

Academics





Learning. The reason we all come to college. Academics are a huge part of your time at Ouachita, no matter how much or how little time you spend in the library. From new curriculum and facilities for some departments to classic staples like the business plan competition and poster presentations on Scholar's Day, from a new sports show created by students to hands-on experience in the ministry, from student teachers getting their first classroom assignments to senior artists displaying four years of hard work in their senior exhibits - all of these things come together to make the

Ouachita State of Mind.

ADVENTURES

ABROAD

Students create new memories internationally through the study abroad program

It was said that learning had no barriers. Students involved in the study abroad programs experienced that first hand as they travelled across the world to gain new learning experiences.

"I was able to get out of the Ouachita bubble and experience a group of people that were all completely different. I was able to learn about different cultures and it really made me appreciate living in America more," said Tracey Mardis, a junior psychology major from Springdale.

Through the Grant Center for International Education, students had the option of exploring Australia, Austria, China, Costa Rica, France, England, Hong Kong, Indonesia, Italy, Japan, Jordan, Morocco, Scotland or Chicago if they chose to stay in the states.

"I had never been out of the country and I wanted to go to an English speaking country. I've always thought England was really interesting and I have always wanted to go," said Katy Wood, a senior early childhood education major from Plano, Texas.

Studying abroad not only provided students with a different educational experience, but for some, a once in a lifetime travel experience.

"I knew that I wouldn't have a chance to be abroad that long in the future. I wanted to get outside of my comfort zone, travel, meet people and form relationships with people in a different country," said McKenzie Cranford, a senior mass communications major from Coppell, Texas.

Students who took advantage of studying abroad were able to see that difference making ability expand into the rest of the world.

"I get used to thinking that everyone

knows about God, but then you leave here and realize they don't. I was able to be a witness and that strengthened my faith," Mardis said.

Traveling abroad gave students a chance to become more self-confident, have a better understanding of life in America, become more socially intelligent, have stronger listening skills, experience new teaching methods and become creative problem solvers.

"I got to experience how other cultures do education. I am an early childhood education major. My future teaching will be more well-rounded because I have seen how other kids learn and how other teachers teach," said Wood.

Students were able to travel to other places when they weren't busy with classes.

"I was able to visit Germany, Hungary, Switzerland, France, England, Belgium and Vienna while I was there. We stayed in hostels, which are like super cheap hotels for the youth to stay in. They are kind of like bunkrooms but they are actually really nice," Mardis said.

While abroad, students had the opportunity to learn about the different cultures within the different countries. Instead of only learning about the specific place they went, they were able to learn about multiple places.

"I just stayed open-minded about the different cultures. Everyone was extremely willing to give you help and they were very welcoming," said Cranford.

One thing that was notably different was how holidays were celebrated.

"We were in Austria during two festival seasons. They actually celebrate Christmas



on the 24th. They believe in Kris Kringle and the Krampus instead of Santa and elves. They literally set up all of their Christmas decorations the day before all of their celebrations and say the angels did it," Mardis said.

While students were learning about their new country, they were also able to share a bit of home with those across the world.

"We missed out on things back at OBU, but we learned and gained so many things while being away. We actually got to live stream Tiger Tunes and watch it with all of our friends there in Liverpool. It was really cool getting to share Ouachita with them," said Wood.

Whether they were involved with the European Study Tour, studying abroad or summer abroad programs, students who took advantage of the opportunity marveled about their experiences and memories they had. It expanded their knowledge of the world, themselves and even their environment back home.

"I would encourage people to do it if you can. However, if you can't, take full advantage of what's here at OBU," said Cranford.

by Abbey Little



Tracey Mardis Photo

Junior Tracey Mardis sits in front of the Salzburg skyline while on the Capuchin mountain. Mardis studied at the University of Salzburg during the fall, staying with a host family during her time there.

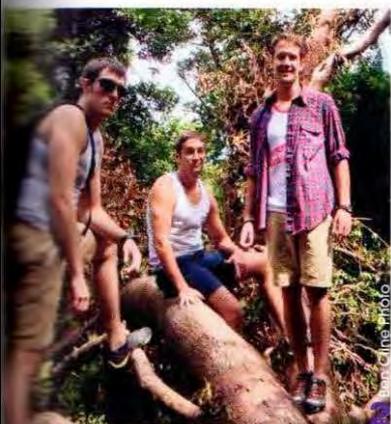


Zach Hawkins Photo

Junior Zach Hawkins makes a new friend at Caversham Wildlife Park in Australia. Petting the kangaroos and other Australian animals was part of the study abroad students' orientation at Murdoch University.



Jenno Jahnsan Photo



Ben Cline Photo



Nicole Platt Photo



Shannon Talley Photo

Sophomore Jenno O'Dell and senior Kailen Jahnsan bicycle together in Kyrgyzstan. They worked with the International Mission Board through Hands-On.
 Seniors Aaron Butler, Ben Cline and Adam Cline take a break together in Costa Rica. The three spent part of their summer at the University of Costa Rica.
 Senior Nicole Platt shows off Austria's Alpine beauty. Platt saw much of the Alps while studying at the University of Salzburg in Austria.
 Junior Shannon Talley tours the Scottish highlands. Talley spent the spring semester studying at the University of Edinburgh in Scotland.

NEW LINKS

Changes in CORE curriculum demonstrated to students new ways to connect with the world around them

Apart from taking the classes required for their majors, students were required to take classes from the CORE curriculum. After studying surveys, hosting faculty forums, and focusing on CORE objectives, the faculty adopted a new CORE curriculum.

"The thing about changing the CORE curriculum is it's not something you want to do frequently, because it effects so many parts of the university and you would constantly be in turmoil if you were doing it all the time," said Dr. Stan Poole, vice president for academic affairs and dean of the School of Interdisciplinary Studies. "We felt like we had reached the point where it was time to take another serious look. And one of the things we really wanted to do was create more flexibility."

Another goal of reorganizing the CORE curriculum was to reduce the number of hours students needed to graduate. Students gave feedback saying they felt they were taking too many general education classes and it was causing them to have to stay at school an extra semester or two.

"What we're trying to do is strengthen our students' engagement with our CORE curriculum so the courses we do teach are more compelling and more engaging and do so more efficiently," Poole said.

One of the classes that changed with the new curriculum was the freshman course, Introduction to Liberal Arts.

"It's not a very easy thing to teach, because it's a course outside of your discipline," Poole said.

The new class, OBU Connections, integrated some material from Liberal Arts

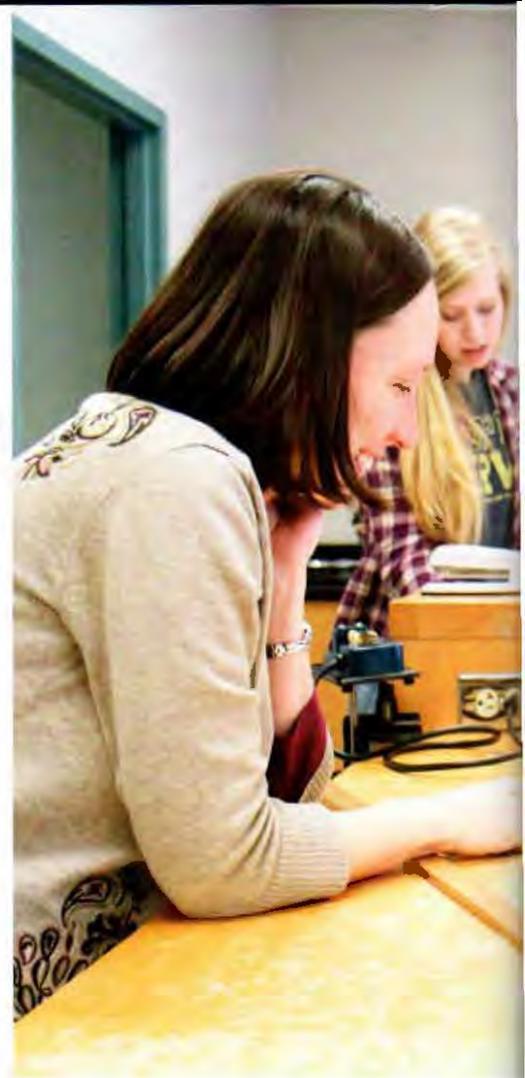
while giving the instructors a chance to teach a topic unique to their class.

"While preserving some of the important content from Intra to Liberal Arts, Connections will help students understand the importance and value of a broad education," said Dr. Keldon Henley, vice president for institutional advancement and an OBU Connections instructor. "They'll see that a single issue or problem can be approached from multiple perspectives or fields of inquiry."

Three pilot courses were offered during the fall semester and taught by Dr. Scott Holsclaw, dean of the school of fine arts; Dr. Keldon Henley; and Dr. Rob Hewell, associate professor of music and director of worship arts program.

