarded Elrod Scholarship, was given to select honors students to provide them with opportunities for study abroad. Amy Witt, who went to Japan as a recipient, said that her studies there aided her greatly with her study on the cross-cultural attitudes of Americans and Japanese.

As the honors program extended beyond the realm of this small Baptist university, people like Sharon Harris were able to broaden their horizons. She found that her consistent scriptwriting resulted in her attaining an agent with hopes of selling some of her work. Others found the chance of a lifetime to study in the remote parts of Russia and South America. But for Sharon Harris, the program gave her everything she wanted in the comfort of her own living room. --By Lisa Murphy



Organizing information. Randy Smith, director of the Carl Goodson Honors Program put information concerning the program in order. The program began in the fall of 1964.

Lile Hall was their home, their means of a career and ... their

BUSINESS

They came from all sections of the country, some as far as Texas and as close as Hot Springs. Their social life varied from being married to being a library-camper. But no matter what the rest of their life consisted of, they all had one thing in common, Lile Hall. All business, math and economics majors took classes in that building.

It was discovered that of the 1,400 students enrolled in school, 200 of these students were majoring in business-related fields. 164 were classified as business administration majors, 3 accounting majors, 5 economics majors, and 15 mathematics majors. These statistics didn't mention the 15 office administration majors and the business education and computer science majors. The majority of these students had a double major in the business field which prepared them

for the business world.

Not only did they attend classes together but they had a chance to get involved in their own organization. Phi Beta Lambda was the national business fraternity on campus for anyone interested in business, said Karen Kraus, president of the organization.

The purpose of Phi Beta Lambda was "to give the students a better awareness of the operations of businesses in our area," Karen said, "And to helpfully aid them in making contacts that would prove valuable to them in their future careers." The club put this goal to use by having speakers at their monthly meetings. In the fall, Mr. Hickenbotham of TCBY and Mr. Don Dillard, who worked with Texaco in Europe spoke to the members. Then in the spring, Mrs. Carolyn Spear spoke on the IRS

and taxes.

The club participated in the State Leadership Convention in Little Rock April 7-8. "Three people placed out of the five we entered," said Mr. Ary, sponsor of Phi Beta Lambda. Rachel Wallace placed second in Accounting I & II, Shelly Parker placed third in finance, and Kevin Smith placed first in computer applications. Phi Beta Lambda didn't have the only ones in the department that were in a contest and received awards for achievement. Three students received second place in the fall Stock Market Game, James Young, Mark Morris and Dale Barnett.

Just like the rest of the majors on campus, they all had a home. For these people, it was Lile Hall. But for those who majored in one of these fields, it was hard work with a little fun mixed in. —by Lisa Lynch.



Photo by Bob Ocken

Computer programmer. Senior Brett Stewart works on the computers in the lab. The lab was located in Lile Hall.



Photo by Bob Ocken

Printout. Tim Tanner gets information from the computer in the computer science lab. Tim was a freshman from Illinois.



Photo by Bob Ocken

Checking grades. Eddie Ary looks over test scores on a recent quiz. Ary was the assistant professor of business and joined the staff in 1980.

By the time a student made it to registration, the most popular classes were

CLOSED

They were standing there

in an assembly line. Each person meant about as much to the people behind the computers as an ant does to an elephant. The tension and strain of the situation began to show as palms sweated and tempers ran short. In each mind was a death wish towards the person in front of him. "He'd better not take the last spot," they each thought.

This was the situation each time registration rolled around. From the courses offered each semester, whether required, elective, or activity, students had their favorites. The popularity of classes depended on the interest of the student, what subject or activity was taught, and the teacher. During registration, certain classes overloaded because they were in such demand by the students, and when they filled up, the classes were closed to students, leaving a lot of unhappy people.

"I haven't been able to take raquetball for two semesters because it's always closed by the time I register," said freshman Melinda Whitford.

