

GOOD MAN!

Cast members of a *You're A Good Man, Charlie Brown* encourage Charlie Brown, senior Jeremy Bishop, that he is a likable character. The musical was part of the spring repertoire of the school of fine arts division of music. [photo by Lori Bell]

academics

Sifting through dirt and debris, students volunteered their time to uncover history in the campus-wide archaeological dig. This project allowed students to become amateur archaeologist in search of items that told about the history of Arkadelphia.

Freshmen faced new requirements as the general education classed became CORE classes. This introduced new courses such as Liberal Arts and changes the face of present classes such as Western Heritage.

For those studying overseas, requirements were a totally different subject. Seeing places such as the Eiffle Tower and Big Ben, students learned first hand about class subjects and the difference among cultures. For international students, the adjustment to western culture came as a shock to some. A new language and a different way of learning were two of the many barriers internationals had to overcome.

Students gained hands-on experience in their field, whether it was performing on stage for a recital or performing experiments for a chemistry project.

New classes, teachers, books and curriculum. Professors and students faced a turning point with the introduction of new classes and the changing of old ones.

TURNING point



WHAT'S INSIDE?

During Life Science, two students dissect a squid. Hands-on learning was a major part of the division of natural science. (photo by Ben Baxter)

core classes present high levels of learning by
CHALLENGING MINDS

by Amber White

Leonardo, labs and letters. Fitness, finance and fine arts. Washington Post, western heritage and writing were all part of the School of Interdisciplinary Studies' new CORE curriculum. Incoming freshmen began the new school year under revised basic curriculum requirements, which were developed within the context of the school's goal of helping students "make connections."

The entire education program was reworked as a whole. "The whole program has coordination to it," said Randall Wight, dean of the School of Interdisciplinary Studies. "We consulted students, faculty, staff, the board of trustees and others from outside Ouachita and said, 'What do you think needs to be in this program?' The development was as open as we could possibly make it." After organizing all the ideas that were presented to the committee of faculty and students, plans were finalized and the new program was implemented in the fall semester.

One major change within course selections was the transition from Old Testament and New Testament courses to survey of the Bible and interpreting the Bible. "Having Bible survey and Bible interpretation was an excellent way to provide all students with a knowledge of the Bible," said freshman Anya Tam. This particular change in the courses was made to give students a better picture of the story of the entire Bible and how it fits together. A change also occurred in the science section of the CORE program, as students were required for the first time to enroll in a lab component to supplement the basic science courses. The

physical science labs began in the fall, and the life science labs were scheduled to begin the following fall.

Another addition to the basic requirements was liberal arts, which provided an opportunity to survey a variety of intellectual spheres, including science, philosophy, mathematics, theology, language and art. The course was regarded as central to the university's CORE curriculum by unifying all paths of study, while including a variety of writing assignments, such as a paper explaining each student's personal point of view, and readings from three texts. "Liberal arts, and specifically the Macrone 'book' gave my brain cramps many times my first semester here," said freshman Jonathan Kelley. "I have never read a text that has put so many ideas into a compact binding."

However, Wight said the freshman class was dedicated to the task. "I have never seen a course that was talked about as much as liberal arts," he said. "I know there was a lot of moaning, but when you have that many people thinking about education, that's something to be proud of. Liberal arts raised the bar on what we expected of our students, and you know what, they did it."

The School of Interdisciplinary Studies' mission was to foster intellectual inquiry and knowledge within intellectual and cultural domains. "The CORE was meant to be a common body of knowledge and skills that everyone needs to move through this culture," Wight said. "Everyone has a goal, but to reach that target, you must have a context by which to hit the bull's eye."

ART SMART

Dr. Raouf Halaby lectures about a painting by Monet. Fine Art taught the appreciation of different types of arts including sculpture to paintings. *photo courtesy of Wesley Hitt*

SI, SENORÍA

Phyllis Dupree asks her class to give the Spanish names for the projected pictures. Students were required to have two semesters of a foreign language before graduation. *photo courtesy of Jeff Root*



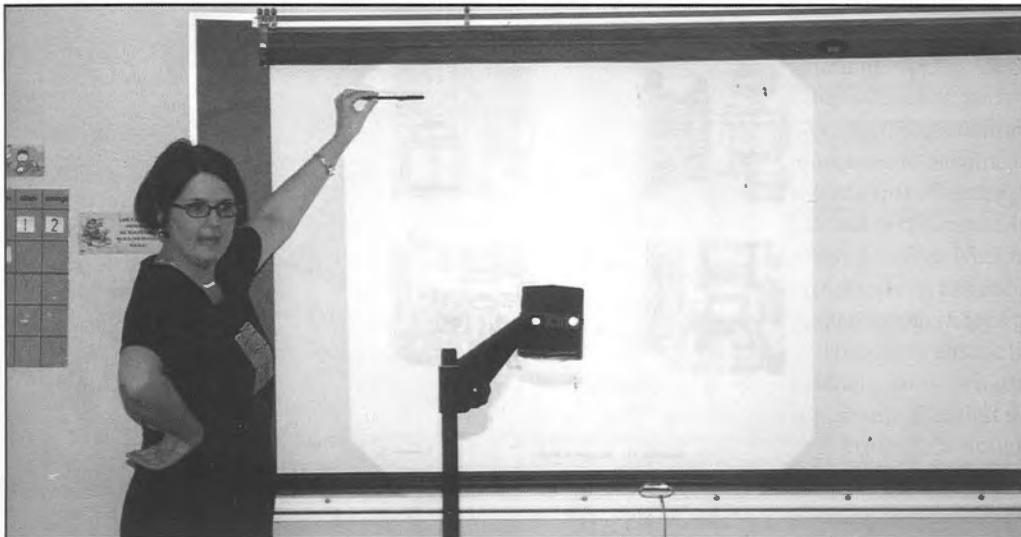
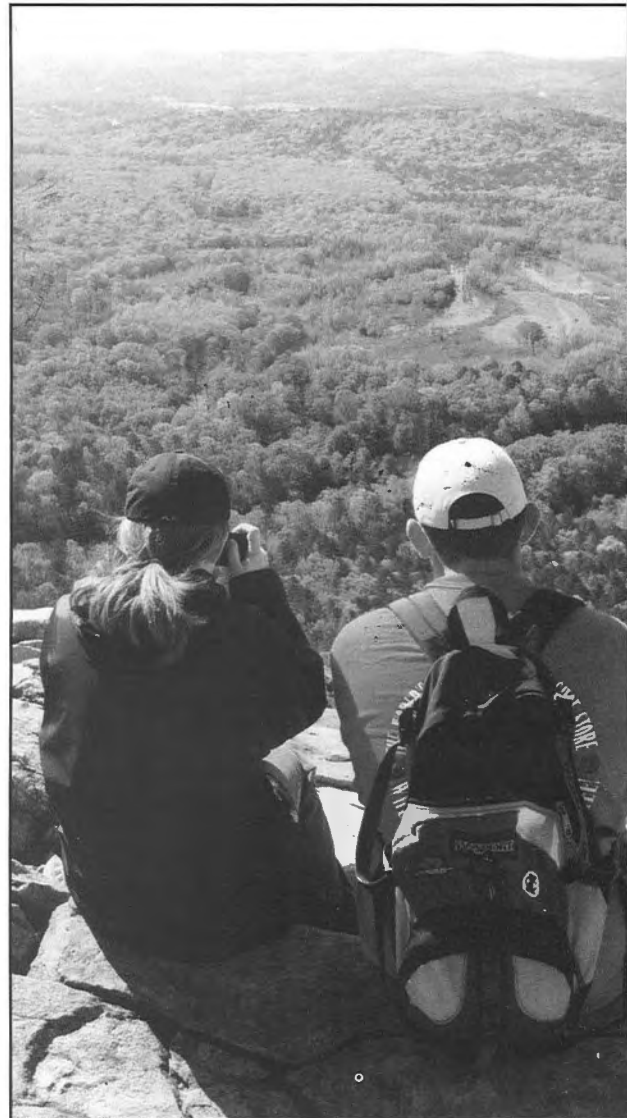