Holsclaw taught his class with the mindset of a director looking at a piece of literature. His class studied "The Grapes of Wrath" by John Steinbeck. Holsclaw brought in guest speakers to bring an interdisciplinary angle to their study. The guest speakers covered topics such as the financial depression during the Civil War, the dust bowl and family issues. Henley led his class in studying Civil War letters and a diary of a young Louisiana private who died at Antietam. The class heard from a guest speaker about the Civil War.

Hewell focused on leadership in his class. "For years I've had a great appreciation for and done a lot of reading on leadership and organizational dynamics and working with people, so this gave me an opportunity to do some things with students in a classroom setting that were outside what my main assignments are," Hewell said.



One of Hewell's students, Jonathan Dixon, was asked to speak at a faculty colloquium about his experience with OBU Connections.

"When Dr. Hewell asked me to speak, I was really excited. I had planned a five minute speech that I had practiced and practiced. When it came time for me to speak, I didn't feel like my planned speech was going to get across what really needed to be said, so I got up there and just winged it. It turned out fine and I had a blast doing it," Dixon said.

OBU Connections was not the only class that was part of the new CORE program. Changes were also made to history classes, writing classes and science classes. The administration found that students were more likely to enjoy a CORE class if they had some say in which classes they had to take.

"We still want students to develop the skills that are important from a liberal arts education. We want them to be able to understand the way science sees the world, what it means to be a responsible citizen and ways of plugging in and making a difference in their community," Poole said.

by Hannah Shu



Kristen Barnard Photo

Sophomores Taylor Black and Treslyn Shipley work in a Physical Science Lab together. Physical Science Labs met once a week for two hours and gave students a hands-on learning experience.



Julia Scott Photo

Students diagram sentences during a Composition I class. Diagramming sentences on the board with a partner helped students to better understand the anatomy of grammatically correct sentences.



Tyler Rosenthal Photo



Heather Hill Photo



Tyler Rosenthal Photo



Kristen Barnard Photo

- 1 Dr. Margarita Pintado helps junior Beau Doggett with class work during Spanish. This was Dr. Pintado's second year teaching at OBU.
- 2 Dr. Kevin Mott lectures students during American Civilization. Mott discussed the history of America from its early exploration to modern times.
- 3 Senior MaryLocey Thamson reviews notes during Senior Seminar. Senior Seminar was a required course in the CORE curriculum.
- 4 Senior Dennis Stratton works on a sound frequency lab in Physical Science. The lab helped students to better understand sound waves.

Top 5 Career Choices

1 Missionary

2 Youth Minister

3 Christian Media

4 Pastoral Staff

5 Christian Counseling

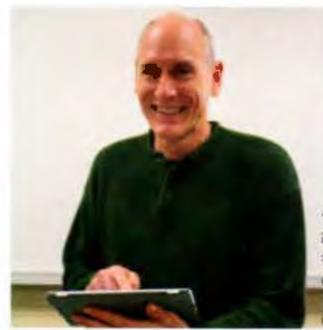
*Scientific survey based on a systematic random sample

"I love connecting with students and investing in their lives because they are the next generation. I want to be a youth pastor to disciple and grow students."

*-Jim Hampton,
Christian studies and
missions major, Hope*



Junior Stephen Curry studies for one of his theology classes. Curry was a church music major.



Dr. Byron Eubanks instructs one of his philosophy classes. Students learned how to apply philosophical ideas to their studies.



Reading over a book, sophomore Perri Snear reviews for her Workplace Ethics class. Snear was a biology major.

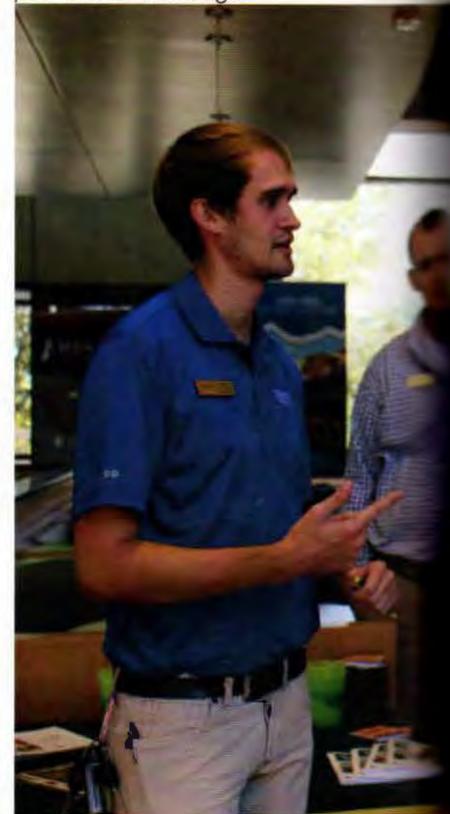


Dr. Barbara Pemberton talks with senior Grant Novak during World Religions class. Students were able to learn about world religions and how to discuss their beliefs with people of other religious backgrounds.



Dr. Scott Duvall, chair of the Biblical Studies Department, instructs students in Spirituality and Formations class. The class was a favorite among students.

Senior John Hewitt gets information from Baylor Seminary recruiters on Seminary Day. Christian studies students attend Seminary Day as they prepared to make plans for after college.



Applied Concepts

Boston. Turkey. Arkadelphia. Greece. Benton. Wales. Little Rock. Guatemala. Just a few places one would have found students serving with skills they acquired through their courses in the Pruet School of Christian Studies. Students had numerous opportunities to have experiences outside of the classroom that enhanced what they learned in their different courses.

"I chose to major in missions because I feel called to minister to the lost all across the world," explained Jenna Hurst, a senior missions and Spanish major from Gurdon.

Hurst spent time in Guatemala with a local church under the supervision of International Mission Board missionaries. Hurst had the opportunity to be a part of a church planting movement and discipleship while spending time in Guatemala.

"Dr. Pemberton's Discipleship in the Church class was so relevant and planted

a passion for discipling people in my heart," Hurst said.

Bridget Bloxom, a Christian studies and missions major from Benton, had the opportunity to participate in Hands On, a semester long mission internship through the International Mission Board.

"The things I have been taught and the support I have been given through my professors helped me to go in confidence and to be fully equipped for being in the mission field for the semester," Bloxom said.

The Pruet School partnered with the Hands On program to allow students to receive 12 hours of course credit while spending time overseas on the mission field.

"We believe that practical experience compliments the classroom nicely and it allows students to engage with ministry in a real-life environment," said Dr. Terry Carter, Vaught professor of Christian ministries and associate dean. Students also had the opportunity to practice what they were learning in the classroom locally. Kathleen Past, a senior Christian studies and missions and speech communications major from Grand Prairie, Texas, was able to attend a church planting conference with fellow students and staff that was hosted on campus.

"The church planters were a really fun group of people. They were really honest that it's really difficult emotionally and spiritually, but it's also one of the most fulfilling things they've ever done. It was a lot of practical information and a lot of guidance," Past said.

"Conferences deepen a student's understanding of varying aspects of ministry, theology and Biblical studies. It is our commitment to provide these outside experi-

ences when possible," said Carter.

Drew Farris, a Christian studies and biblical studies major from Hot Springs, served in a local church by interning with a student ministry.

"Interning at a local church has given me the chance to apply what I learn. Even what we all learn in Bible Interpretation has helped as I prepare sermons and lessons to teach to students," Farris said.

"The education I have received during my four years has been invaluable and I feel confident in stepping out into the ministry world after my time here," Hurst said.

Whether it was across the street or across the world, students in the Pruet School of Christian Studies gained real, hands on experience to take with them into ministry for the rest of their lives.

"Even though I was halfway around the world, there wasn't a day that passed that I didn't think back to my time in the classroom and the things I had been taught," Bloxom said.

There was much more to an education than taking exams and quizzes. It was what students did with what they learned that really made a difference in the lives of people. Putting into practice a student's education and ministering to others at home and abroad made Pruet students difference makers.

"I believe students who take advantage of a biblical studies trip, a missions studies trip or accompany us to an Evangelical Theological Society meeting gain a breadth of knowledge that rounds out their Ouachita education in a positive way," Carter said. "They never regret it."

by Jessica Stewart



Anna Mculloch Photo

Breaking News

Changes in Humanities affected faculty, facilities and communication professionals in the making.

From Spanish adding a new professor, to Rebecca Jones, assistant professor of communications, and Dr. Doug Sonheim, chair of English and Modern Foreign Languages and Anthony professor of English, teaming up to take a group of students to the Sundance Film Festival, the School of Humanities saw much change.

According to Dr. Jeff Root, the dean of the school of Humanities, the demand for Spanish had grown significantly over the years.

"With three faculty currently on staff, this makes the Spanish program the largest it has ever been at Ouachita," said Root.

With a new addition to the staff in Dr. Mark McGraw, joining Dr. Margarita Pintado and Ms. Julia Janes, the foreign language program was prepared to meet the new demand for the education in the Spanish language. Aaron Butler, a senior Spanish education major from Little Rock, said that the new addition to the faculty helped him prepare for a career in education.