Activity classes, such as raquetball and bowling, seemed to be at the top of the list of most liked classes. Not only did these classes relieve students from studying for a while, but they also provided a worry-free hour during the day.

Dr. Lavelle Cole's history classes and Mark Baber's New Testament classes were among the favorite required courses. The classes were popular because they met the "criteria" of being interesting and entertaining. Freshman Michelle Wood said, "History could be so boring to me, but Dr. Cole knew how to liven up the class."

Elective courses also ranked highly among the favorites. These classes appealed to particular kinds of students.

They usually didn't fill up quite as fast as some of the others, but they always had a large enrollment. Advanced composition was one of these classes. It was a favorite for students who wanted to improve their writing skills. Students liked it because the professor often wrote as much on a paper as the students in the way of constructive criticism. Other popular electives were voice and university choir because they were classes in which students could develop their musical abilities and skills.

It seemed that each semester students experienced the same problems when registering for classes. And closed classes was always one of them. As long as students continued to play favorites with particular classes, they continued to be frustrated as they discovered that someone else had gotten there ahead of them. —by Tammi Tutt and Jeff Noble



Photo by Deborah Aronson

A little help. Freshman Connie Gulbrandson gets some scheduling tips from Dr. Alex Nesbit. Dr. Nesbit was a professor of chemistry.

Schedule change. Amy Caldwell makes last minute changes in her class schedule when one of her classes was closed. Amy was a junior sociology major.



Dr.
Lavell Cole's
history
classes were
among those
chosen by
students as
their favorite
required
courses.



New curricula in the religion department helped train and equip in all areas of

MINISTRY

Waiting and grumbling usually went together, but they didn't in the Grand Central Station of the religion department. In the Christian Ministry Center office a lot of waiting went on, but not much grumbling. Donna Eden, coordinator and secretary of the Christian Ministry Center office, said some students gladly waited as long as half an hour to talk to a professor because of the affable spirit that the faculty communicated to the students.

Through changes, the department brought about a renewed interest that created a sense of excitement in the building. This excitement enhanced the special relationship between the faculty and students, department chairman Dr. Bud Fray said. This relationship was evident because there were always students in the office. Donna Eden said, "This office is one of the most popular places on campus."

More students began to develop an active interest in the religion curriculum after it was reviewed and revised only three years before. Then, pastoral ministry, religious education, and family life ministry/church recreation were the only three majors offered. These branched out into eight more specific majors to meet the needs of students and churches. Dr. Fray said they were working on another major that was more

geared toward international service in conjunction with the communications department and the business department.

Several classes were combined and others added to accommodate these new majors. A summer youth ministry class was added and taught by a local pastor's wife who had her master's degree in religious education. To provide for these new classes, two new professors, Dr. Craig Price and Dr. Byron Eubanks, joined the staff in the fall.

The department consulted churches regarding the need for staff and laymen before they sat down to make changes, Associate Professor Dr. William Steeger said. He added that "ministry is the Word of God applied to the needs of man," and stressed that this was the department's focus.

Dr. Fray said that the program was also designed to be more relevant to student needs with the new majors in youth and family life ministry. He said that the department was trying to better relate to the most vital needs of Baptist churches. Churches were seeing the need for a ministry, particularly for youth and Christian counseling. Dr. Fray said that this awareness developed due to the fact that drug-related and family problems were more evident and intense than they were twenty years before. "The whole arena

of education has shifted to practical as well as Biblical equipping," he added.

Dan Pennell, a junior religion major, said that he felt the new ministry programs were a "great start." "Things start out as experiments and end up with such a good response they become part of the curriculum," he said. Pennell attributed part of the new surge of interest to "the Christ-like spirit among the professors and the encouragement they gave students." He said the department seemed more like a brotherhood that was interested in the lives of students.

Because of this "brotherhood," Donna Eden said, faculty was forever willing to spend their free time in counseling with patient students.