HITTING THE BOOKS

Using the Growler for a study session, two students study for a test. Classes required students to spend six to seven hours a week preparing for tests and finishing homework. *photo by Katy Durler*

CLOUD NINE

After climbing Pinnacle Mountain in Little Rock, two students take in the scene above the city. For upperclassmen, physical activity classes were part of the general education curriculum, but freshmen were no longer required to take them. *photo by Tim Harrell*



LET ME EXPLAIN

During class, Dr. Danny Hayes stops to explain a biblical passage to his students. The design of Christian studies classes were to help students better understand the word of God as well as interpret what it said. *photo by Brad Johnson*



HARD AT WORK

Secretary Kathy Norwood works hard to send out mail to students and faculty. Norwood left after contributing years of service to the university. *photo by Kristen Shelby*

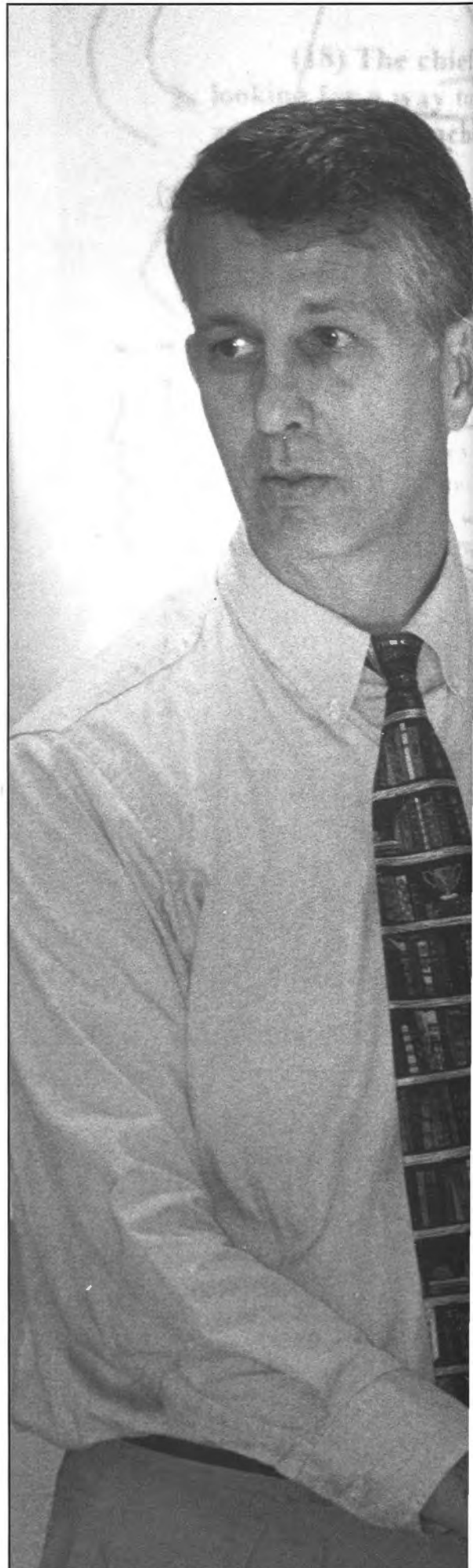
PREACHING

While enjoying a spring afternoon, pastor Greg Kirksey makes a point on a passage of the Bible. Kirksey was an adjunct professor of religion as well as a full time pastor and counselor. *photo by Kristen Shelby*



HEAR THE WORD

Freshmen Michael Copas, Kenny Stubblefield and Jeremy Jackson listen during Bible interpretation. Part of the CORE curriculum, the class taught the basics of the Bible and how to find meaning in the Word. *photo by Kristen Shelby*



the school of christian studies expands

GODLY THINKING

by Peggy Itschner

Standing on the banks of the Jordan River, an image of Jesus came to his mind. He saw all of the events and stories come to life in his mind as the waters rushed past him. Remembering stories of the Israelites passing the very areas he had been walking astounded him and he was rendered silent. This was the opportunity of a lifetime, and as a student of the School of Christian Studies, he enjoyed the opportunity to experience all he had learned about in the classroom.

The School of Christian Studies offered opportunities to adventure beyond the classroom and visit Israel, the West Bank, and the Jordan on a study trip. Students applied for the trip and if selected, prepared for the trip during the spring semester. The students visited many areas of archeological importance in the Bible, including the Sea of Galilee, Bethlehem, and Nazareth. Students found the opportunity to travel to Israel exciting and unique to the School. Junior Aaron LeMay said, "I really like how the school is constantly improving. It challenges students to learn more about the Bible and ministry in general, especially with the Israel trip." The School would like to offer trips each summer, oscillating between archaeological and Biblical background trips and missions and ministry trips.

In addition to the study trip, the School of Christian Studies recruited Dr. Randy Richards as a full-time associate professor of religious studies. Richards was a missionary in Indonesia for eight years before teaching at Williams Baptist College. Students enjoyed Richards' innovative teaching and fun style. Senior Brad Johnson said, "Dr. Richards has really brought a new dimension to the School of Christian Studies with his understanding of Paul. He brings a lot of fun to the classroom with his dry sense of humor." In return, Richards enjoyed the students and said they were "delightful. They have made the transition to Arkadelphia enjoyable. Everyone here is very friendly

and welcoming." Coming to a new place made Richards realize that "Ouachita has a unique blend of first-rate scholars with a heart for ministry."

