

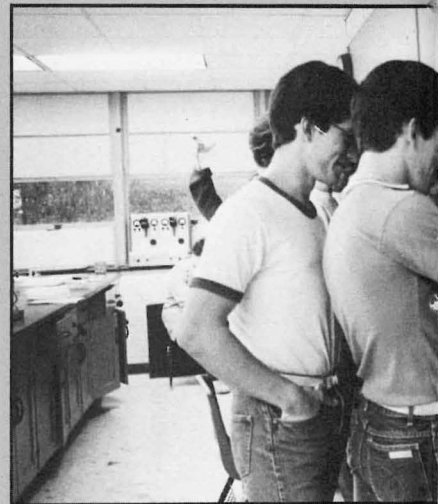



Quiet zone

The library offered students a place for research and study. Michelle Burton, Becca Petty and Leslie Taylor find studying easier with friends. — photo by Felley Nall

After class hours

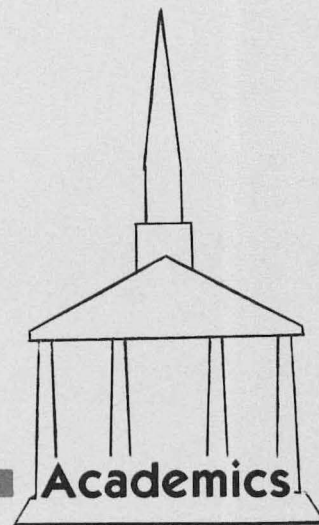
Lab hours were unwelcomed additions to many class schedules, especially science courses. Jon and Jay Connelley work on an experiment in Chemistry lab. — photo by Leisa Garcia





Classes, teachers and buildings — what more was necessary for college academics? Teachers not only instructed in the classroom, but they taught by their lives. Students were often invited into faculty homes and many off-campus activities made it possible for students and faculty members to become better acquainted. Beyond in-class lectures, faculty members stressed learning from experience. Upperclassmen and freshmen alike often found that Ouachita offered . . .

More Than You'd Expect in



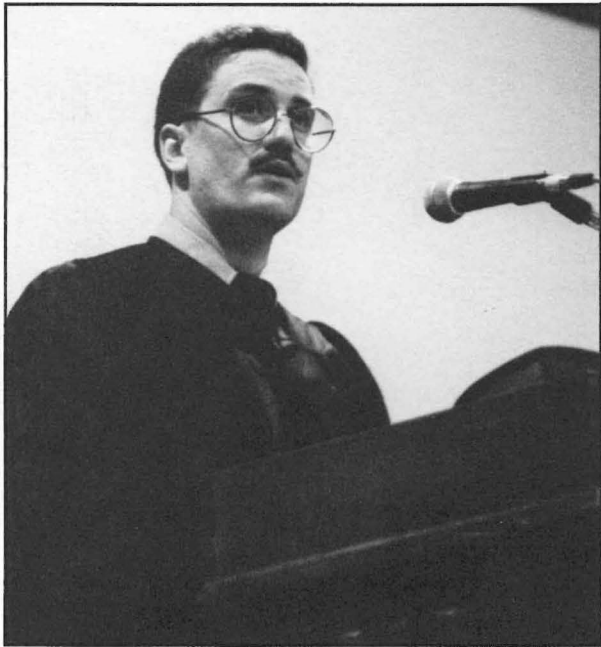
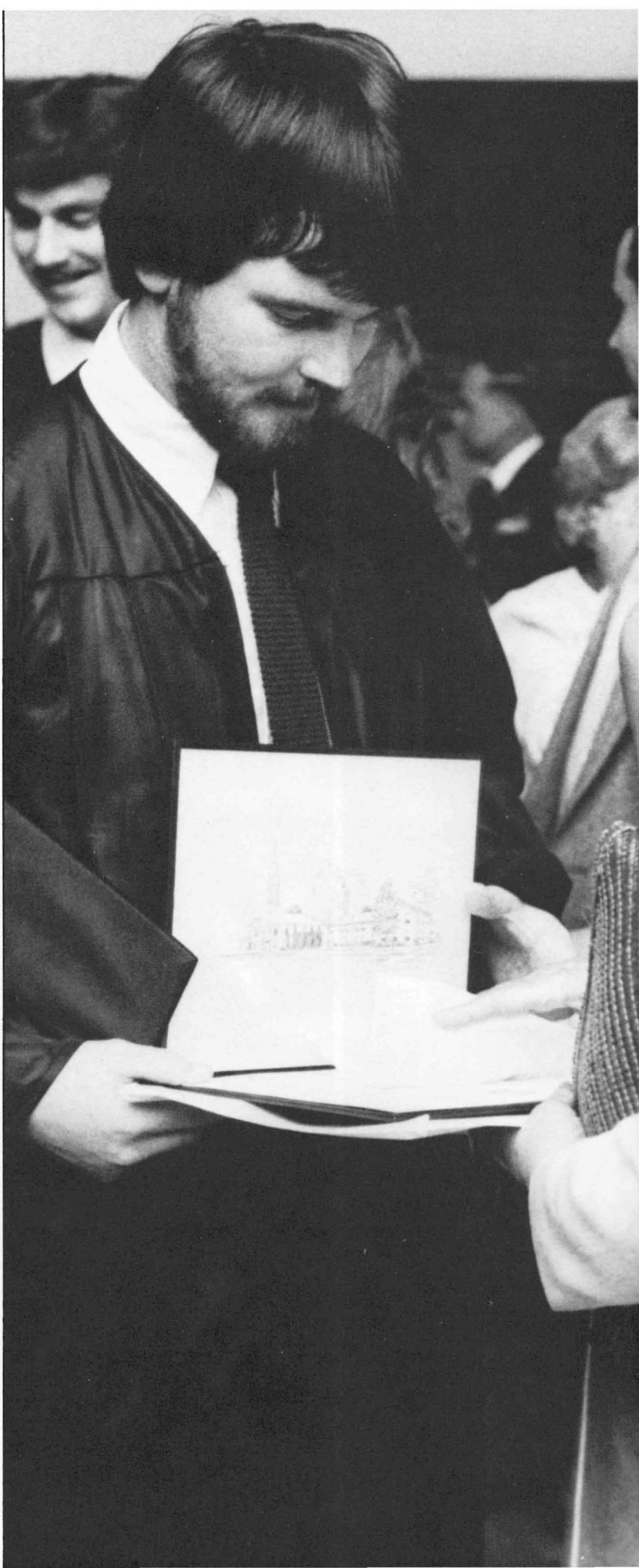
Literary rows
Seemingly endless rows of books lined the floors and walkways of Riley when the library shelves were painted during November. — photo by Phil Cushman

Maternal admiration

Mike Reed proudly shows his hard-earned certificate of graduation to his mother after receiving it during May commencement services. — photo by Leisa Garcia

Emotional response

Graduation day brings back touching memories for Glenda Clifton. While a student, Glenda was a cheerleader and a member of the Chi Delta woman's social club. — photo by Phil Cushman



Parting words

Larry Floyd offers inspiration and encouragement for graduates. Larry graduated with the highest grade point average in the religion department and was asked to deliver the invocation for the graduation ceremony. — photo by Phil Cushman

A Memorable Ceremony

*Four years of academic effort culminated
in one afternoon of commencement
exercises for 288 seniors*

by Sonja Clinesmith

There was the three-year plan, four-year plan or the five-year plus plan. Some looked forward to it, some dreaded it and some never seemed to make it . . .

Graduation.

College was an investment of time and money. It represented a commitment to better the individual and prepare them for what the future would bring.

Graduation, in particular a college commencement ceremony, represented the completion of three, four or more years of studying, learning and growing. For some it was the end of 16 years of education from the first grade through high school and finally college.

Commencement also marked a period of transition.

After leaving the World of Ouachita, the college graduate entered the world of work or stepped into further educational studies. It signified a willingness to accept the challenge that was ahead. "I felt like I had one major step behind me," said Mary Ann Wasson. "But I wasn't through because in three weeks I had to start my graduate courses."

Standing before your family and classmates while receiving that diploma said you were committed to the academic and Christian standards the private four-year liberal arts college strove to uphold. You were a byproduct of Ouachita Baptist University.