Another important aspect of education was "student interaction with the professors in and out of class," Dr. Craig Price said. He said the increase in interest was in a way a sort of "barometer of spiritual health." "It shows a love for learning and spiritual excellence," he said.

"The combination of expertise, spiritual growth, and a love for God and students has created new relationships between the religion faculty the students," said Dr. Bud Fray. "Because of this relationship and the new excitement, our department is going up, up, up!" by Lisa Murphy

Lab work. Norma Spencer monitors the desk at the religion department's curriculum lab as Donna Eden waits to check out some material. The lab was a new edition to the department that offered educational material.





Photo by Bob Ocken

Photo by Bob Ocken

The combination of expertise, spiritual growth, and a love for God and students has created new relationships between the religion faculty and students.

--"Bud" Fray



Photo by Bob Ocken

Original text. Professor Robert Stagg teaches the correct spelling of a word in the Bible's original text. The religion department offered both Greek and Hebrew courses.

Outdoor classroom. Professor Craig Price conducts his ministry class on the lawn in front of Berry Bible Building. Craig is the newest teacher in the religion department.

Class instruction. Baptist Student Union Director Mark Baber expounds on a point in his New Testament class. Both New Testament and Old Testament were required general education courses.



Typesetter. Lisa Jones types in copy at her job in the print shop. One of Lisa's majors was an office administration and she was able to get some practical experience on her workstudy job.

A helping hand. Mardy Beam gets some help from his daughter as he works on a paper for class. Mardy was a Biblical studies/language major.



Photo by Deborah Anderson

In order to meet the requirements for two degrees, many students had to

OVERLOAD

Most every student dreaded filling out their class schedule and finding that they would have to take extra amount of classes or "overload" that semester. However, a small percentage of students became used to it. They were the students who decided to go over and beyond the requirements the school had set. They are the students who chose to seek at least two majors.

In 1983, Ouachita rearranged its degree program so that students were required to obtain a major and a minor in order to graduate in order that students would get more skills and knowledge in one particular area. In order to even further their knowledge, 115 students decided to take an extra step.

"I've overloaded every semester I've been here in order to get what I need," said Mark Christie who is seeking a major

and a minor in music. "All you have to do is pace yourself. You can try to finish in four years or you can stretch it to five years, like I'm doing. I really think getting those extra time you spend is worth it."

Mike Arrington, vice president for academic affairs, said that students seeking two degrees is becoming more common. "Some students find getting two baccalaureate degrees is appealing," said Arrington. "Many students also come back to school to get a second degree or major. We encourage students to go ahead and get two majors."

Mark wanted to get two majors and a minor to better prepare him for the vocation he chose. "Being in education, a lot of the time you don't know if you're going to like teaching or not. I also wanted to major in communication to have something to fall back on. Also, a degree in

me to teach journalism and creative writing," said Christie.

According to Arrington, completing the requirements for two degrees in four years doesn't have to be a problem. "If the two majors are planned properly, there will be no problem working through in four year. If the students knows in advance what the two majors will be, there will be no problems," said Arrington. He went on to add that he was seeing fewer and fewer students taking over 18 hours per semester which is the amount considered to be an overload.

"All around, I think taking all the classes to meet the requirements for my degrees is pretty easy. I'm taking some tough subjects but, to me, doing it is a easy taking classes for the normal requirements," said Christie. "If you want to get another degree, it's best to do it while you're already here."- By





Photo by Deborah Aronson

Photo by Deborah Aronson

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 --Mark Christie



Photo by Bob Chalmers

Scheduling. Krisi Hasley and Alton Crawley assists students with their schedules during registration.

Advisor advice. Bob Allison goes over notebook assignments with a student. Bob was the George Young professor of business.

Physical education is teaching people about physical health. Coaching is teaching people how to perform better in an athletic sport.

--Jim Dann



A little advice. Gary Jolley visits with Associate Professor of Physical Education Bill Vining. Gary was a HPER major.

A little advice. Gary Jolley visits with Associate Professor of Physical Education Bill Vining. Gary was a HPER major.