The curriculum for the School of Christian Studies changed drastically. New classes were added, old classes were dropped and improvements were made on classes that remained. Students and faculty appreciated the changes and looked forward to learning different aspects of the Bible. Senior Myles Werntz said, "The way the languages has been built into the SCS really opens up Scripture in new ways by letting students get a look at the original language and context of God's Word."

Dean of the School of Christian Studies Dr. Scott Duvall was pleased with changes that have occurred in the School's young existence. After only a year and a half of life, the School made progress as opportunity knocked on several doors. With the curriculum changes, Duvall felt the School was making a lot of growth. A national honor society for religious studies and theology, Theta Alpha Kappa, was in progress and would give students another opportunity to engage in ministry.

To provide more space and on-hands training in different ministry areas, the School of Christian Studies hoped to begin a new addition to Berry Bible Building. The addition would provide several classrooms, a curriculum lab, a computer lab, a preaching lab and a counseling lab. Duvall said, "Our growth has been overwhelming and through the addition, we would like to enrich and build on what we offer."

In a short time, the School of Christian Studies made vast improvements in several areas and constantly looked for ways to enrich learning and create an environment of Bible teaching and ministry. Richards claimed, "the school has a very promising future and will continue to grow and improve."





TOOT YOUR OWN HORN

The clarinet section of the band warms up before practice begins. Students who participated in marching and concert band entertained the crowds throughout the year at various events. *photo by Lori Bell*



SERIOUS ARTIST

Senior Doug Connell works on one of his paintings in the art studio in Moses-Provine. The art department made the move from the first floor of Mabee to the second floor of Moses-Provine for more room for artists to learn and create their works. *photo by Lori Bell*

OH LINUS

Junior Allison Hunt portrays Charles Schultz's famous character Lucy, while Linus, senior Scott Wozniak, plays his piano. *You're A Good Man, Charlie Brown* was one of the many productions presented by the theater arts department. *photo by Lori Bell*

students learn the art of

DISPLAYING TALENT

by Gary Miller

A wave of sound. A thunderous applause. A graceful bow. Walking off stage, the competition was over.

This scene was common for fine arts students. Whether it was the National Association of Teachers of Singing, the Shambarger Competition or the Theatre Festival, students placed their talent on the line.

"NATS was competitive in its own, but the competition helped to drive me to do my best," said sophomore B.J. Kyle.

NATS was a state and national competition that allowed vocal performance students to demonstrate their singing abilities. In the fall, students traveled to Louisiana for the competition. There, participants began a round of singing to determine the winner of the different categories. In the spring, NATS was held on campus. This was the state level and more students entered the categories. Freshman Renee Peavey, along with other students, participated in a master class in which the judges listened to her and then gave helpful information on her performance. "It was a little nerve-racking to be up there and then be told this is what you did or didn't do," said Peavey. "I got a little startled when one of the judges bolted up on stage and shook me to get me to loosen up my posture."

The Mary Shambarger competition was another event in which students took part, however, it was only among Ouachita students. The competition began two years ago to give students another avenue to continue their performance. "The Shambarger competition helps students prepare for things like NATS as well as gets them ready for recitals and performances," said Dr. Charles Wright, dean of the school of music. "Students do better when they have experience on stage."

Theatre students also were able to compete with their talent. In

October, students from Ouachita and other state schools took part in the Arkansas College Theatre Festival. Hosted by Ouachita and Henderson State University, the five-day event allowed students to perform their show to fellow thespians. Part of the Kennedy Center/American College Theatre Festivals, a national education program that aimed to identify and promote quality college-level theatre productions, students were selected to participate in programs involving awards, scholarships and special grants for actors, playwrights, designers and critics. Ouachita performed *All My Sons* during the festival. "The festival gave us a chance to display our talents and see the talents of other students as well as gaining real-world experience," said junior Rick Dildine.

Competition wasn't part of art students' repertoire, but people were still able to see their work. Students throughout the year hung their work in Mabee Fine Arts Center in an art show setting. This ranged from graphic to stenciled art. Even though this wasn't a competition, it gave students the experience of giving an art show. "Displaying our work allowed us to get the feel for doing a real show," said senior Donnie Copeland. "We had to get everything ready, set up our displays and make sure the pieces were titled."

Competition. Performing. Displaying. These words exemplified the ways fine arts students were able to show their talents. Hard work and preparation went into the five or 10 minute performances. However, the hard work was an experience that would be beneficial in the future. "I spend countless hours practicing to give a two minute performance," said sophomore Kara Floyd, "but the experience I gain will help me later when I am auditioning for a part in a musical opera."

JAR OF CLAY

Sophomore Megan McGraw prepares a clay vase for her ceramics class. Art majors experimented with different forms of art media. photo by Lori Bell



SUPRISE

During the school of business luncheon, Mrs. Margaret Wright is overwhelmed when she learns of a donation given in her honor. The money would provide funds for the Margaret Wright Chair Endowed of Accounting. *photo by Ben Baxter*



MANNERS

Seniors Amanda Matthews and Kathryn Sohne listen to the guest speaker of the Etiquette Dinner. Business majors and minors attended the dinner and were given useful information on etiquette in the work place. *photo by Ben Baxter*



Hickingbotham donation helps the school of business reach

\$10 MILLION GOAL

by Jeff Root

What would you do with \$10 million? A lot. For the Frank D. Hickingbotham School of Business, a five-year campaign began September 1, 1999. To help reach that goal, the Hickingbotham Foundation and the Hickingbotham family pledged \$4.5 million to the school.

Hickingbotham, Chairman of the Board and CEO of TCBY Enterprises, Inc., attended a press conference on August 12, 1999, at which the pledge and campaign were announced by Dr. Andrew Westmoreland.

"Our trustees, faculty, alumni and student join me today in expressing our deep appreciation to the Hickingbotham family for this remarkable demonstration of their commitment to Ouachita's academic program," Westmoreland said.

Hickingbotham served as the honorary national chairman of the campaign, according to Joe Franz, vice president for development. He said the campaign has a base goal of \$7.5 million and a challenge goal of \$10 million. He noted that proceeds to the campaign were added to the \$5.75 million that the Hickingbotham family and other friends of the university have contributed to the school in recent years.

"This campaign will not only

increase the visibility of our outstanding business school, but the endowment funds will enable the program to grow even stronger in the future," Franz said. "The interest level among alumni and other business leaders in the beginning stages of the campaign has been quite high. We expect the campaign to be very successful and to have a noticeable and positive impact on the lives of our students."

Dr. Phil Rice, dean of the Hickingbotham School of Business, said funds would strengthen five areas: the addition of substantive scholarships; the retention and attraction of outstanding faculty members; the incorporation of current technology in student work and classroom teaching; the opportunity to enlarge international relations; and the establishment of a distinguished speaker series. "The endowment these friends have established marks the cornerstone for maintaining the continuous improvement of our academic program," Rice said.