It also carried an added meaning to those who helped the individual make it to that spot. Standing with you were the parents and family members that weathered the first frightening

year of college life, the transition from the top of the high school years to the bottom once again. A college Freshman.

The instructors and faculty members were standing there among the students. They had watched the student grow in the classroom. They had also observed the student mature when not in the classroom.

Most importantly, it was the individual's moment. He had worked for it, he had studied and remained persistent in his quest for that little piece of paper with the school seal affixed to it. No one could take that feeling of accomplishment away.

When you put on the black cap and gown and walked through the two lines of teachers and faculty members wishing you luck and congratulations . . .

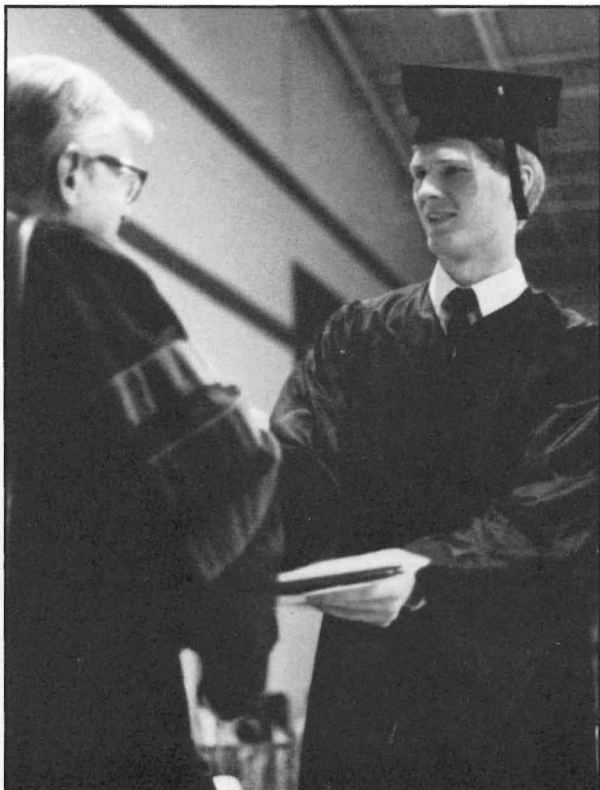
When you stood among your peers and remembered the late-night study sessions, homecoming football games, and 11 a.m. chapel . . .

When you looked around at those standing with you and remembered the ones that started in your freshman class and didn't make it . . .

When you stepped out on that platform and the academic dean said your name and the president of the school handed you the diploma and shook your hand . . .

When you had waited and worked four years to move that tassel over and you finally got to . . .

When you smiled and said to yourself, "I really did it. I'm a graduate."



Friendly congratulation

Todd Lee and Robin Fink share a celebration hug after baccalaureate ceremonies. The class of 1984 entered the ranks of alumni on May fifth. — photo by Phil Cushman

Presidential handshake

Walking through the ceremonial line, Russell Stricklin accepts his diploma and congratulations from Dr. Daniel Grant. — photo by Phil Cushman

Beginning Line-up

Students wandered through a maze of concert tickets, Beta coupons, and news bureau cards before registering for their courses

by Lori Harris

No matter how hard one tried, it could not be avoided. Freshmen dreaded that first walk through the registration line; not so much because of what lay ahead but because of what they didn't know. Most upperclassmen simply dreaded going through the whole routine one more time. Many enjoyed it by playing games with the freshmen and building up the dreaded hour-long wait through Evans Student Center. It was a nice time for the upperclassmen to see some of those old friends from the previous year and time for Freshmen to make some new ones. There wasn't much else to do while standing in line for two hours.

What many did not realize was the fact that this year's freshmen had an advantage over previous Freshmen classes. These students had been provided with an opportunity during the summer months to get a headstart on their academic year. On June 14 and again on July 21, incoming Freshmen had the chance to meet with their assigned preceptor and work up what was boasted a "tailormade" schedule.

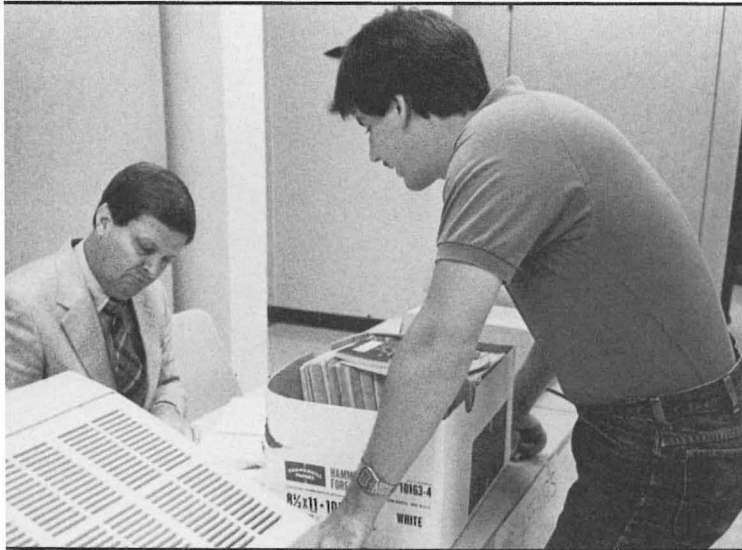
"We feel that these students should be provided with this opportunity so that they might feel more confident," said Mike Arrington, Assistant Dean of Academic Affairs. "The hectic rush during registration tends to leave Freshmen in a state of confusion. Early Academic Orientation was designed to relieve some of the

pressure from both students," added Dr. Arrington.

That goal was indeed accomplished. Both students and advisors seemed to be well pleased with the scheduling. The sessions ended successfully leaving only ten or twelve students to be slotted. "I thought it was a great idea," said Krissi Hasley. "It was neat knowing ahead of time what classes I would have . . . and to be satisfied."

The basic reaction seemed to be one of satisfaction and assurance for all involved — students, parents, preceptors, and most of all, the directors. Dr. Thomas Turner, Dr. Mike Arrington, and Mr. Mike Cobb were the originators of the idea along with the concrete work of their secretaries, Mrs. Edith Warren and Mrs. Phyllis Ary. "I believe it was a huge success," said Dr. Arrington. "I feel it important that the new students realize that we have a very caring and understanding group of people. And that is indeed what they are."

For those twenty-five preceptors and approximately three hundred Freshmen, registration day was indeed a little easier. Knowing that each had already taken care of his or her schedule made standing in line for two hours filling out news bureau cards and buying Date-A-Beta Coupons seem less irritating than expected.



Technical difficulties

Taking care of all the details, Thomas Redelmiller discusses his class schedule with Dr. Mike Arrington, Assistant Dean of Academic Affairs. Members of the Academic Affairs staff were on hand during registration to solve any problems that might come up. — photo by Leisa Garcia

Just one more card

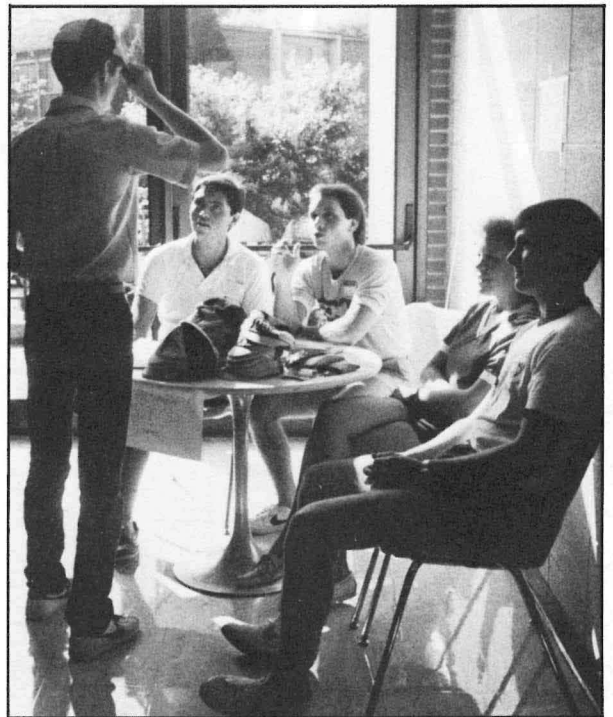
Making sure everyone has a news bureau card, Georgianna Manuel gives Ken Lovelace a few pointers on filling out hometown information. — photo by Phil Cushman