Photo by Spencer Tracy

Health, physical education and recreation majors could look forward to instruction that was

ONE-ON-ONE

Working toward a major in health, physical education, and recreation wasn't just fun and games.

Even though students who majored in this field were required to take two additional hours of activity courses than students in other disciplines, the remaining hours were intense instruction in the classroom.

"Our curriculum was more physically oriented than other majors," said HPER instructor Jim Dann. "Health, physical education and recreation majors took six hours of physical education and the rest was taught in the classroom. They were taught about the history of physical education, how the body worked and learned methods to teach others.

Dann said that many of the courses were geared to teach how the body works under certain circumstances and how

performance occurred.

HPER major Ed Garza said that his field differed from many majors because he was able to spend a lot of his time working one-on-one with his instructors. He said, "Their knowledge better prepared me how to work with children. Other things we learned were why some people can perform some things and why and others can't, and how to keep people from getting hurt. We learned a lot about how the anatomy worked. In order to be certified in health, physical education you must know that."

Ed hoped to coach swimming, women's volleyball or women's track after receiving his masters degree. He was the assistant coach of the Tiger volleyball team his senior year. Dann said that the staff likes to see a lot of people go into physical education and that they tried to distinguish

between physical education and coaching.

"Physical education was teaching people about physical health. Coaching taught people how to perform better in an athletic sport," said Dann who was also the swim team coach. "In class I taught physical education but on the pool deck, I coached."

As education standards were constantly upgraded so was the quality of the programs improved. According to Dann, the department will soon reevaluate each course and set goals and objectives for each. "The reevaluation will change the department. The different standards are forcing us to change the program. We will add courses and intensify the programs we already have. It's going to take a lot of work but I think in the long run it's really going to be worth it."

-By Mitch Bettis

Photo by Spencer Tracy

Despite long hours and demanding practices, music majors continued to work for

QUALITY

Through the halls of Mabee Fine Arts Center echoed the sounds of countless hours of practice where students hid away inside practice rooms, spending their time and talents to meet the requirements for a degree in music. Mabee was like a second home for those who chose to make music their major, and music became their priority. As one student so aptly put it, "We think, live and breath music."

Though life in the music department was intense, demanding, and time consuming, music majors knew that they're getting one of the best music educations around. Ouachita's school of music had long been recognized as a top notch department that produced many quality musicians.

"Ouachita is recognized as being one of the finest schools of music in the state from the standpoint of faculty and students," said Dr. Charles Wright, dean of the school of music.

The school was a fully accredited member of the National Association of Schools of Music, an organization that evaluated music schools in all aspects of music education. It was also recognized as having an excellent faculty that could have easily boasted credentials of their own. Half of the faculty members had

Classroom instruction. Assistant Professor of Music Marvin Lawson teaches his music class in Mabee Fine Arts Center. Lawson joined the staff in 1962.

earned doctorate degrees, some had received honors and awards in their particular fields, others had published compositions and many were active in music outside of the school itself. Dr. Tom Bolton, associate professor of music, was selected as the governor of the Arkansas district of NATS (National Association of

"You really have to love music to stay in it." - Chris Norris

Teachers of Singing), and Dr. Francis McBeth, Ouachita's resident composer, was named Composer Laureate of the state by the governor.

In addition to a quality faculty, Ouachita produced some of the most quality voice students in this area of the country. In the annual competition held by NATS, Ouachita had more finalists than any other school in the Arkansas-Louisiana-Mississippi region. Ouachita led with a total of 10 finalists followed by LSU with seven.

The varying degrees sought after by students included a Bachelor of Arts, a Bachelor of Music Education, Performance degree, Church Music degree, and

Theory/Composition degree. Students were expected to develop their own musical talents and skills and perform in recitals, performing arts class, and juries, final exams in their applied areas.

Music was an intense subject that required total dedication for those who majored in it. "You really have to love music to stay in it," said Chris Norris, a sophomore music education major.