"Dr. McGraw has helped so much in my preparation to enter the job market and begin my career teaching the Spanish language. I believe that Ouachita is very lucky to have him on staff," said Butler.

"For me language in high school was something that was hard to grasp," said Alex Nelson, senior business finance and management major from Frisco, Texas. "I was apprehensive about taking the required language credits to graduate here at Ouachita. Dr. (Margarita) Pintado presented the material in a way that is interesting and fun, without the monotonous memorizing of vocabulary."

Jones and Sonheim teamed up to create an entirely new experience for students, a trip to the Sundance Film Festival. Students attended the festival as a group in January, then met once a week during the spring semester to talk about what they learned from the trip. Jones said that the idea for the class came to her when she attended the festival as a doctoral student.

"I began to think about the OBU Sundance experience because I had a chance as a doctoral student to go to Sundance. In addition to being very fun and exciting, it was incredibly meaningful because I had a chance to interact with the Windrider Forum, a gathering that brings together students and filmmakers to discuss the relationship between faith and film," Jones said.

Jones and Sonheim were able to acquire the grant for the Ouachita trip. "It was a meaningful, enlightening, and even challenging experience because you're dealing with really hard stories told through film, and I hope that through this experience we can be better equipped to reach out to the world around us," Jones said.

Molly Anne Turner, a senior graphic design and mass communications major from Sherwood, was one of the students who attended Sundance.

"Getting the opportunity to go to Sundance was one of the best experiences I've had at OBU. Being a part of the Windrider Forum, I was able to listen to brilliant film makers compare faith and film which impacted me as a communications and art student. Learning to incorporate faith into your field is a valuable skill and something



I'll be able to continue to develop," Turner said.

A curriculum addition to the Rogers Department of Communications was the addition of a Social Media class, taught by alumni Lonnie Byrd and Lauren Farabough. "Social media is a major platform for communication, and our students need to not only know how it works and its potential, but the ethics of social media as well," said Dr. Deborah Root, professor and chair of Communications.

In April, the video production studio was dedicated as The Gary and Matt Turner Video Studio. Gary, a former Ouachita student, was a long-time pastor of Third Street Baptist Church, Arkadelphia, until his death. His son Matt, an OBU graduate, was a successful sportscaster and newscaster in northwest and central Arkansas. Matt was in a car accident not long after being named the evening anchor for THV11 in Little Rock. "There was a local citizen who knew both Matt and his father, and wanted to honor the two of them through a donation to Ouachita, specifically the mass communications department," Dr. Jeff Root said. THV11 broadcast from campus the day of the dedication. *by Ben Cline*

Top 5 Career Choices

1 Journalism

2 Lawyer

3 Public Relations

4 Christian Counseling

5 Editor

*Scientific survey based on a systematic random sample.

"I love people and I love fixing problems. With PR you're presented with a problem and there are many ways you can solve it. It's that aspect of PR that excites me."

-Megan Polizzi, mass communications and Christian studies major, Irving, Texas



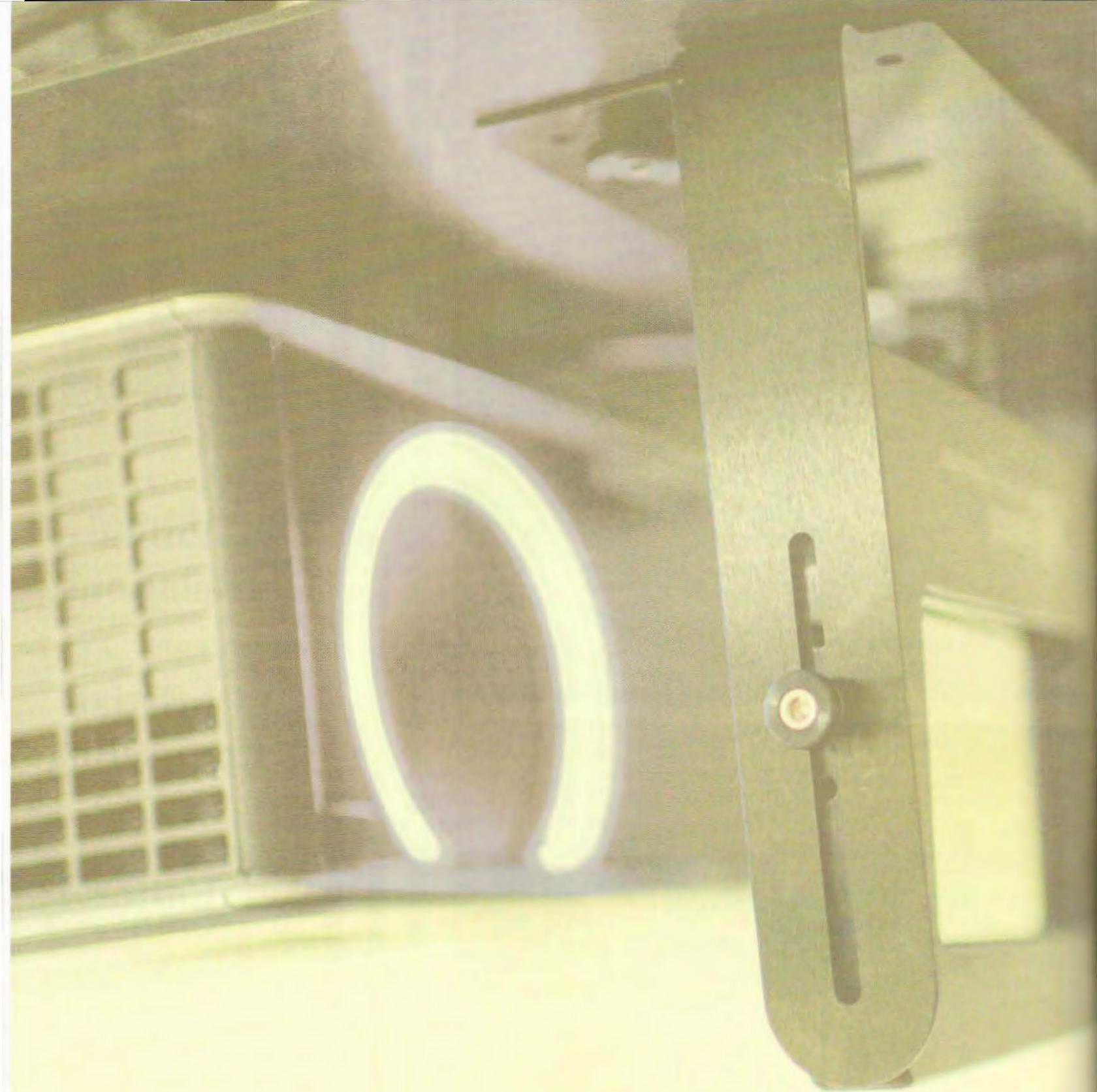
Seniors Jeff Sharp and Cait Crowell, juniors Tyler Rosenthal and Marissa Beckwith, and sophomore Treslyn Shipley meet together to talk about creative elements for their advertising campaign.



1 Dr. Deborah Root instructs sophomore Dixon Land during Publication Design. Students learned the basics of newspaper and publication design and how to use the InDesign software.

2 Dr. Jeff Root talks with senior Emily Coles and junior Mat Brockway during Public Relations Principles and Problems. Dr. Root taught issues such as branding, event planning and marketing.

3 Professor Jadejoh Williams takes notes during American Letters. Students had the option of taking either American Letters or Western Letters as a part of the CORE curriculum.



**Top Notch
Technology**

From 3-D science software to the new technology adaptations in the library, Ouachita improved its technology all over campus in order to help students incorporate technological advances into their daily lives.

Dr. Lori Hensley, chair of biology, received a university-wide grant during the 2012-2013 school year for new technology, which included BodyViz software for 3-D MRI and CT scans, 3-D projection equipment and a 3-D video camera and equipment for the communications department.

Knowing the technology would be expensive; Hensley did not want to be the only one on campus benefitting from it. She approached Lori Motl, director of admissions counseling, and Dr. Dave Ozmun, professor of communications, to see how their departments may be able to use the technology as well.

Ozmun and the video production students worked with admissions counseling to produce a 3-D tour of campus that could be shown to prospective students who may not be able to see campus at its finest or when the weather was good. Ozmun's video students filmed events like Tiger Tunes and football games in 3-D.

"This new technology is fun because it's brand new," Ozmun said. "We're learning everything we can about it. Everybody is learning as we go."

Hensley began incorporating the BodyViz software into her classes in February of 2013 and tried to use the software whenever possible in class. She said any time the students saw the 3-D glasses sitting out at the beginning of class, an immediate "buzz" was heard in the room.

"The students are so much more engaged with the 3-D technology," she said, "so whenever I find ways to integrate it, I do."

The 3-D equipment was set up in McClellan Hall, room 100. The scans were projected onto a screen by a special projector and while wearing black glasses and using a wireless Xbox controller, students could maneuver and examine the images. Using this technology allowed students the closest thing to examining the body without actually having cadavers present.