Double duty

Campus clubs and organizations took advantage of registration lines to make their sales pitch. Chris Rowe and Sarah Presler sell tickets to the Connie Scott concert presented by SELF while Student Senate members Lisa Wilson, Paige Smith, and Karen Williams get students to autograph a good luck sign for Miss OBU, Lisa Stevens. — photo by Phil Cushman



That hat is YOU

With assistance from fellow seniors Chuck Hitt, Wendy Kizzar, and Mark Kizzar, Mike Seabaugh uses his sales technique to persuade an unsuspecting Freshman to buy his own personal beanie. Freshmen got their first taste of registration Aug. 29. — photo by Leisa Garcia

Well worth the money

Finding every way possible to save a few bucks, Sherri Ward spends hard earned money on discount coupons for local restaurants and merchants. The Beta Beta men's social club sold coupons to raise money for club projects during the school year. — photo by Phil Cushman

Time Off But No Vacation

Faculty members found that a three month break from classes didn't mean there was time for relaxing

by Robin Robbins

When May rolled around it meant three months of rest and relaxation for the faculty and staff of Ouachita. Three full months of vacationing and piddling around the house when the most taxing thing that teachers did was to think of what torture tactics they would use the next fall on their students. Right? Not for many members of the faculty.

Although Dean B. Aldon Dixon's job as head of the university was a year round one, he and his family took time out to travel to Brazil for a month. The trip was both business and pleasure oriented. Dean Dixon talked with students in the northern Brazil-Arkansas (AM-AR) program of partnership in missions. He was also invited by the Home Mission Board to be part of a program in Atiavia Brazil and met with the Missionaries' kids there. He spoke at several churches and still had a lot of time for seeing friends and sights. While in Brazil the Dixons stayed in an apartment on Flamingo beach in Rio. "We could look out the window and see the beach and look to the East and see Sugar Loaf Mountain," said Dean Dixon. "It was such a beautiful sight to wake up to." As for the other two months of the summer, it was back to work on campus to plan the next school year and freshman orientation, supervise work on dorm improvements, placement of new students, and long range planning.

Dr. Fran Coulter also traveled abroad last summer. She was chosen to participate in the Fulbright Teacher Exchange Overseas Program which allowed her to study and travel in Pakistan for six weeks. Dr. Coulter said, "It was a wonderful experience that introduced me to a culture totally different from ours and I learned a lot I can use in my classes."

Dr. Mike Thomson completed his Ph.D in political science at the University of Kentucky. And many others attended conferences to expand their education. Dr. Tom Greer attended an institute in Barrington, Rhode Island for four

weeks on "Humanities and the Christian faith." Jane Quick attended the 13th Annual Writers Conference in Wyoming for teachers of freshman and sophomore composition. She was presented with a diversity of writing methods to use in her classes. Not only did she come home with a lot of "informative, stimulating, and inspirational" things, but also some beautiful pictures of the mountains to decorate her office. After returning, she taught the second session of summer school.

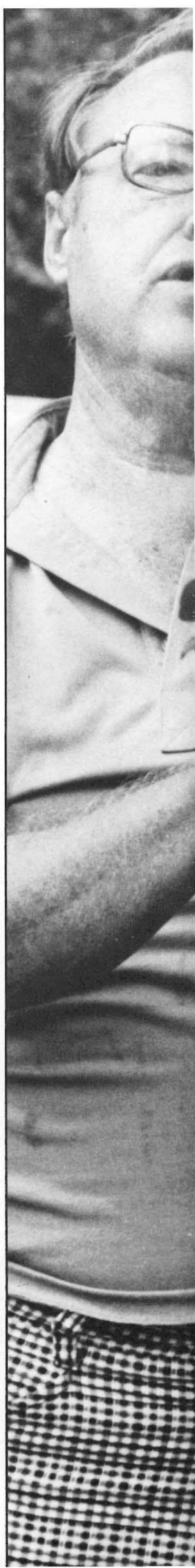
Steve and Tina Phillips represented Ouachita at the Olympics in Los Angeles. Steve was in charge of one shift in a Hospitality House that served meals and Tina was in charge of the kitchen area. Steve also wrote radio commercials before the Olympics.

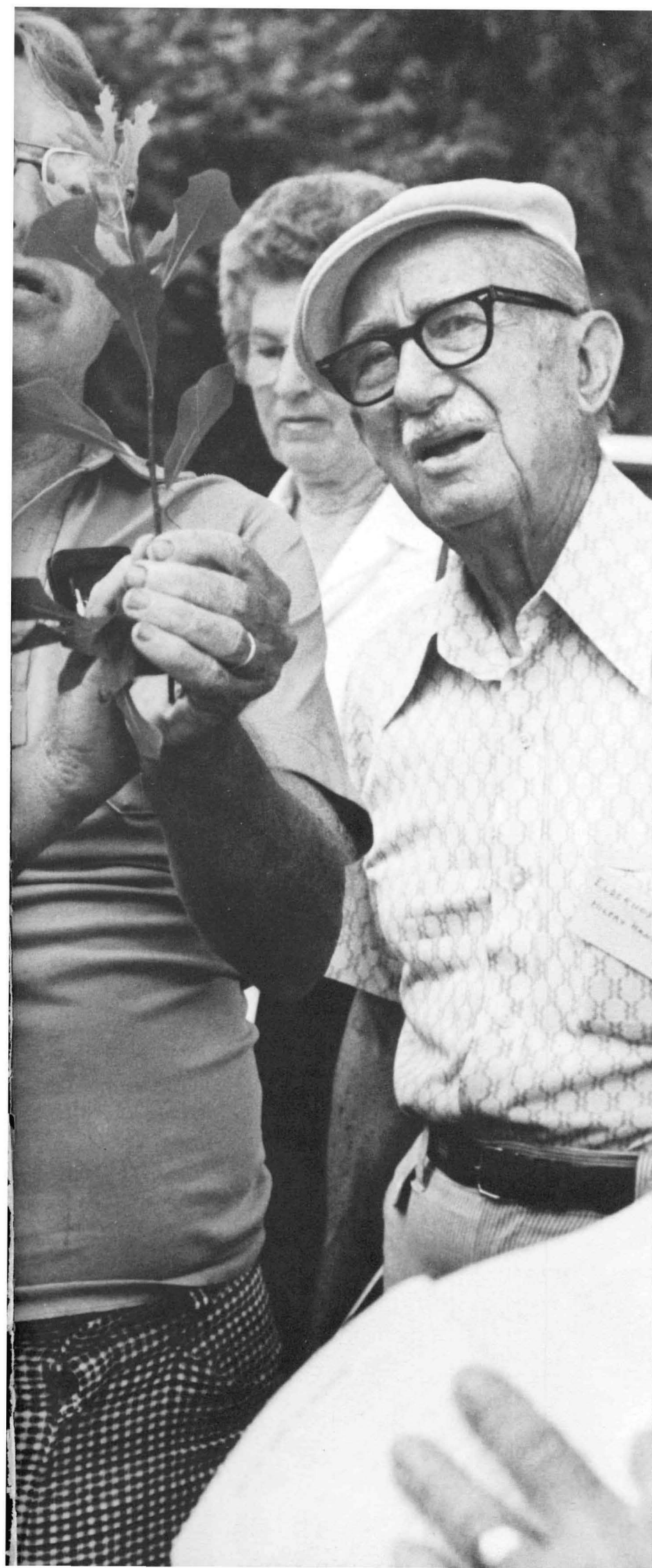
Gene Ellis' summer activities were quite different from the other faculty members. He crawled around on his knees behind a stage four times a day, six days a week and then emerged as the Big Bad Wolf (Commonly known as B. B. Wolf) in "The Three Little Pigs Revisited". He also directed the skit at Magic Springs, which was written by Mr. Steve Phillips, instructor of speech. This later led to his writing, producing, and playing a major part in "He-man Saves Magic Springs" which drew large crowds on the days of its production. Although it may have seemed undignified for a college professor to crawl around on his knees, it turned out to be a very good experience for Mr. Ellis. "It gave me a chance to get to know OBU students not in my department and also people from other parts of the state," he said. He got an idea of the talents people in other parts of the state have and became known by others in theatrical careers.