Dr. Wright said that music was a difficult area to study because of its diversity. "Not only does a student have to be knowledgeable about a great number of areas in music, but the student must also strive to develop his or her performance talents. This requires time and dedication," he said.

Beginning in the fall, students would have an opportunity to develop their performance skills on a new instrument—a soon to be acquired pipe organ for the recital hall. The organ, which would consist of 34 ranks of 2,000 individual pipes, would be installed by June of 1988.

Through such subjects as harmony, ear training, music literature, along with a large helping of disciplined practice, music majors felt secure that they were attaining the best music education possible. —by Mark Christie



Vocal performance. Gay Cox and Cindy Price sing during the Opera Workshop held in December. The Opera Workshop was sponsored by the





Photo by Mike Thomas

Mr. Music

Discipline is key to success for McBeth

In a dark, quiet, oakwood paneled home studio, complete with a fireplace and one large bay window, Dr. William Frances McBeth 54, sat at his organ and made music. Instead of waiting for inspiration, he spent night after night from 10p.m. until 2 a.m. in this room.

"I didn't know what inspiration was," said McBeth. "If I had waited for inspiration I would have been waiting for twenty years.

Apparently, it worked.

McBeth, a youthful and energetic man, had been professor of music, resident composer and chairman of the theory composition department at Ouachita for thirty-one years. For the twenty second consecutive year, McBeth had recently received the American Society of Composers, Authors, and Publishers (ASCAP) Award.

Music was my life, said the world renowned composer and conductor.

Though he had been influenced by his musical parents, McBeth said what had inspired him the most was his experience at Irving High School in Texas. He had played right halfback for an undefeated football team in the early 1950's as well as the trumpet in the High School band. "I saw these big football players who were actually interested in good music," said McBeth. The good musicians in this city school had greatly influenced him. The band had greatly influenced him. The band director Hal Gibson, was at Columbia College in Georgia and has been close friends with McBeth, had an enormous impact on McBeth's life as a musician."

"I conducted as much as I wrote," said McBeth, "but conducting was what I thought was the most fun." He enjoyed composing for large ensembles the most.

McBeth believed that as a serious composer, the most important quality to give was dedication of time. "I had no social life," he confessed. For him music was a full-time job.

But for McBeth, the most rewarding accomplishment was knowing that he had affected so many lives. While he was in Knoxville, Tenn., Winton Marceles, a famous band musician, came up and hugged him, in appreciation for McBeth's influence. "I played under you in an All-State band in Louisiana," said Marceles. "Do you remember when you tried me out on that hard section 'Pas Redouble'? You moved me up four chairs!"

"That type of thing," said McBeth with a smile, "is what made it all worthwhile."--By Gina Eden



■ Dr. Frances McBeth

Foreign languages were added to the academic requirement list to broaden cultural

PERSPECTIVES

Parlez-vous francais?

For thousands of students, the replies to questions like this ranged from "not very well" to "excuse me?" Although Ouachita was part of a society that felt the need for fluency in a second language, many students came and left the campus without these skills. It was just this problem that the arts and sciences department sought to change. From now on, freshmen would be required to contend with a vocabulary foreign to their own.

"The requirement is just one of our goals for the year 2001," said Mike Arrington, vice president of academic affairs. He said that the requirement was becoming of more necessity with the school's expanding foreign involvement in countries such as Equador, South Africa, and China. The change in curriculum required incoming students to demonstrate their proficiency in another language by taking two semesters of foreign language

One last look. Sophomore Robin Felts glances over her French textbook before her quiz in the class. The class was taught by Jack Estes.

or to pass a proficiency test.

The requirement, said university officials, was not brought about to discourage students, but to broaden their cultural perspectives. The pros and cons of the idea were tossed back and forth between administration, faculty and students, many of whom were unsure as to just how they felt about it.