Hensley said she also had to "learn anatomy in a whole new way."

"I'm also not a radiologist, so I've spent some time at UAMS being a student myself learning how to read these slides," she said.

Megan Scorbrough, a senior biology major from Foyetteville, was one of the students who used the technology and was in a group presenting it to the faculty in the fall semester.

"It's a really different experience than in a book," Scorbrough said. "You see what the body actually looks like, and you get to see real scans and patient data that doctors give us — not just regular textbook stuff that's easy to figure out and solve."

Ouachita was one of very few universities in the nation with the new technology — one of just 40 or 50, according to Hensley, and was the only one in Arkansas with BodyViz.

"My favorite part is how excited the students get," Hensley said. "The whole atmosphere changes when we use 3-D. They know they're going to enjoy what they're about to do, and I think it helps them grasp the material better. It's a new way to engage the

students, and I think they enjoy it."

Along with the 3-D technology, another improvement was the new signage boards around campus.

"The digital media signage has been added in many departments across campus as well as in the library. These boards are TV screens with scrolling slides that are informative for the students," said William Wolf, Ouachita Media Specialist.

Each department prepared their own slides for the digital media signage.

"The screens add a fresh look and feel to areas like the student center that incorporates digital media. The screens are a great way to keep the students updated on events around campus in a way that's appealing to what we're used to," said Kathleen Post, senior speech communications and Christian studies major from Grand Prairie, Texas.

The library, like many other departments on campus, added the new signage, or digital media screens, as well as a few other technological advances.

"Much of the library's use of technology is evolutionary rather than an abrupt departure from the past. The library has consistently adopted technology to help better accomplish its mission as the technology became available, and because of the university's willingness to fund the library's adoption of that technology," said Dr. Ray Granode, professor of history and director of library services.

Another form of technology the library acquired was the new microfilm and microfiche scanners.

"We first acquired microform (film and fiche) when it became a new format. We then acquired the readers for it, then reader/printers that could reproduce a PDF of the image on the screen and now we have the scanners that can reproduce the text," said Granode.

The microform technology in the library continued to improve, but with the latest technology, students were able to scan images of archived newspapers, images, or old text and not only just look at it, but scan it in to the computer and manipulate it on the screen and print it out.

The media room in the library was another advancement made which was beneficial for not only studying tools but also group projects and preparing for presentations.

"The media room has been great for group presentation meetings where we can hook a laptop up to the TV and work on presenting power points," said Jeremy Dixon, a junior Christian studies and mass communications major from Benton.

The media room was located on the top floor of the library. There was a TV and a projector so students were able to connect their laptops and create presentations or work and study in group settings on a larger scale.

"Now that Ouachita has invested in these new technological study tools, I have the confidence to study and exercise my technology skills at the same time. These new advancements are such effective tools for us to have access to on campus. I'm delighted," said Hannah Pinkerton, a junior speech pathology major from Benton.

by Molly Anne Turner and Tanner Ward

BOOK PLAY

Students engage with with elementary school students through interactive literacy events

After journeying through a forest of Truffula trees and all the way to Whoville, students from the Huckabee School of Education got the opportunity to meet characters such as Yertle the Turtle, Sam-I-Am, a red fish, a blue fish and the Lorax.

No, this was not through the study abroad program, but here at home.

Students enrolled in the Literature for Early Childhood Education course were given the opportunity to travel to many more places and meet even more exotic characters through a study of children's literature. Particularly through events like Perritt Elementary School Pre-Kindergarten Family Night, students were able to engage with pre-kindergarten children through reading, math and science activities that focused on children's literature.

"It really confirmed for me that I'm doing what I'm supposed to be doing," Josh Cartwright, a junior early childhood education major from Farmington, said about Perritt Family Night.

Four students from the Literature for Early Childhood education course took part in leading Perritt Family Night.

The annual event, which is sponsored by Perritt pre-kindergarten teachers for the children and their parents, focused around the works of Dr. Seuss. Children and parents that arrived at the event were quickly greeted by Dr. Seuss-inspired decorations, along with a few of his most unique characters, displayed around the halls of Perritt Elementary School. The teachers, students from the School of Education, facilitated different literature-based activities with the

children.

"The students were the leaders that evening," Mrs. Kaila Murphy, Literature for Early Childhood instructor and Perritt Elementary School librarian, explained. "They got to do a little bit of teaching and explaining. Then, they let the children do an activity after they modeled and demonstrated it."

Cartwright and Patrick Sworn, a sophomore early childhood education major from Crossett, used the Dr. Seuss book "Bartholomew and the Oobleck" to do a science experiment with the students.

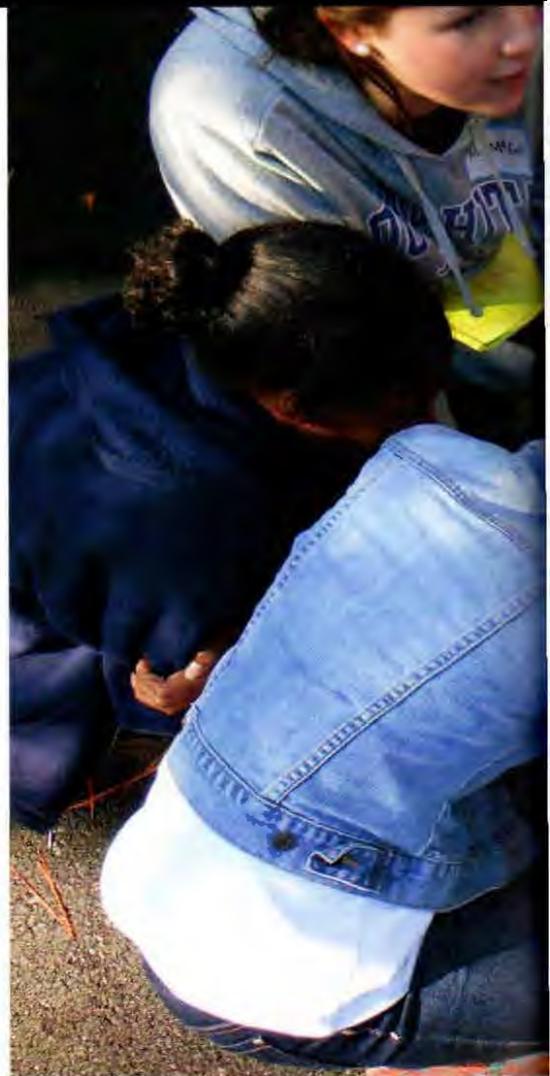
"I definitely learned a lot about time management and doing more than one thing at once that night," Sworn said. "We were having to read the story to the kids and make the oobleck of the same time."

During the science experiment, Cartwright and Sworn helped the students create "oobleck," a substance like that from the Dr. Seuss book. The substance was nothing more than a mixture of cornstarch and water.

"That was one of my favorite parts of the whole evening," Cartwright said. "Watching the kids and their parents interact together and watching them get grossed out by the sticky goo."

Sworn explained why the event was relevant and helpful to early childhood education students.

"It was a great opportunity to get a peek into the different types of literature that students are learning and how the parent and child are interacting with that," Sworn said. "That's really important. Teachers need to know how the parent interacts with the stu-



dent."

The children grouped with Sworn and Cartwright and other leaders were engaged to the point that they chose the educational activities over pizza and sweets.

"You could see how much fun the kids were having from their faces," Murphy said. "But you knew they were really having fun when they didn't want to leave their activity to go have pizza and cupcakes. So, we let them stay in their groups a little longer until they had rotated through each station and done all of the activities."

At the end of the night, parents and students left with a free Dr. Seuss book, and leaders were able to examine the value of the experience.

"I thought it would be just sitting around just reading to the kids," Cartwright said. "I didn't know we would have as much fun with the activities and playing with the kids, which is what I love. It was all possible to the lit class."

So even from Mount Crumpet to the McGrew Zoo, with children's literature, oh, the places you'll go!

by Robert DeSoto

Top 5 Career Choices

1 **Elementary
Teacher**

2 **Teacher**

3 **Middle
School
History
Teacher**

4 **Special
Education
Teacher**

5 **Athletic
Trainer**

*Scientific survey based on a systematic random sample.

"I hope to inspire creativity and teach kindness in my classroom. I want to teach out of love, because I believe that is my calling."

-Kelsey Frink, early childhood education, Marion, Mass.



Elementary school students work alongside kinesiology students at DeSoto Bluff. The students instructed the children in using a map and following directions.

Mike Reynolds Photo



Gracie Lundstrum Photo



Mike Reynolds Photo



Kristen Brown Photo

Senior Tracy Mardis throws the ball in the air as she sets up the perfect tennis serve. Introduction to Tennis taught students the basics of the game.

School of Education students instruct elementary school students at DeSoto Bluff. The students took the children out of the classroom for a more interactive way of teaching and learning.