Needless to say, the summer's events varied for everyone. The faculty and staff did everything from going to the Olympics and teaching to crawling and traveling. It seems the only things missing were rest, relaxation, and piddling around the house.

A patriotic setting

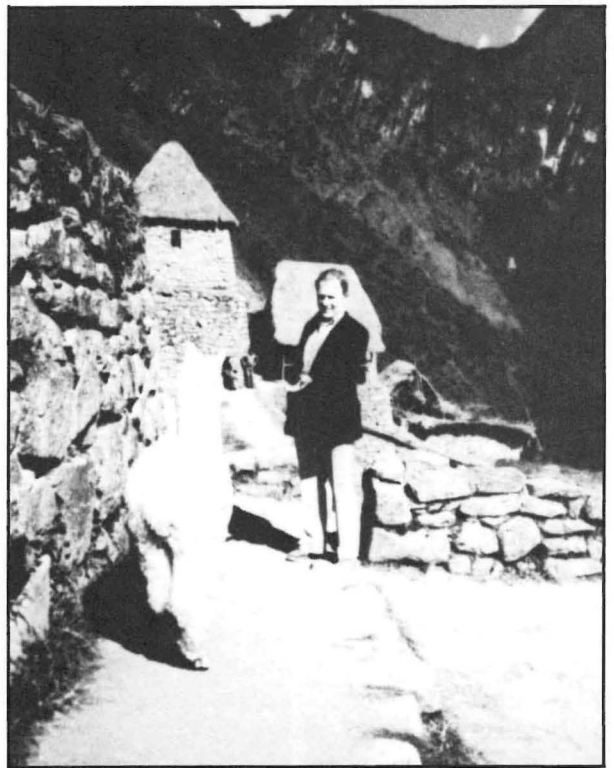
A special coliseum was constructed in Los Angeles for the 23rd Olympiad Games. Steve and Tina Phillips journeyed to the city to help in the summer games ministries.





Side attraction

While in Wyoming attending a writers conference, Mrs. Jane Quick took time out for sight seeing. These Mountains were one of the many attractions Mrs. Quick visited during her trip. — photo by Joyce Crook



Foreign friend

As a part of Dean B. Aldon Dixon's combination business pleasure trip to Brazil, he had the opportunity to see many sights. He also talked to students there about the Brazil-Arkansas Mission partnership program. — photo by Snookie Dixon

Close observation

As part of the Elderhostel program Dr. Kenneth Sandifer taught a course on identifying trees. A variety of one week refresher classes were offered for retired people in the Arkadelphia community. — photo by OBU photo lab



Arm of outreach

The newly formed gospel group, Praise Singers, was a great asset to the Admissions Office in the area of recruitment. Members, John Sayger, Cindy Vance, Carol Thompson, and Kelly Hays with the other members sing and share during chapel. — photo by Leisa Garcia

Updating Files

Recruiting and outreaching took a lot of paper work. Michelle Wasson updates her files for prospective students. — photo by Leisa Garcia



Admissions Outreach

Recruitment involved things such as high school visits, new groups — Praise Singers, college reply cards and more.

by Misty Chafin

The main source of outreach and recruitment for Ouachita Baptist University was the Admissions Counseling Office. The Admissions Counselors included Michelle Wasson, Richard Wentz, Janet Wentz, Buddy Barnett, Don Blackmore, and Randy Garner.

These counselors made trips to different schools in the area of the state to which they were assigned. The recruiting staff took or tried to take an OBU student with them as a representative on each trip. From the information received from each high school, the admissions staff formed a list of prospective students. Birthday cards were sent to them, and many times the counselors spent nights calling the students to keep them updated on campus events.

Another arm of outreach from Ouachita sponsored by the Admissions Office was the newly organized gospel group, Praise Singers. The members included: Cindy Vance, John Sayger, Cathy Mueller, Steve Moore, Kelly Hays, Sandi Mills, Roger O'Neel, and Carol Thompson. This group visited various churches throughout the state. The first year together, the group stayed booked throughout the semester. Their programs included singing during church services

with an information time afterwards, having aftergame fellowships, and speaking during Sunday School classes — always putting in words about OBU.

Another method of recruitment was the President's Leadership Forum held each semester. During this conference high school students from all over the state came to OBU and spent the night. They visited classes the next day, and usually wrapped their visit on campus up by attending Noonday and eating lunch. These students stayed in the dorm rooms with OBU students.

The Admissions Office outreach programs worked through various other sources of information such as ACT and SAT scores, college reply cards, church youth leaders and pastors, and OBU students. Material such as an application, a scholarship application, a catalog, and a general information sheet was sent to each prospect. There were 700 or more letters sent each day to prospective students.

"The recruitment program at Ouachita is fantastic," said Tammy Stalnaker. "There must be at least 5,000 or more prospective names in the files each year."



Comparing notes

The admissions counselors always helped each other. Michelle Wasson and Janet Wentz compare notes and encourage each other with a smile. — photo by Leisa Garcia

Supervisory checkup

Admissions Counselors often times made supervisory checkups on the admissions secretaries. Randy Garner checks on Vicki Newsom and helps her proofread the just-typed letter. — photo by Leisa Garcia,



Guide right

ROTC members, Tim Golden, Doug Johnson, and James White line up with squad leader Todd Thrower as the group prepares to move out for exercises. — photo by Phil Cushman

Special instructions

At the Fall Field Training Exercises, a squad gets directions for night navigations and maneuvers from Sergeant Richardson. — photo by Phil Cushman



Attack

Senior ROTC member, Corey Branson demonstrates a take over on a bridge crossing the ravine. Training exercises were carried out on the lower fields throughout the school year. — photo by Phil Cushman



A Margin Of Difference

Military Science courses helped produce more desirable graduates

by Steve Russell

It would seem year after year questions arose from the faculty and students concerning the ROTC department. Just how important was it that we had a Military Science department at a christian university? Other than military aspects, how much did ROTC contribute to the liberal arts education? In order to answer these questions one had to look at the structure of the department, its academics, students, and its ability to prepare those students for their chosen occupation.

Academically, ROTC provided some of the most valuable curriculum on campus. Skeptics would have disagreed, raising an eye-brow in remembrance of their freshman one-hour courses of ROTC which the University required of all male students each year. To evaluate military science by its freshman classes would have been like evaluating Physics by a freshman Physical Science course. The "meat" of military science could not be "eaten" by those who were forced to take its freshman courses just as Physics could not have been related to the unwilling masses in General Ed science. What was related in those early courses was both valuable and fun. Students each year were allowed to explore the Army's structure, experience some of its mountaineering, and learn to save lives by first aid and Cardio-Pulmonary Resuscitation. As a student progressed in military science, he discovered skills from many other curriculums as well as numerous others not offered elsewhere. Military Science classes were unique in the college curriculum in offering instruction and a partial, working knowledge of leadership. What the college student learned in Army ROTC training was directly applicable to a civilian career: the principles of personnel management, a ready acceptance of responsibility, the desire to achieve, personal confidence and general business practice. His ability to deal with people in different environments and circumstances was perhaps unequalled in any other field. There was a difference in the college graduate who had the benefit of Army ROTC. That margin of difference, as all major corporate executives would attest to, made him worth more to a prospective

employer.

That difference could often be seen in the cadets themselves. As an organization, they had proven themselves with as solid a grade-point as any other organization on campus. Socially, they were often the leaders on campus; the presidents of clubs and organizations, the student senators, the honor students, the ones who took their leadership and used it for the benefit of others. While there were many other leaders from many other sources, few could boast the percentage of student leaders as the department of military science. These students not only took their military courses but also had majors and minors just as other students on campus. Unfortunately no minor was offered to the cadet for his 20 to 23 hours of military science. His curriculum was often engineering, pre-medicine, business, or any of the other fields. He was active in both varsity and intramural sports. He may have worked in the community, pastored a church, or worked on campus. It was no wonder his services were sought after by so many in the civilian world.