Janet Wentz, admissions counselor and former Ouachita student, admitted that she didn't know if she would have liked taking a foreign language. "But after being in school and seeing things in a broader perspective," she said, "I think we're missing the boat as U.S. citizens if we pass up this chance."

The question as to how some students would respond to cramming these expectations into an already full slate of general education was one that remained unanswered. Arrington said, "This foreign language concept was actually considered last

semester, but there has been a delay because we don't know what the impact will be." Dr. Jack Estes, associate professor of modern languages, felt that pressure to implement the requirement arose due to the fact that this was the first year that most secondary schools were offering the courses.

Greek and Hebrew, along with courses such as French and Spanish, were among the courses that students would be allowed to choose from to fulfill the requirements.

With these education changes, to be effective in the fall of 1988, Ouachita sought to instill in its students an even broader definition of academic excellence. If all went well, a future generation of students would be able to proudly express, "J'adore Ouachita" (I love Ouachita) to those who might never have known the value of a Baptist campus. *-by Barbara Jones and Mark Christie*





Photo by Bob Ocken

Andy Simpson looks over Greek homework. Greek and could substituted for the new language requirement.

The new foreign language requirement is just one of our goals for the year 2001.

--Mike Arrington



Through field trips and experiments, the psychology department became studiers of

MICE AND MEN

It was more than hypnotizing people and playing with mice, the psychology department had a busy year.

Last fall the department welcomed Mr. Glenn Thomas, a one year faculty member from South Africa, to the staff.

In April, 13 psychology students went to the Arkansas Symposium for Psychology Students at Arkansas Tech University in Russellville. OBU had the largest representation of participants.

Later in the spring, three faculty members and 10 students travelled to the Southwestern Psychology Association Convention in Tulsa, Oklahoma where they presented papers.

But psychology is not just for psychology majors. "We teach human development class which is a requirement for religion and education majors," said Dr. Randy Smith, associate professor of psychology.

Classes in the department can be helpful for

students who will have careers in other fields. Christian ministry is one example. "We have some people who have a double major in religion and psychology," said Smith. "Later on many of them do counseling for members of their congregation and this may be the only psychology they get."

The psychology department offers many classes that can be fun as well as beneficial for anyone interested in human behavior and relationships.—By Dina Teague



Photo by Laura Jensen

Preparations. Dr. Randy Smith organizes his notes for the next day's class. Dr. Smith was the associate professor of psychology.

Stress test. Mr. Glenn Thomas hooks up Sara Storer to the Autogen machine. The machine measured arousal level and was designed to help teach people to manage stress.





Photo by Spencer Tacey

Photo by Spencer Tacey

Seeing eye to eye. Jeannie Titsworth has a heart to heart talk with her rat before the Rat Olympics. The olympics were held at the end of the spring semester. Students were in charge of teaching thier animals to do tricks such as playing basketball or climbing rope for the competition.