Senior Bailey Sanders teaches in a second grade classroom. Education majors were required to spend the last semester of their senior year teaching as interns.

Top 5 Career Choices

1 Accountant

2 Sales Rep

3 Sales Marketer

4 Sports Business

5 Small Business Owner

*Scientific survey based on a systematic random sample.

"Accounting has been hard, but rewarding. I've never been the type that wanted to teach or be a doctor. I can't watch people get cut open."

*-Rachel Hooker,
accounting major,
Palestine, Ark.*



Junior Lauren Lynch takes notes in Personal Finance. Students were taught the importance of saving and how to invest.



Stephanie Chantos takes notes in a business course Chantos was part of the winning business plan team in the fall.



School of Business Dean Bryan McKinney teaches Business Law. McKinney told a story to demonstrate liability.



Emily Tual works in Microcomputer Applications. Microcomputer Application taught students the basics of various computer software and databases.



Dr. Chris Brune instructs students in Corporate Finance. Students learned about the ins and outs of company financial statements.

Sophomore Rebekah Hollimon and freshman Titus Brooks work together for an assignment in Personal Finance. The class was also offered as an online course.



Commercial Culture

Above and beyond: these two words described what the Hickingbotham School of Business envisioned for its students, majors and non-majors alike, who entered its doors to learn. The school was not exclusive to majors only, offering a wide array of options for the entire student body in which to participate.

A staple for the School of Business was the annual Business Plan Competition, a chance for students to gain some real business experience, venture on their own and create a tangible business plan. The competition allowed the students to present their plans to an audience and judges for a cash prize. The winners then had the chance to advance in the competition and move on to present their plan at higher levels, leading up to the ultimate prize of possibly having their plan become a reality.

Michael Crowe, a senior business administration and finance major from

Donaldson; Alex Nelson, a senior business administration and finance major from Frisco, Texas; and Evan Malcolm, a senior business administration and management major from Shreveport, La. won with their plan "PUREnovations." For their efforts the team won a \$4,000 cash prize and the opportunity to advance in the competition.

"PUREnovations' focused on converting traditional gas powered vehicles to Compressed Natural Gas, or CNG," Crowe said. "Our primary focus is to enter small markets and provide exceptional quality and service to individuals who typically would not have access to this newer technology. We strive to enrich community members lives by making the atmosphere in which they live both greener and cleaner for all to enjoy."

To enter the competition, students only needed a solid written plan for submission, some presentations skills and enthusiasm about their product. The competition gave students across all majors a chance to get a glimpse into the reality of the business world.

"I learned so much from participating in the competition. It really pushes you to go above and beyond because it really is unlike anything you'll ever do in a classroom," said Tori Abellera, a senior mass communications major from Garland, Texas. "Whether you place or not, it is an incredible experience that can help prepare you for the real world."

Other events that occurred during the year included trips to different cities for each class in the business school and the event known as "First Fridays." Each class went to a different city: the seniors to St. Louis, the

juniors to Little Rock, the sophomores to Northwest Arkansas, and the freshmen to Memphis. These trips were designed for students to make connections and understand the culture and organization of the business world by visiting centers of business and centers of culture in the cities.

"It was a really neat experience to be able to spend time with classmates away from campus and build some relationships in the business world," said Clay McKinney, a senior business administration and management major from Hughes Springs, Texas.

First Fridays was an event that occurred once a month, where the school would invite successful businesses men and women, including alumni, to come and speak to the students about their businesses and the business world in general. The students were offered lunch, along with a lecture to gain some personal insight.

The Hickingbotham School of Business did not shy away from inviting majors and non-majors alike to gain knowledge and experience from the events, classes, and competitions sponsored by the school. Anyone and everyone were welcome to participate and take advantage of the experience at their fingertips.

"We're encouraged to view business in light of the Gospel," said Abellera. "We are able to hear from very successful people about the road that they took within business and we are also constantly told of the importance of keeping God as the focus of our business."

by Jake Coffman



Cora Curtis Photo

Top 5 Career Choices

1 Worship Leader

2 Music Teacher

3 Band Director

4 Voice Instructor

5 Music Therapist

*Scientific survey based on a systematic random sample

"I feel like early encounters with music can influence children's futures. Even if they don't pursue a music career, the things they learn in music classes will pay off greatly later in their education and life in general."

-Carli Sasser, music education major, Crossett



Kristen Barnard Photo

Tiger Steel ensemble performs during its winter concert. The School of Fine Arts added the ensemble as a course.



Kristen Barnard Photo

Senior LeeAnn Polk rehearses bass flute during a music lesson. Polk was a music major.



Mr. David Stanley accompanies Bauman on piano during her voice lesson. Stanley was an instructor of music.



Freshman Hannah Bauman belts out practice tunes during a voice lesson. Bauman was a worship arts major.



Tyler Rosenthal Photo

Senior Caitlin Secret sings an aria during the Shambarger Competition. Secret won first place at the 16th annual competition.

Freshman Jayla Luxton practices with Kristin Grant during a flute lesson. Luxton met with Grant for lessons on a weekly basis.



Heightened Virtuosity

The School of Fine Arts Division of Music was not only a unique group of students because of their talent, but also because of the unique way the departments and majors inside the school were structured.

"The Division of Music is made up of five different departments that don't necessarily have a degree that go along with each of them," said Dr. Gary Gerber, associate professor of music.

The departments that don't have majors that go directly with them are just as important because they house Core courses that are required for all music majors to take. This provided not only a firm grasp of their emphasis, but also provided the students with a wide variety of knowledge in the study of music that they might not have received otherwise.

The departments included the Department of Applied Music, chaired by Dr. Jon Secret; The Department of Worship Arts,

chaired by Dr. Rob Hewell; The Department of History and Literature, chaired by Dr. Patrick Houlihan; The Department of Music Education, chaired by Dr. Craig Hamilton; and The Department of Theory and Composition, chaired by Houlian.

Within these departments were a variety of courses and degrees offered to best fit the needs of the music students. The degrees offered included a Bachelor of Music in Performance, a Bachelor of Music in Musical Theatre, a Bachelor of Music in Composition, a Bachelor of Music in Music Education, a Bachelor of Music in Worship Arts and Bachelor of Arts in Music.

The courses required to be a music major were definitely not short of challenging, and required a lot of outside class work and preparation in order to provide the students with the necessary knowledge to be able to enter the professional world confidently.

The courses were arranged so the students learned the history of the music they were studying as well as the techniques of their craft.

"The courses I've taken in the music department have grown me as a musician and performer. The range of classes we take teach us about the background of music, but also how the music is structured," said Meredith Martin, a senior music education major from Garland, Texas.

Along with the courses that were required, the music students were also required to participate in a certain number of semesters of large and small group ensembles. The ensembles offered included Concert Choir, Women's Chorus, Marching Band, Jazz Band and many others.

"The ensembles are laboratories for music majors. The students are individually learning their craft in their lessons and

the ensemble gives them the opportunity to put that into use in situations with other students. They are bringing into the ensemble all of the techniques that they've been learning into a large situation where they can apply it," Gerber said.

Even though the courses created busy schedules for the students, the professors in the music departments were knowledgeable and helped to motivate the students to make sure they ended up leaving college prepared for whatever step was next.

"There were difficult times when I had to work my tail off to get an A, but the professors cared to put in the extra time in helping me, so I put in the extra time to be excellent in what I did," said Ashley Briggs, a senior worship arts major from Little Rock.

"The professors know what they're talking about and there's a variety of classes offered. I'll say getting a bachelor's degree in music is not easy, but it has been more than worth it," Briggs said.

The professors' goal in the division of music was to provide the music students with the knowledge and confidence to go on to be active members in the field of music, using what they learned in the classroom and through their participation in ensembles. Graduates could be found teaching choir and band, composing music, leading worship and performing on stages from Branson to Broadway.

"Our goal is two-fold; to educate them proficiently in music so they are ready to get a job when they get out, regardless of what area they are going into, or prepare them so they are ready to enter into graduate school," Gerber said.



Tyler Rosenthal Photo

by Molly Anne Turner

ON DISPLAY

The medium of visual arts allowed students to share their ideas and creativity

In the same way authors wrote books to share their thoughts and ideas with the rest of the world, artists shared through their art, whether it was illustrations, sculptures, drawings, designs or paintings. An artist's true character came out in their pieces. For this reason, students in the visual arts department displayed their work through senior exhibits.

As a requirement to graduate, students with majors in either studio art or graphic design took the senior exhibit class. Anna McCulloch, a senior graphic design and mass communications major from Little Rock, did a joint exhibit titled "Color Through the Eyes of a Designer" with Brittony Ewert, a senior graphic design and mass communications major from Bossier City, La.

"The greatest benefit of getting to display your work is that everyone gets to see what you've done for the past four years. It's basically like having your portfolio displayed on the walls," McCulloch said. "I know my friends and my parents didn't really understand what I did until they were able to see it all displayed."