The Department of Military Science had served as long as any other department on campus. Military training had been taught since 1886, making it rank with all other curriculums in importance at Ouachita.

Dr. Grant perhaps expressed it best. "I support the ROTC program at Ouachita because our alumni believe in the program and expect us to continue it, but I also support it for two additional reasons: the important contributions it makes to our students, such as leadership training, an understanding of an important part of American society, and the opportunity for a career option as an Army officer; and because of important contributions Ouachita can make to the quality of leadership in America's national defense program. I believe so strongly in the 'Ouachita kind of student' that I am convinced our nation would be much poorer if the relatively small church-related colleges were to abandon their ROTC programs, and leave them to the much larger state universities." There's no doubt that Ouachita had a special place for its Military Science Department.



Camouflaged

Learning to advance using high and low crawls was included in ROTC training. Mike Murphree lays camouflaged in the field in a low crawl position. — photo by Leisa Garcia



A Program in Logic

Students found that computer courses required logical thinking and lots of time

by Misty Chafin

The computer science department met the needs of students at all levels of experience. Classes ranged from programming languages and data processing for business and computer science majors, to easy introduction courses for those who were merely curious as to what a computer was and what it could do. In all cases, students found that the computer was neither as difficult nor as dangerous as they were led to believe by the latest science fiction flick.

"Computers are challenging; they aren't boring," commented Camille Hardwick, a sophomore computer science major. She continued, "The OBU system is great. It gives students adequate facilities to work with; and the system helps them learn to work on a sophisticated system. Extra time is required, but there is a certain feeling of satisfaction when a program runs successfully."

Students actually learned the language of the computer because it was a building process. Students started out with a very simplistic view, but at the end of the semester, they knew the language from beginning to end.

The computer science department offered two different plans for majors in that field: a BA for the business related careers, and a BS for the

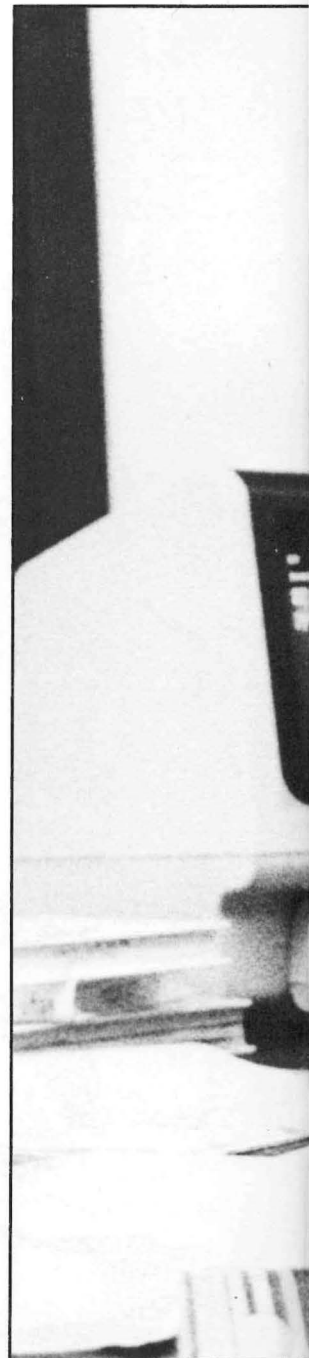
science related careers. The system also involved a few by-products of the computer science class, one of which was logical thinking. Students learned to think logically through these classes.

Shannon Brown, a sophomore accounting major, took a computer class as an elective. She commented, "Computers in the job industry are really a necessity and an added advantage. The main reason I'm interested in computers is because there is good money involved. Someday, we'll all have to have computer experience."

"BASIC is a fun class, and Mrs. Zeagler is a great teacher. She's fair. Time isn't a bad factor if you start early," Shannon added.

Among the languages offered were BASIC, Pascal, assembly, COBOL, and FORTRAN. The professors in the computer science and mathematics departments were willing to help the students. Many students felt that in itself was encouraging.

Shannon also commented, "I wouldn't encourage everyone to take BASIC programming, but I would encourage everyone to take Data Processing. Someday we'll all have to know how to run a computer."



Last minute adjustments
Sitting in front of the terminal, Camille Hardwick concentrates extra hard to make sure that the logic principles she uses are appropriate. — photo by Phil Cushman

Rewarding hours
Running computer programs involved more than merely writing the program itself. spends lots of time in front of the terminal typing his program into the memory discs. — photo by Phil Cushman

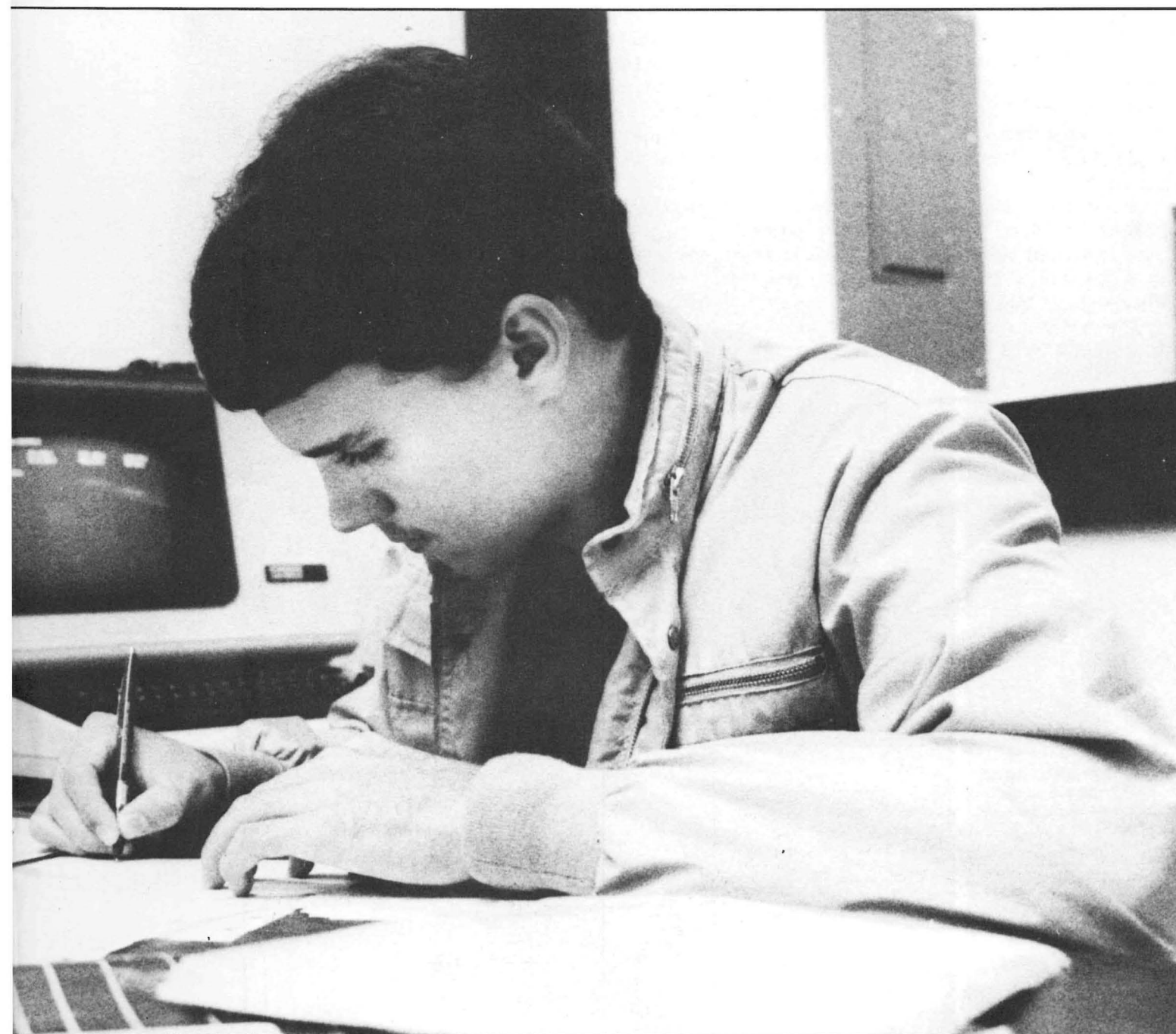


Patiently watching

Sometimes students found that they could understand their assignments better when they watched someone else work the problem. Matt McBeth patiently watches Richard Malott as he finishes his program. — photo by Phil Cushman

Eager lab worker

Lab assistants helped others with computer problems, and sometimes used this time to catch up in their own classes. Kevin Smith proved this to be true. — photo by Phil Cushman





Eliminating errors

Several of the honor courses included writing a research paper as a part of the class. Trying to eliminate errors, Darrel Barton types his paper into a word processor. — photo by Phil Cushman

Leisure lectures

As a part of the honor's program, students were required to attend various lectures by different speakers. Ramona Dennis and Marian Frias take notes at one of the lectures led by Dr. Beaty. — photo by Leisa Garcia

Taking The Challenge

For many students, honor courses provided the challenge they wanted from college.

by Carrddie Williams

Fast paced lectures, extra homework, research papers, and outside reading assignments ... not exactly what many students dreamed of as the "perfect" course. However, several students decided it was the "perfect" course for them and signed up for honor courses.