"We appreciate Mr. Hickingbotham's support and encouragement. His investment in Ouachita's business school has been the catalyst for our recent progress," Rice added.



WELCOME

Senior Brian Jones introduces the speaker for the Etiquette Dinner. Sponsored by the School of Business, the Etiquette Dinner provided students a way to use their people skills in an environment that will be useful in the future. *photo by Ben Baxter*

LISTEN

Mike Kolb visits with junior Katie Kirkpatrick and her father, Dan Kirkpatrick, during a business luncheon. Parents often had the opportunity to visit their children while attending a campus event. *photo by Ben Baxter*

SHAKE IT UP

Senior Martin Linkhorst shifts through dirt to find pieces of metal or glass. Students looked through large amounts of dirt looking for any type of object that might help date the site to a specific time period. *photo by Brad Johnson*



INVESTIGATING

Professor Lavell Cole inspects the area around the brick sidewalk, looking for objects other than brick. Professors assisted students in finding and cataloging any objects they found. *photo by Trey Berry*



PATIENCE

Two students filter through shoveled dirt looking for any type of objects. Participants in the dig found everything from broken glass to rusted nails. These items provided clues to what once stood at the site of the dig. *photo by Trey Berry*

DIG DEEP

Students burrow down into the ground finding small pieces of coal and metallic objects. Working in small groups helped cover larger areas and added assistance in uncovering possible artifacts. *photo by Trey Berry*



students and faculty learn about the past by

UNCOVERING HISTORY

by Rachel Rains and Gary Miller



"The first time I dug, I didn't find anything, but today, I am going to find a Bowie knife," declared senior Chrissy McCorkle. She came on a warm November day dressed ready to work in her oldest pair of shoes and torn jeans. Not even the unusual fall weather deterred this determined archeologist.

She, along with other students, began an archeological dig during the fall semester on property lying along the Ouachita River. They expected to find only square nails and bits of pottery. To the surprise of the 135 participants who volunteered to work at the site, they discovered a piece of Arkadelphia's history.

"We really didn't expect to find anything significant to tell the truth," said Dr. Trey Berry, associate professor of history and director of the Pete Parks Center for Regional Studies.

Yet, with only one day left on the project, Berry shared that he and the other 22 faculty members working on the site, were "about 90 percent sure" that what the students excavated was the foundation of a cotton mill built in 1889.

The beginnings of this discovery came in the first week of digging when students unearthed a row of bricks that was suspected to be an early sidewalk. These bricks appeared to form steps leading up the slop along the river bank. They also found small pieces of glass, metal and charcoal. And for McCorkle, her hopes of finding a significant piece of history came true when she found a half-finished knife blade. These findings led to early speculations that the students had found the site of Adam Blakely's 1811 blacksmith shop, which was the beginning of the town of Arkadelphia.

As students continued digging, the bricks proved to be in a L-shape which made them look more like the foundation of a building. Berry said that John Greer, a historical preservation architect, examined the bricks and decided the forma-

tion was similar to the foundation of the Old State House in Little Rock.

Berry, who has observed digs but had never been involved in one prior to this, said that seeing the theory of the original bricks change like it did taught him that archeology is more of a precise science in which you can't rely on speculation. "I think what I learned is that you just go along and wait until the very end when you compile your data to make any decisions," Berry said. "Just let the artifacts and the facts you accumulate tell the story."

Knives, bottles and a coin were among the artifacts that helped tell the story of the site. Students found large amounts of wire, which was probably used in bailing cotton. Large pieces of modern glass discovered proved that the building must have come after the 1880s when the glass making process was refined enough to produce flat sheets without bubbles.

The variety of items found caused some uncertainty what all had stood at the location. Senior Brad Johnson helped to expose a large slab of charcoal. "We found what we thought was rock, but once we cleared away the dirt, Dr. Berry told us what we had found," Johnson said. A piece of the charcoal was sent off for carbon dating. Berry said that this would be an important fact in putting together this story, however there was no word on when the results would be available.

Berry was overwhelmed by the student response. Based on his excitement, he said that he was looking to make the school involved in more archeological digs. This would allow students to have hands-on experience. "The dig made history come to life for them (students)-to actually hold an artifact in their hand and know that somebody 100 years ago was using that artifact," said Berry. "Archeology helps us take our own reality and relate to the past," he added.

natural science students learn the challenges of **CHANGING DIRECTION**

by Amber White

As technology continued to change the world of science, the Division of Natural Science made some changes of its own to better prepare its students for a future in an ever-advancing field.

Dr. Joe Jeffers, chair of the division of natural sciences, explained that the biology department was in a transition stage as it prepared to reorganize in the fall of next year under Biological Science. This department included the biology and communications disorder majors, as well as a dietetics major, formerly known as family and consumer sciences. New to the department was the degree in Athletic Training, which not only included physical education training, but also a heavy biology component.

Another difference in the division involved a new research requirement for freshman biology majors and the incoming freshman chemistry majors. In order to receive a degree in either of these majors, students participated in an independent research project either in conjunction with one of the professors in Ouachita's science department, or by attending an undergraduate research program in the summer. Freshman Tara Loyd said,

"The new projects were a great challenge, and I feel that when I leave Ouachita, I will have a much more in-depth understanding of the scientific method. This will really help me prepare for graduate school."

The department of mathematics and computer science was also included in the Division of Natural Sciences, and a new senior seminar assignment gave computer science majors the opportunity to apply the skills they acquired within a group setting. Dr. Terry Sergeant explained, "I wanted to give the students a chance to work in a team environment." The five students involved in the new project joined forces to create a departmental website in the fall.

Despite the many changes taking place within the division of natural sciences, what wouldn't change was the commitment to excellence in preparing students for the future. Jeffers added, "We're very demanding, and because of the level of demand, students learn to study and learn to think. As a result, our students do very well in other programs." Improvements and changes within the school were just another way it was preparing students for work and life after college.