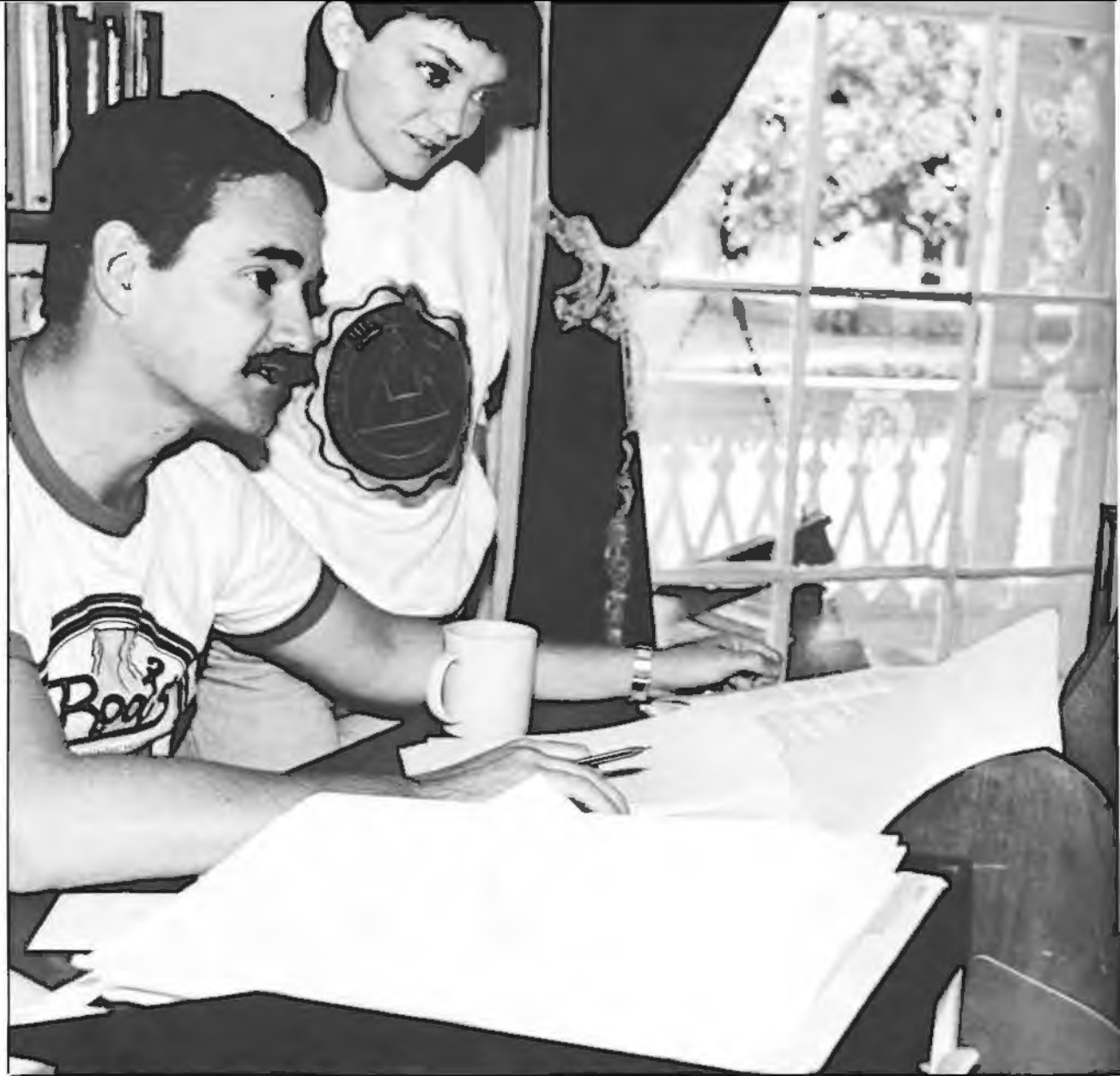
Conditioning class. Chuck Mashek and Amy Witt teach a rat learning principles in the Skinner Box. Both Mashek and Witt were psychology majors.



Later on, many people do counseling for their congregation and this may be the only psychology they get."
 --Randy Smith



The biggest advantage to being a dorm mom and a parent is the availability of a babysitter whenever I need one.
--Sandy Watson



Students and parents. Canadian students Mardy and Marty Beam explain to their daughter Teneille, age 9, what they are doing in one of their classes. The Beams also have a daughter named Daniela, age 11.

Lunch gathering. Many of the older students gather in the Tiger Grill to have lunch together. There was 21 students over the age of 30.



EDGE

Being over 30 years old at a university where the average age of students was 20 could have made you feel somewhat intimidated or out-of-place at first. However, those students found the advantages of being older far outweighed the disadvantages.

"I have had a favorable reaction to me being a little older than the average student," said Cody Rogers. Cody also added that he is often asked for help by other students in his classes.

Cody, being married and having two sons felt the biggest disadvantage to being a student and a parent was not being able to spend the time that he wanted to with his family. We have to be more careful with the time we have together, that is, we have quality time instead of quantity time."