"It was a challenge alright, but I really enjoyed a change from the average class," said Carri Setliff.

Gina Frachiseur explained that the challenge was in the rate honor courses moved plus comprehending subjects in a very detailed preceptive. "In Honor's Contemporary World, we covered three main subjects: poverty, nuclear war, and Russia. For each topic, we read a book and had various indepth discussions."

Honor's Contemporary World instructor, Dr. Thomas Auffenberg, chose *Fate of the Earth* (dealing with nuclear war), *Diary of Carolina Maria de Jesus/Child of the Dark* (an indepth look at poverty), and *Russia* (an objective look at a Communist society) as the novels required for the course.

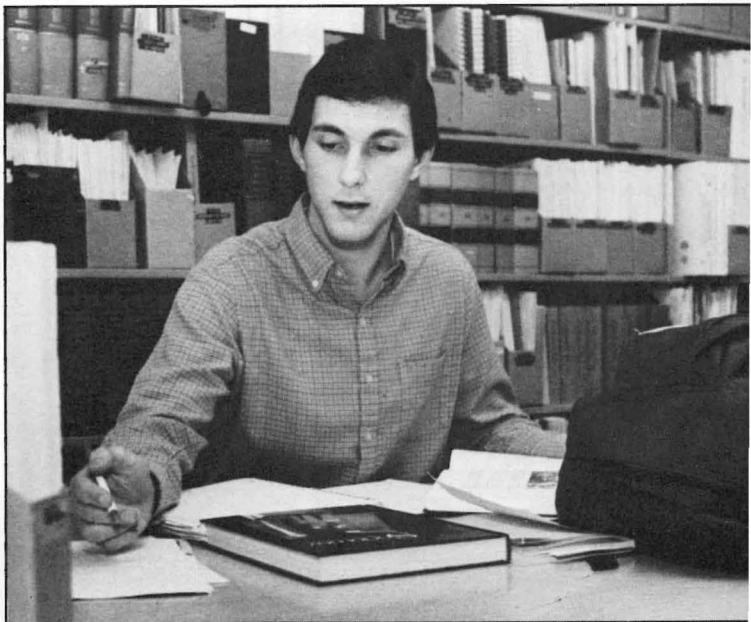
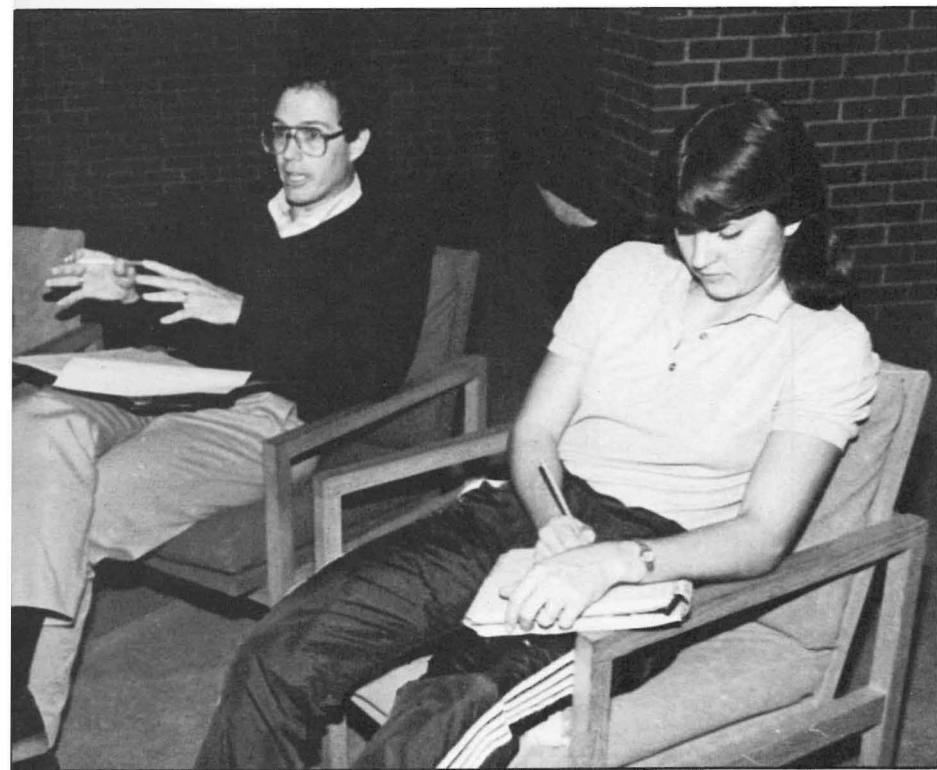
Perplexing problem

Honor science students spent many hours working in the lab. Denise Leverett tries to develop a hypothesis for her project. — photo by Phil Cushman.

Dr. Herman Sandford taught Honors English I during the fall semester. Rachel Bostian defined the course as difficult but enjoyable. "We read several books, and were required to write quite a bit. Almost every week, we were assigned to write a 500 words or more essay." She added that most of the classtime was spent in discussion of materials they had read, which was a welcomed break from the rigorous work usually required in a honor course.

Dr. Johnny Wink taught Honors Freshman English II, a course which emphasises responding to reading. Students were also required to keep journals during the semester.

While many students did not choose to take on the challenge and extra work that a honor course required, other choose to take a "double dose" and enrolled in two or more. Jerri Lee Johnson, a Honors' English and Contemporary World student, said that a faster pace, indepth material, and less guidance are all factors contributing to the challenge of a honor course. She added, "I do not feel (the honor) students are necessarily smarter or better than others; I just think honor students want a challenge and therefore enroll in the honor classes."



Living in the library

Collecting information and researching his topic, Dave Daily manages to develop a thesis for his research paper after spending several hours in the library. — photo by Phil Cushman.

Sharing findings

In the NART lab, Denise Leverett discusses her test results with Alan Stagg. Denise is doing a carbon analysis on rainwater samples. — photo by Leisa Garcia

Beautiful site

The Ouachita Mountains made a nice site for testing for Acidic rain. Samples were taken at two headwater tributaries of the Saline River. — photo by David Honnell




Rain barrel

A modern version of a rain barrel was used to collect water for acidic rain testing. The testing was done in the Shady Lake area of Arkansas. — photo by David Honnell

Knowledge Put to Work

Students working in Dr. Nix's acidic rain studies applied classroom lessons to practical work

by Wendy Kizzar



Most college students attended classes, took notes and absorbed large quantities of knowledge, but how many learned by doing? Six Ouachita students did just that as they worked with Dr. Joe Nix in his study of acidic rain.

Dr. Nix, a professor of chemistry, received a grant of \$121,825 from the Environmental Protection Agency for the testing of a section of the Ouachita Mountains for acidic rain. He included six students in his studies.

The students participating were Denise Leverett, Todd Eubanks, Chuck Hitt, Alan Stagg, Steve Robbins, and Kevin Heifner. These students also worked with Dr. Nix on his water quality studies at Lake Ouachita, Lake Greeson and other Arkansas lakes.