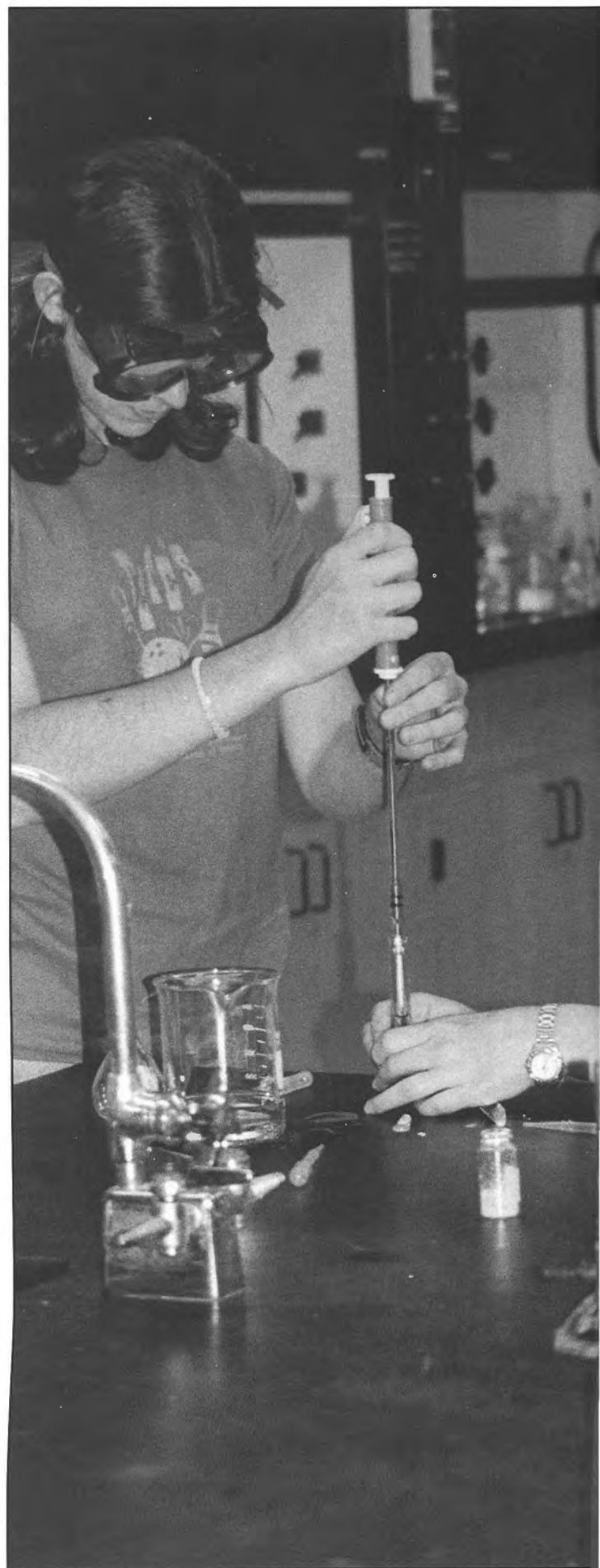


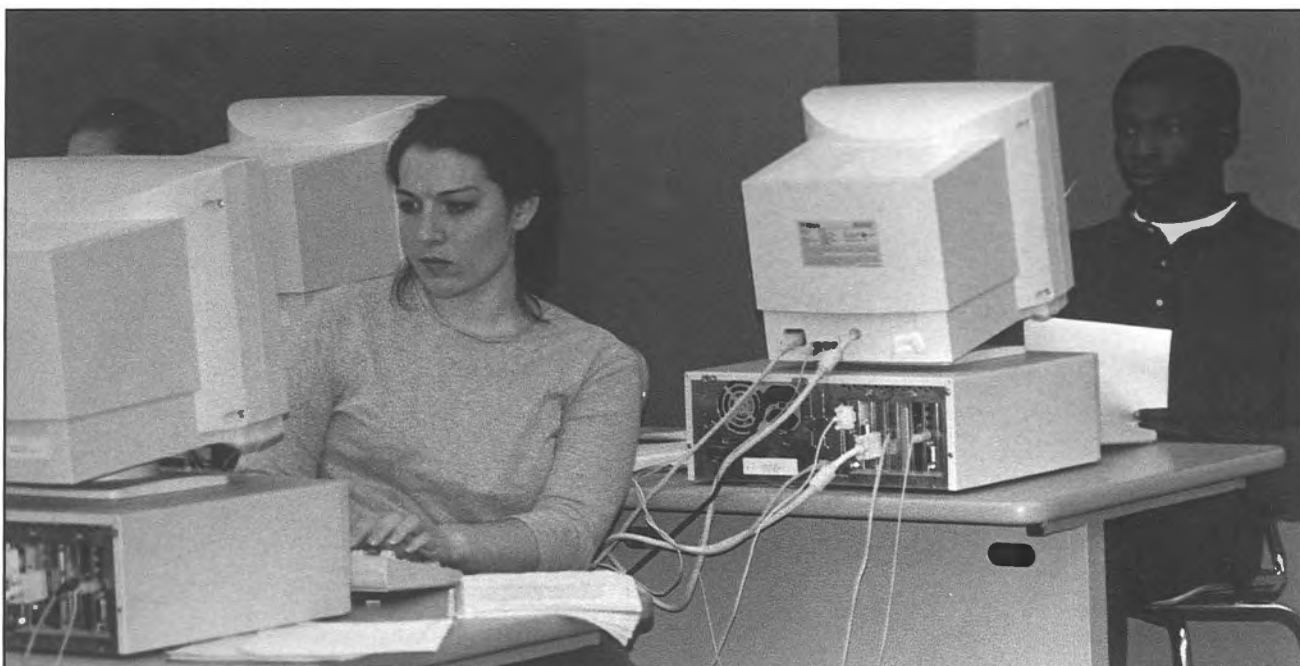
POP QUIZ

Sophomore Chris Crain studies for an upcoming quiz in his chemistry class. Science majors studied countless hours for daily quizzes and weekly tests. *photo by Jill Bates*

LAB PARTNERS

Sophomore Christy Bell and freshman Tara Loyd precisely measure a chemical equation. Students in chemistry often had long lab assignments that provided hands-on experience. *photo by Jill Bates*