At the beginning of the fall semester, students turned in proposals for their top preferences of location or date and their purpose and goal for the exhibit. The class went over many practical areas of preparing for the exhibit.

"In the class we were required to present our vision for our show," said Katie Hopmann, a senior studio art major from Cypress, Texas. "Each of us had to make a presentation to the class and professors and just share the overall view of what we wanted to accomplish. So they knew what

my goals were before I started the installation process."

Students were able to display any of the artwork they chose from their time in college. However, their exhibits also had to be understood as one unit with one theme. For that reason, many students only displayed artwork they had made in their most recent years.

"In order for my show to be cohesive and have the effect I want, I am only displaying work from the past year," said David Hickernell, a senior studio art and mass communications major from Plano, Texas. "Art is pretty pointless if no one ever sees it, so people seeing the work is the greatest benefit."

Hopmann's exhibit, titled "Show Me a Story," mainly showcased artwork from her last two years before she graduated. She wanted to show a story with pictures instead of telling one with words. In order to show just how long the process took to make one of her illustrations, Hopmann displayed videos of her drawing and painting at 20 times the normal speed. The videos were still around 10 minutes long for only one illustration.

"I had just really fallen in love with this idea of what stories and pictures can do that words can't necessarily. So my goal was to represent that idea," Hopmann said. "A big part of my show, too, was an attempt to explain that there is a process behind it. I don't just draw it. But it takes a lot of thinking and rethinking, illustrating and re-illustrating."

Students in the class, as well as the professors in the department, visited each gallery space to critique the exhibits.



Beyond the class, however, there were many responses from friends and family for each of the students' work.

"Most of my work is meant to be printed on a page, so it being shared is a big part of its effectiveness," Hopmann said. "Sharing my work with other people and the response of people reading through my books really excited me and I was encouraged by the responses I received."

Putting together an exhibit took time and effort for every student, from creating the artwork to framing and mounting each piece, and everything else in between.

"My advice would be to start earlier than you think you need to," McCulloch said. "I would say to start thinking about work you want to put in your exhibit no later than sophomore year."

Many hours went into each and every exhibit to ensure the look was clean and professional for the public.

"I expected (preparing for the exhibit) to be pretty challenging, but it has been even more difficult than I expected," Hickernell said. "If you have time to sleep, you're not trying hard enough."

by: Mauri Sparks

Top 5 Career Choices

Graphic Designer

2 Artist

3 Art
Educator

4 Advertising

5 Video Game
Developer

**Scientific survey based on a systematic random sample.*

"Graphic design is such a pivotal part of our world. People don't realize how much goes into making their Starbucks cups look pretty or their favorite restaurant menu readable, but that is all graphic design. Without it, your Peppermint Mocha at Christmas wouldn't be nearly as exciting.

-Aly Smith, mass communications and graphic design, Sherwood



Katie Hopmann Photo

Senior Katie Hopmann stands in front of her senior exhibit "Show Me a Story. For part of her exhibit Hopmann wrote and illustrated a children's book.



Freshman McKenzie George creates a portrait using grayscale ranges. The goal of the assignment was to show students how to use different values of lightness and darkness.

Junior Cat Williams designs her ceramic plate for ceramics class. The course taught students about ceramics basics, such as the types of clay and the glazing.

Sophomore Lauren Scarborough draws on a glass door in Moses Pravine. Scarborough used a black marker to recreate a still life she had already drawn in detail for Drawing I as a continuation of the project.

Top 5 Career Choices

1 Actor

2 Writer

3 Theatre Educator

4 Professor

5 Missionary

*Scientific survey based on a systematic random sample

"I want to be an actor because it is a way I can minister to many different people on a universal basis without having to know their personal journeys and also being able to put a smile on people's faces. Smiles all around."

*-Jalin Wesley,
musical theatre major,
Little Rock*



Students practice their tap steps in the new dance studio. Most dance classes had about 15 students and ranged from Tap Dance to Voice and Movement.



Junior Logan Kuhn attends Fine Art Theatre class with Dr. Scott Holsclaw. Kuhn was a biology major.



Freshmen Abby Root and Lauren Hutcheson attend Voice and Movement class. Students learned body and voice control.



Junior Kathleen Suit was with fellow students in Dramatic Theory. Students learned to analyze and write stage plays.



Senior Lauren Linton rehearses a scene for her senior recital. Linton's recital was held on April 24.

Senior Ben Stidham takes notes during Theatre History with Professor Eric Phillips. The class served as a survey of the history of the theatre arts.



Thespian Resurgence

Walls went down and mirrors went up. Studio lights were removed and ballet barres installed. Dancers then began the move into their brand new, closer-to-home studio space in the Williams/Arnold Dance Studio in Mobee Fine Arts Center.

The old television studio from the communications department served as the starting point for the new dance studio. The converted space included mirrors, a new sound system and ballet barres. A new sprung dance floor was also installed, which consisted of three layers of boards flexed to support the dancers in a way that would not hurt their feet or backs.

Instrumental in converting this space, Dr. Scott Holsclaw, dean of the School of Fine Arts, helped achieve a dream in giving students, particularly those studying musical theatre, a place of their own.

"We've really been waiting about 15 years to do something like this," Holsclaw

said. "Toward the end of last year, we managed to raise the money with the help of some generous donors. We were finally able to knock down a few walls and install everything."

The new space was the first of its kind for dancers, both in its new features and its location. Before the construction of the new studio, dancers had to travel across the street to a rented space at Henderson State University.

"It's so much easier to just go right downstairs to our own studio than to cross the street and mess with finding a place to park," said Jalin Wesley, junior musical theatre major from Little Rock. "Us theatre people are really busy, so having that (studio) so close is really a good source."

The decision to construct the new studio also affected the theatre department financially.

"We were renting that space over at Henderson. Now that we have our own studio, that frees up a lot of our departmental funds," said Eric Philips, chair of the Department of Theatre Arts and professor of theatre.

Students studying musical theatre were the ones who benefited primarily. Since dance is a major component in musical theatre, the new, on-campus space allowed for students to have more rehearsal time.

"Dance is essential for us," said Garrett Sayers, sophomore musical theatre major from Greenwood. "As a musical theatre major, I feel like I'm a triple threat: acting, singing and dancing. The new studio gives us a better opportunity to strengthen our skills in that area."

Classes ranged from Ballet, Voice and Movement and Tap. Students were also able to reserve the studio for additional practice times to rehearse a scene or a dance, or to

practice with others.

"I'm planning on reserving the studio with other students during the week," said Kyle Osmon, sophomore musical theatre major from Rogers. "It's great that we have a professional space like that where we can practice on our own."

In addition to serving as a resource for musical theatre students, the studio was used as a rehearsal space by students rehearsing other, non-theatre events.

"Even the hosts and hostesses of Miss OBU are using the space to practice for the event," Holsclaw said. "Students are using the space to practice for Ouachita Sounds and recital prep. Then, in the fall, it will be available for the hosts and hostesses of Tiger Tunes to use to practice."

Professors and students also shared the changes they thought the new dance facility would bring with it.

"I think it'll make (students) want to take dance classes more," said Stacy Hawking, a sophomore musical theatre major from Sherwood. "Having this new place will push students to take dance classes and will help build the dance program up."

Holsclaw also described what he hoped the studio would bring to the School of Fine Arts.

"I would love to see the possibility of having a dance minor in the near future," Holsclaw said. "I think that's just a little ways down the road."

With the newly renovated dance studio, students, particularly those studying musical theatre, were able to utilize a new, closer-to-home facility that would enable them to gain more dance experience and would bring the hope of developing the dance program with it.

by Robert DeSoto



It is not often that the likes of a musical theatre student and a video broadcast student cross paths. Two different schools, two different buildings and two different sides of campus. Many would consider these two areas opposite sides of the spectrum, one meant to entertain audiences and make them forget about their worries, the other meant to deliver the breaking news. When examined at the core however, students from these two areas couldn't be more similar. Both are communicators, one with their words, the other with their bodies. Both require passion, a drive to achieve their dreams. Both require a studio to hone their craft and prepare for their future.

Both the Rogers Department of Communications and the musical theater department of the School of Fine Arts saw exciting new advancements in their facilities on campus. In 2012, the Rogers Department of Communications made the move to Lile Hall after the building's renovation. The renovation brought a much needed upgrade to the department's TV studio.

On April 3, 2014, the video production studio was dedicated to two men whose Tiger connections ran deep. The Gary and Matt Turner Studio was named to honor Rev. Gary Turner and his son, Matt Turner. Rev. Turner died in 2005 after a two-and-a-half year battle with leukemia. Matt Turner died in 2012 in a car accident at the age of 32. Both these men left a lasting impact not only on Ouachita, but everyone they came in contact with.

"In thinking about these two men, how fitting is it that we name this studio after them. They were both communicators - one from the pulpit, one from the studio," said Ouachita President Rex Horne. "They both touched crowds of people. They both made an indelible impression upon this community."