The testing was done in the Shady Lake area, north of Athens, Arkansas in the Ouachita Mountains. The Ouachita Mountains were chosen as the testing site because they lack the limestone which enabled the Ozark Mountains to neutralize the acid.

The acidic rain which was usually brought in by the weather fronts from the west and northwest, had a powerful but subtle effect on the environment.

The first effect occurred when the water became too acidic, lost carbon dioxide, and stopped allowing photosynthesis. The second effect occurred when acid in a stream dissolved aluminum out of rocks and adversely affected the fish population.

According to Dr. Nix, research keeps scientists current, involved and thinking. "It's one of the best teaching tools," said Dr. Nix. "The students learn a lot and also get paid."

Instead of one-time experiments done in a lab, Dr. Nix's students learned through continuing work.

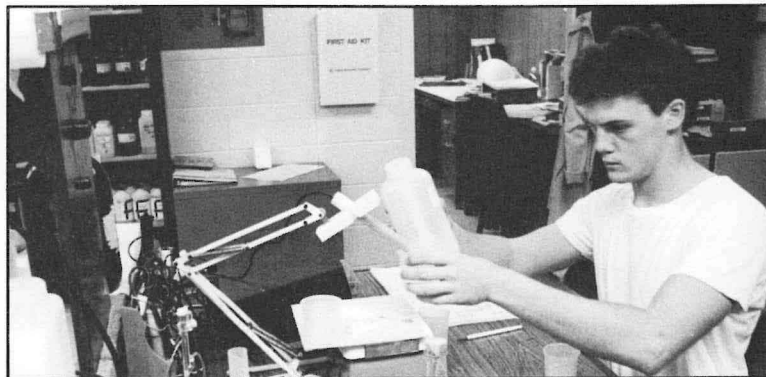
"One student made over 10,000 individual terminations on an instrument over a three-year period," explained Nix. "They learn what research is, and an appreciation of it," he continued. "They also learn how to make mistakes. When something doesn't work, they ask why."

When studying the acid content of rainwater, testing had to be done during storms at two headwater tributaries of the Saline River. Samples had to be taken every hour for 48 hours.

Two students, Chuck Hitt and Steve Robbins, made such tests in late October. Returning to campus at about 7:00 a.m., they attended their classes, then slept during their scheduled lab time in the afternoon.

This incident, according to Dr. Nix, was one example of the dedication and responsibility these students felt toward their work.

Since 1966, between 100 and 120 students participated in Dr. Nix's research programs. Most of these student's went on to either continue in research or apply what they learned during college research. "The testing puts our classroom knowledge to work," said Chuck Hitt.



One more test

Water samples were tested for many elements. Steve Robbins does a lab analysis for nitrogen in the NART lab in the basement of Moses-Provine. — photo by Leisa Garcia

Storing samples

Rain samples taken in the field had to be brought back for analysis in the lab. Steve Robbins carefully places samples in Alan Stagg's backpack. — photo by David Honnell

One more time

John Hossler suggests a few helpful ideas to Diane Dickinson during a voice lesson. Karen Quinn accompanies some of John's Voice students. — photo by Leisa Garcia



Complete concentration

Doing drills during a lesson, Wendy McMillan listens to every instruction given by Retha Kilmar. Private lessons were taught by graduate assistants to help with the overflow of students in the music department. — photo by Leisa Garcia

Private practice

Sim Flora takes time to point out important rhythm patterns to Rhonda Clark during a trumpet lesson. A part of the workload for graduate assignments was teaching private and group lessons. — photo by Leisa Garcia

Double Billing

Graduate assistants budget their time to take on private lessons and group sessions as well as their own academic workload.

By Lori Harris

Seemed like time was the only remaining factor; or maybe it was the lack of it. For six sometimes over-motivated people, time continued to be just another factor to overcome. Besides having all the responsibilities of part-time students, those six graduate assistants also had the responsibilities of part-time teachers.

Being both student and teacher was an experience all its own. The lessons, the homework, the studying, the late hours, the early hours. It all seemed to pile up at times; but in the end all the pieces managed to fit together. The homework was usually finished; the lessons got easier; and all that lost sleep was eventually made up.

Even though the graduate assistants were officially part of the faculty, there were those whom they had to answer to. For instance, Dr. Charles Wright and Dr. Charles Chambliss, Graduate School Directors. And then there was the rest of the OBU faculty. "Most of them don't even realize we're graduates," said John Hossler. "And we still do whatever they tell us to," he added. Most of the group agreed that they were generally treated differently by the faculty. Not in a bad sort of way; but they were placed on a different level than what they had previously grown accustomed to. "They (faculty) know that you're serious about your work," said Barry Bates. "Your work is to benefit you and not just to get through; therefore, they place you on a higher level."

Graduate work proved to be a profitable time for all those who took it seriously. It was not a time of fun and games even though they

sometimes made it seem that way. There was a time for teaching and a time for learning. It was a time of experience. Classes had to be attended as well as taught. Private lessons had to be scheduled and tests had to be graded. Papers had to be written and filed while progress reports had to be written and turned in.

All had previously been students under some of the same professors whom they were now assisting. A slight feeling of security had developed during their years on campus and they felt comfortable with the personal relationships between themselves and their colleagues. "Why should I go anywhere else?" asked Retha Kilmar. "I feel safe here and I believe I can benefit more with the professors I've known for four or five years than I could at a totally new place," she added.

A position on staff helped to give each assistant the experience and credentials needed to further themselves in the future. Graduate classes taught them more than ever perceived possible. "I still consider myself a student," said Mary Ann Wasson. "The only difference is that I'm on the other side of the desk." The experience of teaching provided the assistants with the chance to view "both sides of the fence." They now shared a common sympathy with both students and instructors. "I never stop learning. This experience has given me something that can't be found in any book," said John Hossler. "I think I read that somewhere."



Question-answer session

Kay Compton answers questions from students Leila Buck and Medina Middlebrooks during a reading lab. Kay Compton was a graduate assistant in the Department of Education. — photo by Leisa Garcia

Financial Supporters

Development officers worked to raise money, attract students and improve the university

by Wendy Kizzar

The Development Office — how many students really knew what went on there? Not many. “When I tell people I work in the Development Office, they never know what I’m talking about,” said Development Office secretary, Bettie Duke. “I just tell them we raise money.”

“Since we are a private institution, we must find ways to promote financial support. Some of the support comes from the Arkansas Baptist State Convention, approximately 1.7 million dollars last year, and the remainder from student tuition. Our job is to fill that gap in funds,” said Vice-President for Development, Roger Harrod.

The majority of the money was raised through various campaigns. The Ouachita at One Hundred Campaign began in 1981 and has included campaigns among trustees and former trustees, the Development Council, faculty and staff, alumni and the Little Rock, Fort Smith, El Dorado and Arkadelphia areas.

The Development Council was especially helpful in area campaigns. Made up of prestigious men and women from across the state and nation, the Development Council worked with the Development Office in three particular areas; student recruitment, public relations, and finance.

The Development Office recommended men and women for the Council to Dr. Grant. Dr. Grant in turn presented these candidates to the Board of Trustees for a final approval. The men and women were chosen for their capabilities in supporting the university both financially and voluntarily. “Some members are neither Ouachita graduates nor Baptists, but are invited to join the Development Council so they can learn about the University,” said Harrod. Approximately \$800,000 was raised during the Development

Council Campaign.

Another important group of donors were the Second Century members. This group was comprised of individuals who had included Ouachita in their wills. John and Lloyd Cloud were responsible for this area and they offered free legal assistance in writing wills and planning estates to alumni and friends of Ouachita. At least once a month they made presentations in a church and hoped to gain interested donors. Millions of dollars were raised through wills, and in return, Second Century members were invited to a banquet every fall to see the campus.

Another Development Officer, Carbon Sims, researched national foundations to find those interested in private schools like Ouachita. Not only did he research to find out what the foundations offered, but he also investigated the foundations’ board members to find any ties they might have had to Ouachita or Arkansas.