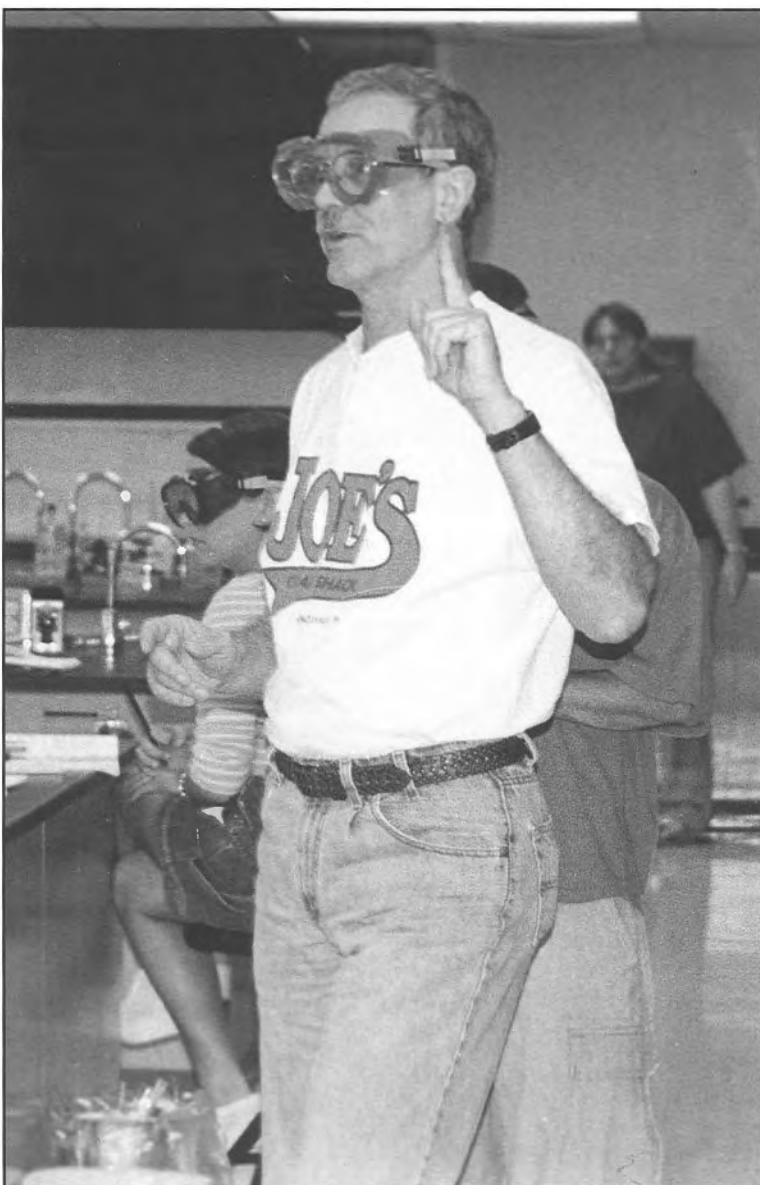


BOOT UP

Junior Noelle Mason works in the computer lab in the Jones Science Center. The lab was a popular place for students to check their email, but it was also a classroom for computer science classes. *photo by Jill Bates*

SAFETY FIRST

Dr. Joe Jeffers, chair of the division of natural sciences and professor of chemistry and pre-medical studies, explains the importance of safety in the lab. Students used caution when in the science labs because of the many dangerous situations that could occur. *photo by Jill Bates*





THE CHASE

Senior Dacus Thompson takes part in the sociology project of riding with police officers to gain a understanding of social structures in the community. Students were given this opportunity in the Arkadelphia and Little Rock communities. *photo by Aubrey Davis*

THE SOUTH

Students listen to a tour guide at the Vicksburg Battlefield where they learned about the Revolutionary War. The tour was part of the Southern Cities course in the history department.

DIRECTIONS

Dr. Trey Berry points out to senior Chrissy McCorkle a piece of metal found during the archaeological dig. The site of the dig, located by the river, was thought to be the location of a blacksmith shop at the turn of the century. *photo by Brad Johnson*



the division of social sciences provides indoor and outdoor
CLASSROOM LEARNING

by Amanda Mooney



From archeological digs to riding with police, the division of social sciences provided students with both education in and out of the classroom. Students were provided opportunities to gain experience to help them better understand the material and prepare for their future. The Division of Social Sciences included the department of history, political science, psychology and sociology.

This past year Dr. Kevin Brennan, professor of English, was chosen to represent Ouachita in the faculty exchange program with Peking University in China. He taught two courses in English, conversation and compensation, and he was also able to teach a course on American Government which was within his field. The last course was surprising considering that China was a rather closed country.

Despite the governmental position of the country, Brennan said that his students were very interested in the American political system. During his stay in China, Brennan was also able to attend a conference in Yanji as well as visiting North Korea despite of the fact that there is not diplomatic relations with the United States. He commented that it was an interesting 24 hours in which his group was only allowed to visit and photograph those things which their communist guide allowed. Not only was it an entertaining visit, but it was also saddening to see the chronic hunger all around them. Soon after Brennan's trip to North Korea, Americans were advised to keep a low profile which they adhered to. On returning to class, Brennan did not face too much hostility and en-

joyed his experience in China. Although when asked where he was from, Brennan said, "I lied and said I was from Canada."

Many opportunities were made possible in the history department. Dr. Trey Berry, Dr. Tom Greer and Lavelle Cole created the Pete Parks Center for Regional Studies. Students had the opportunity to become actively involved in studying history. At the Center for Regional Studies, students aided in collecting oral history to provide an important research resource. In the fall, 135 students and 21 faculty were also able to go on an archeological dig. In the spring, students had the opportunity to take a Southern Cities course, where they extensively studied every aspect of a particular city and then visited that city during spring break, such as Vicksburg, Mississippi.

Berry and other Ouachita professors, along with AETN television network, worked on a documentary about the first American explorers sent by Thomas Jefferson, at the same time as Lewis and Clark, to explore the Ouachita River.

Helping students prepare for the future, the sociology department offered a chance for students to look at graduate programs. Students learned about social relations, and had opportunities to see these relations in real life by writing letters to Congressmen and riding with the Little Rock Police Department.

The division of social sciences offered students a variety of educational experiences. Students were given opportunities to explore different aspects of life and prepare for the future.



humanities express themselves through

INTERPRETING WORLDS

by Amber White

The department of English worked within the division of humanities to study culture and how it related to written and spoken language. Dr. Doug Sonheim, English professor and acting chair of the department, said that this study of humankind was valuable and interesting because man was a creation of the Creator. "Seeing the fingerprint of God in the world gives us reason for interpretation," he said.

Students learned about the masterpieces of English literature and developed creative writing techniques through the English courses. Senior English major Myles Werntz said, "In English, interpretation is everything. How I understand the parts of a piece of literature working together makes all the difference in how I understand the whole piece."

As students investigated human nature, the point of views of people of all languages was of great importance. The department of modern foreign languages was also included in the division of humanities, and this study of other languages helped people from many different cultures connect to one another. "Studying foreign languages relates the world to us," said Mr. Jack Estes, chair of the department. He said many students who studied foreign language used their knowledge to teach that language. Others used their skills to study literature written in other languages, or to help them in their work on the mission field. Junior Toni Cook studied speech and Spanish together. "There are many children in today's society who have trouble distinguishing the two languages (English and Spanish) and need help knowing how to communi-