Rev. Gary Turner served as the pastor of Third Street Baptist Church in Arkadelphia for 25 years. He was also very active in the community serving as the president of the Arkadelphia School Board and the Clark County American Heart Association as well as chairman of the board for Arkadelphia Kids' Club.

Matt Turner, a Ouachita graduate, was a news anchor for THV-11 in Little Rock. During his time at Ouachita, Matt was very involved in the video production area.

"It has been such fun to work with guys like Matt through the years as hosts of our coaches' shows," said Dave Ozmun, professor of communications. "To see him enjoy success in the field of broadcasting made us all happy."

The dedication was made possible by a generous donation from Senator and Mrs. Percy Malone as well as contributions from THV-11 and KNWA in Northwest Arkansas, both of which Matt worked at for several years. Television Broadcasters of Arkansas also contributed to the studio.

"We are so grateful for everyone who is supporting the communications department and making sure we have the best possible studio for many, many years to come," said McKenzie Cranford a junior mass communications major from Irving, Texas. "To me, it's encouraging walking through Lile every day and knowing that we have access to this studio and equipment for us to take advantage of."

Senator Malone, an Arkadelphia pharmacist and business man, served in the Arkansas Senate from 2001 to 2013 and previously served in the House of Representatives. The Malones

are longtime members of Third Street Baptist church, and were in attendance at the studio's dedication. Sen. Malone spoke on the legacies Rev. Gary and Matt Turner left behind.

"It's my total honor to be here today. I am extremely humbled by God's gifts to me," said Senator Malone. "I could talk all day about Bro. Turner and Matt."

Also in attendance at the dedication ceremony were Rev. Turner's widow, Lisa, and their son, Andy, Matt Turner's widow, Julee and their daughter, Preslee, as well as friends from THV-11 including news anchor Craig O'Neill. O'Neill and the THV-11 crew stayed on campus the rest of the day, doing live shots from the Turner Studio for THV's noon, 5 o'clock and 6 o'clock newscasts.

"The day of the Turner Studio dedication was a day I'll always remember," said Jeff Root, dean of the School of Humanities and professor of communications. "I was especially pleased that many friends and family members gathered in the studio at the ceremony. It resembled a family reunion as people took each other's photographs and talked about their memories of Gary and Matt."

A week later on April 11th, the School of Fine Arts dedicated a studio of its own, The Williams/Arnold Dance Studio. After the move of the communications department, the former tv studio space sat empty. Thanks to several donations, the School of Fine Arts was able to use the funds to meet a growing need on campus and construct a dance studio.

The project was made possible by generous donations from Dr. Paul and Cheryl Williams and the Sharon and Bill Arnold Family Foundation, as well as significant donations from Dr. Malone and Melissa Carozza and Mr. and Mrs. Keith Glover, as well as other donors.

Musical theatre students had to complete dance classes as a part of their required coursework. Prior to the construction of the dance studio, students had to take dance classes across town at Henderson State University.

"As the program grew, so did the need for space," said Scott Holsclaw, dean of the School of Fine Arts and professor of theatre arts. "The School of Fine Arts is proud to have this new facility and look forward to how this space will enhance its programs."

The renovated space featured a sprung dance floor designed to provide support for dancers. It also included a preparation room and office. The studio is not just for classes such as Ballet, Tap and Voice & Movement, but will also be used by the Ouachita Sound Tigers Tunes hosts and hostesses, musical theatre recital preparations and will be available for student reservations.

"The addition of the dance studio is a tremendous thing. It not only does it create a new space for students all over campus to come and create art, but it's the beginning of a new era in the theatre department," said Stacy Hawking, a sophomore musical theatre from Sherwood. "This space is just the beginning, and it will be here for future tigers to explore as well."

Whether conveying a message with their words or a message with their movements, student communicators across campus received new spaces to grow in. Thanks to giving donors on Ouachita friends both these departments gained facilities that not only strengthen their departments, but inspire their students to achieve for years to come.



Gifts That Keep On Giving

TEST GROUP

Students from the School of Natural Sciences participated in research conferences and competitions

With lab work, individual preparation and classwork, students from the Potterson School of Natural Sciences used the skills they had learned during research conferences and competitions. Students were able to compete against teams from other universities, while programs like the summer research program helped provide a platform for other students to present their findings to professionals and fellow researchers.

"(The summer research program) allows students to actually do science," said Dr. Tim Knight, dean of the School of Natural Sciences.

Over a period of 10 weeks, around 15 students stayed at school to conduct research over different topics. The students paired up with a professor. They planned their projects, learned the techniques involved, conducted the research themselves and presented the information at a science meeting.

"The setting is more on your own," Laura Strassner, a senior biology major from Conway, said. "You make the decisions, and you decide what steps you need to take next."

Strossner researched ojelemic acid and the possibility that it could be used as a cancer therapy drug, as well as Ewing's Sarcoma, a pediatric tumor.

Students who participated were able to use ideas they had learned in class in their research, as Hannah Nalan, a dietetics/nutrition major from Sherwood, explained. Nolan conducted research concerning the nutrition and exercise of school children.

"It really helped me to apply what I had

been learning in class about nutrition," Nalan said.

Jessie Meyer, a junior biology major from Woadway, Texas, described the importance of the summer research program and the part that she enjoyed the most.

"The program grows your confidence as a student, and it grows your view of what it's like being an actual doctor that's doing research," Meyer said. "And I loved when we finally got results. We spent so many weeks of work that when we started getting results, it was an amazing feeling."

After conducting their research and organizing their findings, students were given the opportunity to present their findings at different off-campus science conferences.

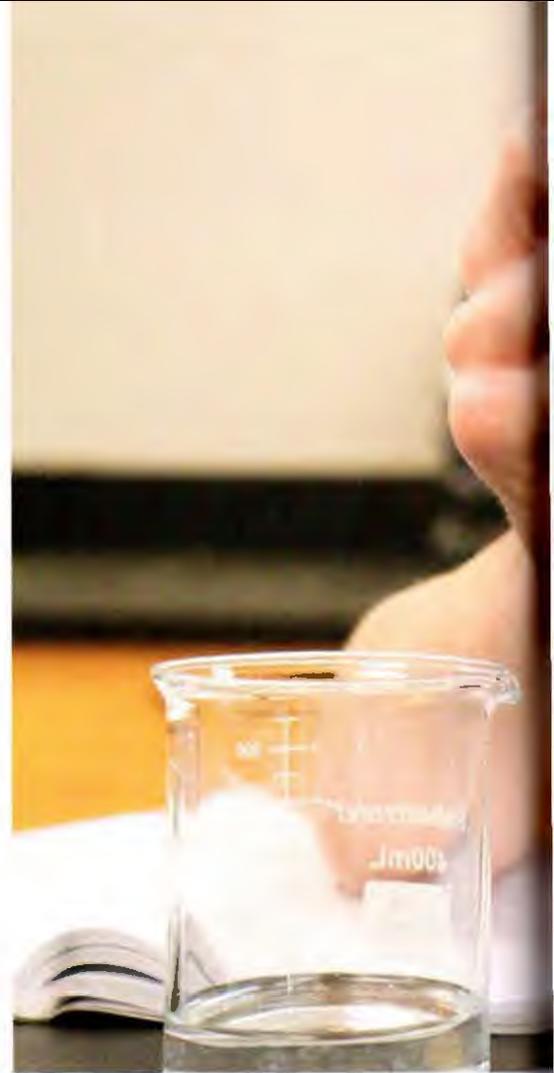
"I remember we were so nervous before we presented," Strossner said about preparing her findings to present them to professionals and fellow researchers. "All of us that were staying together got together the night before and rehearsed and rehearsed what we were going to say."

Meyer said what it was like to present at the science conferences.

"I enjoyed it, but it was very intimidating because all of these people walking around had Ph.D.s, and I knew I had to impress them."

Meyer and Nalan were recognized for their research presentations at the conferences. Meyer won one of 15 "Simply Speak" awards at the Undergraduate Research Poster Contest at the American Chemical Society National Meeting in Dallas.

Nolan was awarded first place for her oral presentation at the National Institutes



of Health Southeast Regional IDEa conference in Little Rock.

Students studying computer science were also able to compete in academic competitions. Nine computer science students attended a programming sponsored by Acxicom at Hendrix College. A team of four Ouachita students received third place out of the 18 teams total that competed. Teams solved problems like finding the millionth digit of pi and checking passwords.

Joke Kausler, a senior computer science major from Marion, described his most memorable part of the event.

"They would bring you a balloon every time you got a problem right," Kausler said. "I remember them bringing back the flash drive with the program on it saying that I got it right. It was a great feeling."

It was through research conferences and competitions that students from the School of Natural Sciences, according to Dr. Knight, "get exposure they wouldn't get otherwise." This exposure, in turn, "increases the exposure of the school and better our reputation in the scientific community."

by Robert DeSoto

Top 5 Career Choices

1 Speech Pathologist

2 Medical Doctor

3 Physical Therapist

4 Nursing

5 Pharmacist

*Scientific survey based on a systematic random sample.