After receiving a degree from Ouachita, Cody plans to continue his education at seminary. Since leaving high

school, he has worked off and on as a preacher, which caused him to pursue a formal education.

"My biggest problem is being overloaded with responsibility which has caused by grades to suffer some," said Sandy Watson who not only was a full-time student but a dorm mother and parent as well.

Sandy and her 12 year old daughter Amanda often studied together. Sandy also said that the biggest advantage to begin a dorm mom and parent was the availability of babysitter when ever she needed one.

Some older students felt there wasn't enough activities for them so, to answer the problem of an organization for married students, Marty and Mardy Beam, a Canadian couple of over 30, initiated the Fellowship of Married Students. This organization planned activities for married couples and their families to get to know each other. The Beams had been

involved in organizing different fellowships for young married students at their previous churches; so when they saw the need for such a group at Ouachita, they got together with some other interested couples and started it. "Dean Bill Dixon, Andy Westmoreland and Richard Mills were all very supportive of our efforts and saw the need for such an organization," said Marty.

The average grade point averages for undergraduate students over 30 were higher than typical college-aged students. According to Data Processing, the older student's average GPA was 3.094 and for the other students it is 2.719. Dr. Fran Coulter, professor of history, said that these older students were usually more serious and better students academically. "They tend to excel more and are more perceptive-generally, they are just a pleasure to have in class.—
By Brent McGee and Terry Melson.



Last minute look. Max Garrison goes over homework with a friend before a test. Besides being a student, Max also served as pastor at the Bismarck Chapel.

With projects and a new club in the making, the art department tried to provide more

ACTIVITIES

The art department wasn't just painting pretty pictures.

Betty Berry, assistant professor of art and chairperson of the art department was very busy during both semesters with many activities for the art students.

A student art show featured work from all classes, both fall and spring semesters, was held during the week of graduation. The show featured paintings, sculptures and other works by all art students.

The art department traveled to Little Rock to see the Wyeth exhibit which featured works from three generations of Wyeth artists. Other activities included an art auction and a jewelry show that were held on campus.

At the art auction the works were provided by the

Touch up. John Welt puts finishing touches on his water color painting. John was a sophomore business administration major.

Perry Burns Gallery in Dallas. Betty Berry said it was an opportunity for students and community to purchase art works they wouldn't be able to otherwise. The three banks in town also provided the art department with money to purchase a painting for the department's permanent collection.

The jewelry show that was showcased handmade jewelry. Mrs. Berry said it was a good opportunity for students to experience the business side of putting on shows, for those who want to do that for a living.

Also, a Joint Educational Consortium Exhibit was held. It was an art show that featured Arkansas artists. According to Mrs. Berry, it was one of the best in the state. Around 500 works were entered with 35 being selected to be shown at OBU and Henderson State University.

Claymation, a relatively new concept to most, was another endeavor for the art department. The "California Raisins" are a recent expression of this art. Jacque Flemming, a sophomore art major from North Little Rock, created familiar food characters like potatoes and peas while Eric Ramsey, a junior communications major from Tulsa, OK, filmed the clay animation.

Next year the senior art shows will be displayed in the fall and spring, not just during the spring semester. The shows will feature work from two or three different seniors. The students also hope to form an art club that will raise money for trips and scholarships, as well as providing a common ground for all artists at school. The club will be open for membership to anyone taking an art class.—by Angel Bailey

Photo by Christopher English





Photos by Christopher English

The art auction provided an opportunity for students and people in the community to purchase art works they wouldn't be able to otherwise.
 --Betty Berry



Photo by Christopher English

Advisor advice. Assistant Professor of Art Betty Berry helps Jacquie Flemming with one of her paintings. Jacquie also experimented with clay animation during the year.

A close look. Steve Hendrix, Jennifer Moseley and Kim Duggar look at the student art hanging in Mabee Fine Arts Center.