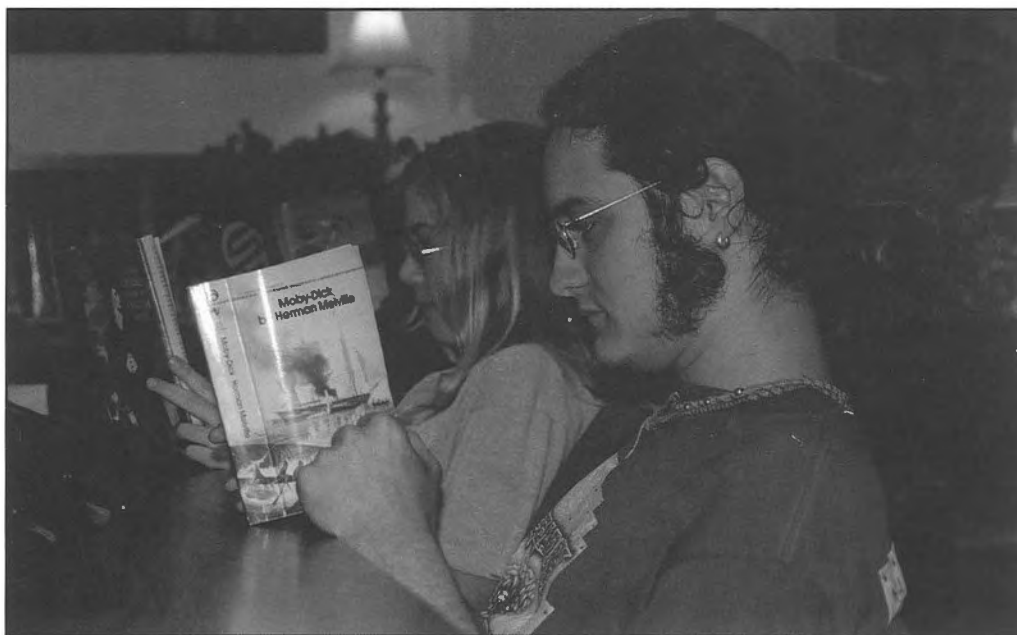
cate and interpret language," said Cook.

Mass Communications students learned to observe the people and events in the world and then interpret and clarify them for the understanding of others. This was accomplished through writing, speaking, and photography. Students in the department had the opportunity to learn through practical experience by working for the campus yearbook or newspaper, or in the news bureau, photo lab or television production. Freshman Kathryn Stewart said, "Working on the yearbook staff has given me the opportunity to look at our campus with a different perspective. I was given the chance to observe student activities and write about them in such a way that they are preserved so students of today and tomorrow can enjoy them."

The division of humanities included the study of communication not only in written form but also in the area of spoken language. Speech communication majors learned about the ways humans interact with one another through language, whether it involved a small group of people discussing a topic, one person speaking to a large crowd, or two people having an intimate conversation. Junior Scott Fitzgerald has come to understand the boundaries that must be set when communicating with people. "If a conversation is handled in a very rational manner, then it can be directed in such a way that promotes construction rather than negativism," he said.

"The study of how people express themselves is interesting and valuable," Sonheim said. Indeed, the studies within the four departments in the division of humanities were extremely valuable as students sought to move from confusion to understanding.





CLASSICS

Junior John Fogelman takes time out to read the literary classic, *Moby Dick* by Herman Melville. English majors were often seen reading and studying the great classics of literature. *photo by Myles Wertz*



FRESHMAN COMP

During a freshman composition class, Dr. Doug Sonheim reviews a test with his students. Freshmen were required to take the English class that included writing essays, reading literature and studying grammar. *photo by Myles Wertz*

STUDY TIME

Dr. Johnny Wink, professor of English, is hard at work in his office. Professors often retreated to their offices to prepare for classes, grade papers or check e-mail. *photo by Myles Wertz*



LISTEN CAREFULLY

Senior Matthew Doom works on a few lessons in the language lab. Students used the lab to study for tests, work on the computers or to work out lessons given by teachers. *photo by Myles Wertz*

LENDING A HAND

Sophomore Cendi Lea Weatherford assists students at Arkadelphia High School. "Working with students close to my age was a little strange at first," Weatherford said. "But it got easier after awhile." *photo by Jennifer Dyer*

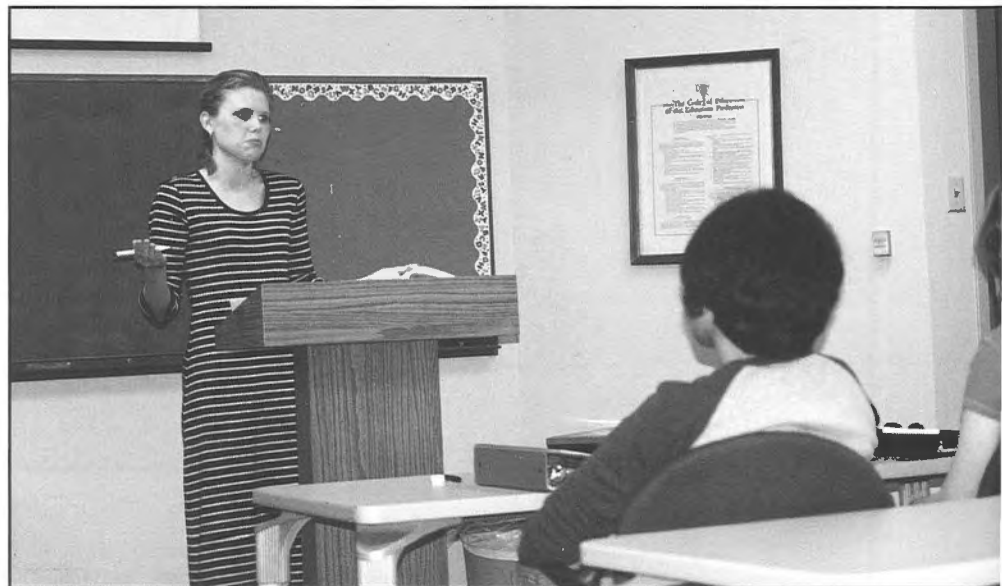
TEACHER DEMONSTRATION

Junior Kyle Spooner shows students at Central Elementary how to hit a tennis ball with a racquet. Spooner was one of the two male student teachers. He helped in physical education at Central. *photo by Jennifer Dyer*



LET ME SEE

Sophomore Katie Wainscott looks over the work of one of her Perritt Elementary students. Positive reinforcement was one way education students helped their students learn daily material. *photo by Jennifer Dyer*



EXPLANATION

Freshman Holly Home gives a presentation during the Foundations of Education class. The class taught students ways of teaching in all types of classroom. *photo by Jennifer Dyer*

CUT IT OUT

Preparing for a lesson, freshman Heather Davison cuts out a shape to help teach her lesson. Using objects and shapes helped the teacher present the lesson in an interesting way. *photo by Jennifer Dyer*

both men and women are learning through the

TEACHING EXPERIENCE

by Amber White

"We are graduating better educators today than we were ten years ago," said Dr. Charles Chambliss. One word brought about by many can accurately describe the difference in graduates who hold their B.S.E. today as opposed to those who received their degrees a decade ago. That word is change. This change has been motivated by technology, innovative thinkers and students with a mission.

Dr. Jeanna Westmoreland views the availability of computers as a major turning point in education in her 19 years of teaching. "Computers caused what we do to change," says Westmoreland. From the desk to a disk, the heavy paperwork that once overflowed off of many teachers' desks may be contained on a single disk.