"I want to do nursing because I love to be there for those who can't take care of themselves. I find joy in helping. I want to work in a profession in which I'm constantly being challenged and able to show love through my everyday actions."

-Micale Kocke, biology major, Cabot



Kristen Barnard Photo

Freshman Nate Rodriguez fills a graduated cylinder with a solution during a lab in General Chemistry II. The students were testing various liquids to see what anions they contained.



Gracie Luncheon Photo

1 Sophomore Abbey Ogier transcribes the word "phonetics" in Phonetics class. The class helped speech pathology students learn how to transcribe.



Kristen Barnard Photo

2 Junior Keith McLeod reads *Fermat's Enigma* for Fundamentals of Mathematical Proof. The book helped students understand the role of the proof in mathematics.



Dalaney Thymat Photo

3 Sophomore Josh Parker and Dr. Ruth Plymale work together in a zoology lab. Parker, a biology major, made observations during a crawfish dissection lab.

Top 5 Career Choices

1 Lawyer

2 Teacher

3 Professor

4 Law Enforcement

5 Social Worker

*Scientific survey based on a systematic random sample

"I'm excited to become an attorney because it encompasses my skills and passions for reading, writing and connecting with people. I hope to be a good steward of my profession and employ wisdom and integrity when advising my clients."

-Ellen Flint, history and Spanish major, Arlington, Texas



Sophomore Ellie Quick participates in Human Trafficking class. The course was taught by Dr. Elizabeth Kelly.



Senior Gretchen Gosser presents a poster at Scholar's Day. The presentation focused on gratitude and social behavior.



Senior Grace Hevron attends World History class. Hevron said that class presented the narrative history of mankind.



Dr. David Caddell instructs students during Advanced Statistics. During the course, students were able to learn about data analysis programs and their uses.



Sophomore Josh Rubin studies materials from General Psychology class. Rubin is a biology major.

Dr. Hal Boss talks with senior Ben Jordan during Parties, Campaigns and Elections class. The two discussed what political parties stand for and their positions.



Miller Rosenthal Photo

Interactions Magnified

The W.H. School of Social Sciences enabled students studying political science, sociology, history or psychology to learn about humanity, aid them as they began their next step in their career field and prepared for them for possible post-grad studies and research.

Students of the social sciences had opportunities to participate in a variety of honor societies for each particular major and take part in all kinds of research.

"I chose political science as my major because I am interested in pursuing a career in politics and wanted to learn the ins and outs of the political world," said Kelsi Bodine, a senior political science and history major from Webb City, Ma.

Throughout the course of study, students majoring in political science learned about different types of governments, public policies and political processes. During winter break, students were able to take a course

titled Washington Seminar. This course provided them with the chance to tour Washington, D.C. for a week with their friends and a professor.

"Going to Washington, D.C. was a blast and one of my favorite memories. We got to tour the White House, meet with Senator Mark Pryor, visit all of the Smithsonian Museums and explore our nation's capital," Bodine said.

In the sociology department, students learned the importance of interaction within group settings and one-on-one confrontation. They studied what effects society had when interacting with others while keeping Christ in their mindset. Students majoring in sociology were able to prepare for jobs in education, engineering, government or law, to name a few.

"Dr. Coddell, specifically, is great at making everything really interesting. Everything that I have learned, I have been able to relate to. I have been able to learn the basics of sociology while still linking it back to Christianity as a whole," said Kelsie Adcock, a freshman communication sciences and disorders major from Monticello.

Students studying psychology learned about the minds and behaviors of individuals. They were prepared to practice their skills in all settings, whether in a classroom, courtroom, research service or school. By studying the human behavior of others, they were able to learn about themselves as well.

"Being a psychology major teaches you humility toward yourself. You are able to realize that your perspective isn't the only one that matters. People may act a certain way because of certain things going on in

their lives. I have been able to see other people with grace a lot easier," said Emily Anderson, a senior psychology major from Silaam Springs.

Psychology matched well with other majors such as education, business or even pre-med.

"Every job you ever have will deal with people. If you have an elective or two, I highly encourage you to take a psychology class or two. You won't regret it," said Anderson.

The history department specialized in teaching students about the past while relating it to the contemporary times. It provided the chance to understand how past decisions affected our government, culture, religion, society and economy.

"Personally, I chose history as a major because I have always enjoyed learning about the events in history and I wanted to continue to study the specific eras," said Bodine.

Students within the history department were given the opportunity to be involved in research programs utilizing writing and analytical skills to lead them to a certain career path ranging anywhere from teaching to government services.

"All of the professors in the W.H. Sutton School of Social Sciences are so incredibly interesting. They are engaging and take the time to make sure we understand the material being presented," said Bodine. "They don't just care about what grade we make, they want us to be able to apply the knowledge we learn in the classroom and use it for the rest of our lives."

by Abbey Little



Weather Ellis Photo

Insight

Exhibited

Students share their work through presentations, demonstrations, showcases and recitals

Scholars Day, held in the spring, was an opportunity for students all over campus to display their academic excellence before their peers and faculty. It was a chance for them to showcase their work and celebrate all that they had accomplished throughout the year.

"Scholars Day is a day when the school focuses on academics campus wide. Whatever someone is studying or interested in, if they go to Scholars Day, they will be able to find a poster, paper or demonstration about it. It's just a great day to celebrate academics," said Dr. Borboro Pemberton, director of the Carl Goodson Honors Program and professor of Christian missions.

Anyone was able to register to present at Scholars Day and applications were available starting Valentine's Day. As soon as they were in, the Alpha Tau officers were invited to Pemberton's house to start the organization and planning.

"We spread out around the table and worked from eight in the evening until two in the morning. It took a lot of effort to figure out all of the scheduling for the presenters. Alex Nelson, (a senior business administration and finance major from Frisco, Texas,) formatted a program so that he could put it into the computer as we figured it out," Pemberton said.

Well over 200 students were involved in Scholars Day. Students had the option of participating in a wide range of events. Presentations included papers, art, research projects and posters, senior theses and

music or acting performances. All classifications of students were welcome to present.

"I was honestly a little intimidated going in to Scholars Day as a freshman. I knew other older peers that were presenting their research projects, and I expected to be blown away. Upon arriving and viewing some other projects I realized that my research was just as elaborate, if not more, as the other people set up to present," said Drake Puryear, a freshman biology major from Jonesboro. "I really enjoyed getting to display my accomplishments to my peers and to some of OBU's faculty. It made me feel important and made all of my hard work seem worthwhile."

Scholars Day allowed students the opportunity to present their year-long work to an audience that might not be familiar with the presented topic.

"My goal when participating in events like this is to communicate my ideas with others in an effective way. If I can communicate chemistry concepts to a history buff in just a few minutes, then I have done my job. Events like Scholars Day are great for bettering students' communication skills," said Mollory Burroughs, a junior biology major from Hot Springs.

The scholars worked to present their projects in competitions around Arkansas and the country. Scholars Day allowed those students to share their award winning ideas and works to their fellow classmates and professors.

"Scholars Day was a chance for me



to share with my peers and mentors in a relaxed way. I knew they would all be very encouraging. It's a neat experience to learn new things and share what you have achieved. I also love being able to share with my professors and peers from other fields about science," said Burroughs.

"I figured as a freshman that my project might not receive much recognition, but I was pleasantly surprised to find out how many people were interested in the work that my classmates and I had put forth," said Puryear. "It was an incredible opportunity to participate in such a prestigious tradition of Ouachita's and allow others to see the opportunities my school has been able to provide for its students."

Scholars Day presented an opportunity for the entire campus to celebrate student work.

"There are so many people other than students that help. The president's office, the print shop and all of the professors help out one way or another. We also had lunch outside. It truly is a campus wide effort to celebrate students' good work. I think it is great fun," Pemberton said.

by Abbey Little



Juniors Austen Morgan and Austin Kennedy present their poster with Etau Allen. The group shared their presentation, which focused on running form and performance, with Scholars Day attendants.



Freshman Drake Puryear presents his poster at Riley-Hickingbotham Library. Other Scholar's Day presentations were held at Walker Conference Center, Verser Theatre and Young Auditorium.



1 Kristien Barnard



4 Kristien Barnard Photo



2 Kristien Barnard



3 Kristien Barnard Photo

- 1 Senior Tim Horton presents his poster at Riley-Hickingbotham Library. Seniors in the Honors Program were required to present their theses during Scholars Day.
- 2 Senior Mason Wadley discusses his poster about the use of fish as water quality indicators.
- 3 sophomore Stoni Butler talks with a student about her poster, "Are Movies Making us Fat? An Analysis of Distraction's Effects on Eating Behaviors."
- 4 Freshman Kaylee Harper distributes Honors Program information to freshman Jamie Pascoe.