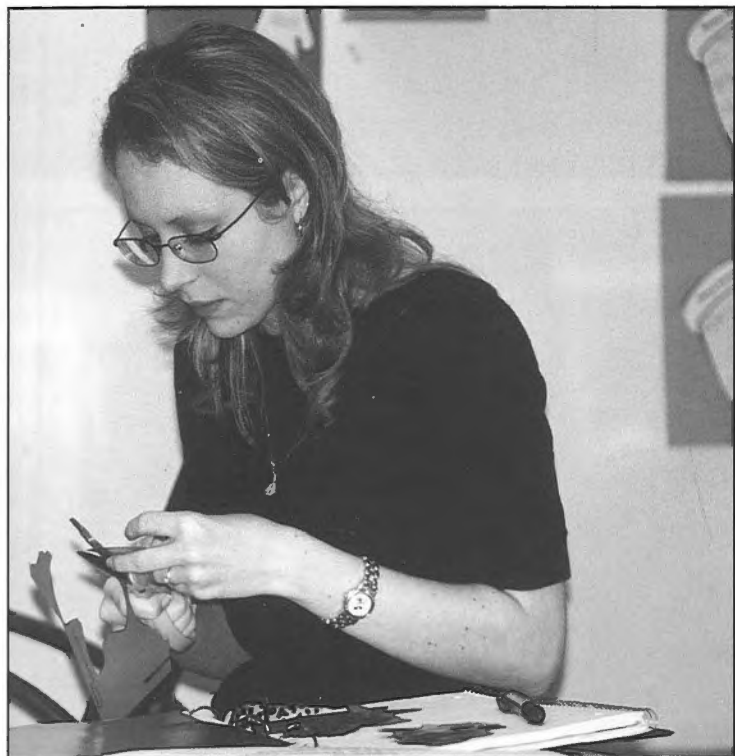
In addition to the long term change brought about by computers, the School of Education recently received a large endowment. A portion of this endowment has already been used to upgrade the division of Education's media center. The combination of highly accessible computer programs and improvements to the educational resources has allowed future teachers' imaginations to break free from the bondage of limited resources and soar into a realm with virtually no restraints on their creativity.

The division of education sometimes attracted students who had no plans for their future careers so they would "just be a teacher." Now it is has become quite difficult to "just become a teacher." The department of education requires a higher grade point average to graduate with a degree than any other school of study in the university. As the education program has continued to become more difficult, the national requirements for teacher certification have been upgraded. The National Teachers Exam, which has recently been renamed Praxis, keeps getting harder and harder to ensure that America's teachers know what they are talking about. The first section of testing, Praxis I, is now a prerequisite

to enter the education program. In the near future Praxis I may even become a prerequisite for taking Foundations of Education. Due to the cost of the test, it is questionable how enrollment in the school of education will be affected; however, Westmoreland feels that the majority of students who take Foundations of Education have some level of commitment to this field of study. "If they don't, they should not be in the class," said Westmoreland.

As the classroom atmosphere continues to evolve, the department keeps its future educators abreast of the opportunities that are awaiting them in the schools. Beyond training its students to be good teachers, the university is encouraging its students to be silent missionaries on the spiritual battlefield they will soon be encountering on a day to day bases. Many students participate in activities such as the BSU's Big Brother/Big Sister, Backyard Bible Clubs, and after school tutoring programs in order to get first-hand experience as well as learn how they can minister to children. An emerging transformation and ministry opportunity is the concept of male elementary school teachers.

Currently, the department has only two males enrolled in its early childhood education program, but what an influence these guys have on the children. When senior Lamarus Marcs walks into a classroom, he does not have any difficulties getting all eyes on him. Westmoreland sees a definite need for positive male role models in the classroom. The kids reciprocate their excitement shouting, "Yes! We got a man in our class!" Marcs feels that the children give him a certain amount of respect and undivided attention due to their shock at having a man in the classroom. Throughout the United States, less than five percent of elementary educators are men. "Having a man in an elementary classroom is something kids are just attracted to," says Westmoreland.





HERE BIRDY!

Junior Julie Hall stands on the steps of the cathedral in Cologne, Germany, feeding birds. Studying abroad allowed students to learn new cultures. *photo courtesy Julie Hall*

CHECKMATE

Junior Bryan Bailey plays chess with one of his classmates. Bailey felt that meeting people was a very interesting part of about the Austrian study tour. *photo courtesy Julie Hall*



WATER, WATER EVERYWHERE

Students were able to see many great sculptures during the visit. Triton's Fountain, in Rome, Italy, was sculpted by Bernini, an artist during the Baroque period. *photo courtesy Julie Hall*



international studies provides students with an

OVERSEAS VIEW

by Mandy McBryde



In recent years, more and more students have set out for journeys around the world. The Daniel R. Grant International Studies Program on campus sent students overseas for a semester of study in Austria, England and Japan. The summer also provided an opportunity to study in China, Belize and the Holy Lands. Others choose to go on the three-week long European study tour, which entailed one week in Italy, France, and England. "It was an awesome experience to see places that we normally only read about," said junior Katie Kirkpatrick. "I was amazed at the difference of seeing something on television and actually being able to touch it."

Many students saw this experience as an opportunity to take their studies to a new level. Historical sights that may have been studied in class, were now being seen first hand. Junior Lauren Eagle went on the European Study Tour. She found the famous sights breathtaking. "St. Peter's Basilica was beautiful," she said. "You just stood there in awe of it." Eagle was amazed by how much there was to take in. "We went to some museums in Florence where I had the opportunity to see art that I had only studied. The paintings really came to life."

Many students returned from their studies with a very different perspective on life. Junior Sarah Spencer found that America, for the most part was very sheltered from the rest of the world. "There is so

much more out there that they don't even realize," she said. "It's like people don't even think about it."

Junior John Bellar felt that the experience was a good introduction to another culture. Even though he studied in England, there were several cultural changes he faced. "The main thing I had to get over was the difference in atmosphere," he said. "Americans are a little more precise and go by schedules. The English are laid back and enjoy things."

Bellar added, "There was a difference between rich and poor, but it was not as clearly defined as we have it and the middle class is almost similar to the wealthy class."

Of course, language was an area to overcome for some students. Senior Holly Smith felt that learning the language was the best part about her experience in Austria. "At first, we weren't able to communicate, making life pretty hard," she said, "but once we learned the basics and were able to speak the language, we could actually take part of their culture and share experiences with them."

However, being in a foreign place gave her a new sense of belonging here in America. "Now I can accept the fact that I am American and will always be American. I think I tried to change that before," said Smith.



SHINING THROUGH

While visiting the Roman Colosseum, students were able to watch the sun rise through an arched window. Part of the study included learning about art from Greek and Roman cultures. *photo courtesy Julie Hall*

ON THE LOOKOUT

Students were able to see many famous sights as well as some unusual sights. In Trier, Germany, a dog keeps watch outside from a second story window. *photo courtesy Julie Hall*