The student arm of Development was the Ouachita Student Foundation, under the direction of Development Officer, Carol Roper. According to Roper, the OSF operated in the areas of public relations, fund raising, student recruitment and alumni relations. OSF members also provided manpower for the Development Office and were active in mail-outs, as hosts and hostesses for Development Council Members and as fundraisers. Most importantly, students involved in OSF became better alumni and began donating time and money much earlier than most graduates.

While students not involved in OSF probably did not know much about or understand the work of the Development Office, they certainly recognized the results: new students, new buildings, and financial aid for students.

Confirming plans

In the OSF office, foundation president, Mark Kizzar discusses Tiger Traks plans with committee chairman, Susanne McElroy. Tiger Traks was held in April. — photo by Phil Cushman





Student centered

The admissions office worked closely with students on the recruitment committee of the student foundation. Don Blackmore, admissions counselor, discusses plans with OSF director, Carol Roper. — photo by Phil Cushman



Busy boss

Vice President for Development, Roger Harrod goes over instructions with Development Office secretary, Nancy Summar. Roger Harrod and his staff was responsible for raising money for the university. — photo by Phil Cushman

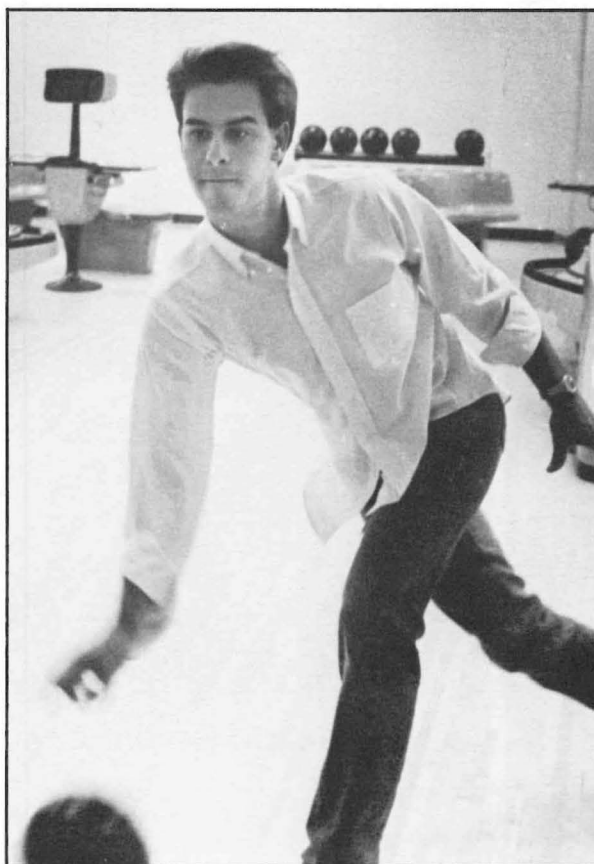
Helpful worker

Secretary for Development, Bettie Duke works with CWS worker, Stacy Manning. Besides CWS worker, OSF members also helped in the office work. — photo by Phil Cushman



Camera's eye view
Photography students view the campus through a frame resembling a camera lens. The class was a popular spring elective. — photo by Leisa Garcia

Bowling for grades
Practicing his form in bowling class, Greg Garner tries for a strike. Four activity courses were required for graduation, but some students took more for fun. — photo by Leisa Garcia





Major Break

Elective courses added variety and interest to student workloads

by Jodee Ayres

all them extracurricular classes, needed hours or simply classes for fun. Many students took classes that weren't required for their majors or minors. Tina Johnson, a junior, clepped out of 23 hours of general education requirements. Rather than graduate early, she stayed in school to pursue interests outside her major of religious education. Some of the classes she enjoyed were U.S. History, Philosophy and Logic.

Tina said, "I had to take Church Recreation and Church Drama for my major, but I would have taken them anyway because they were so fun."

She felt that a few "fun" courses helped make her workload seem lighter.

Although students were only required to take Old and New Testament Survey courses, many students not majoring in religion continued studies in this department.

Kevin Waters took several religion courses for his own personal interest. Scott Jackson, a senior majoring in business, took religion courses also. He explained, "I'd like to work in a Christian camp and I thought these courses would help me."

Pre-med students planning to transfer some times took "fun" courses rather than try to meet

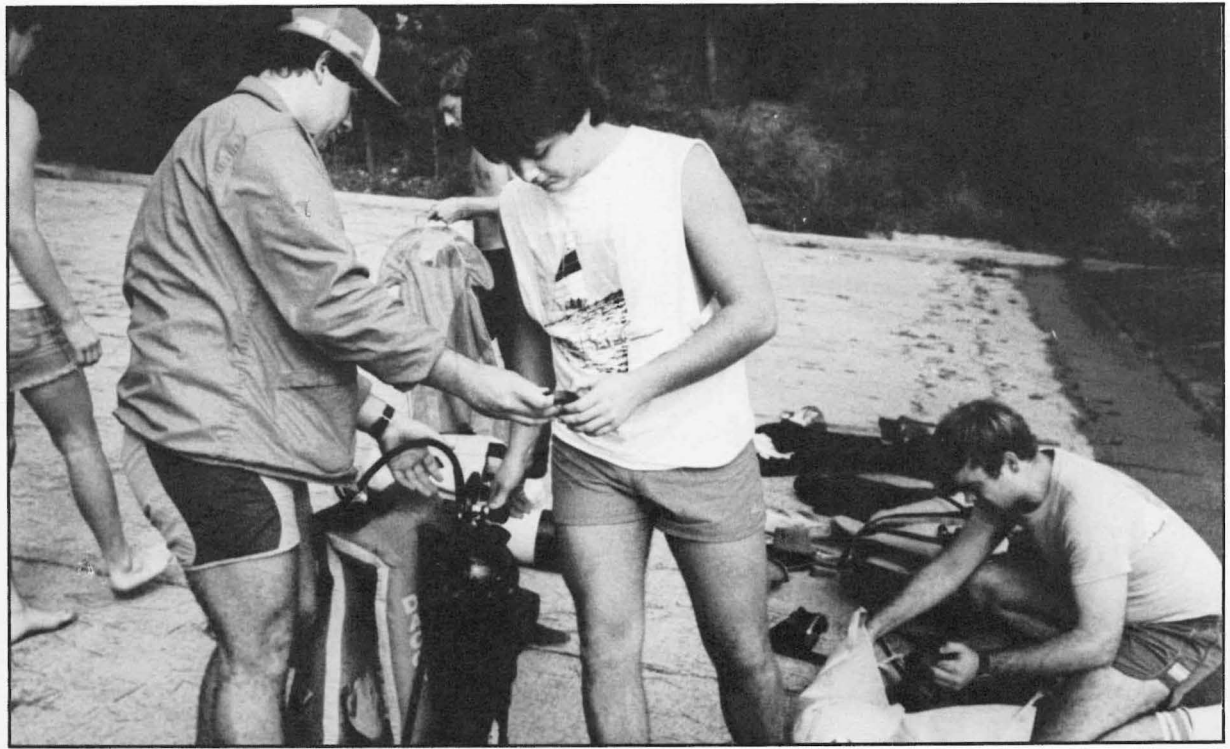
the general education requirements. Cindy Myers, a freshman, took French for a break from all the required science labs.

"French is a fun class and useful, too," she said. "A lot of words in English relate to French. And it is good to be familiar with the French language when ordering in fancy restaurants."

Some students took classes to develop certain skills and hobbies. With the coming of the computer age, many felt that knowing how to work with computers would be important for later use. Betty Ann Beard enrolled in Computers and Personal Finance because, she said, "I just wanted the knowledge."

Help in the "real world" was the reason some students chose to take business courses as electives. Handling money and finances once a student was out of school working was an important concern for everyone.

The courses and reasons for taking them varied. Sometimes students felt a particular course would be helpful to them later; sometimes courses were "just for fun." Whatever the reason, students could always find something to study as a break form their majors.



Computer collaborators
Concentrating on the screen, Darrell Barton and Ed Kok work on their program. Basic programming was a popular elective. — photo by Phil Cushman

Lakeside classroom
At Lake DeGray, Lannie Emfinger and Leigh Bass prepare to dive with their scuba class. Scuba counted as an activity course credit and also for PADI certification. — photo by Phil Cushman

Module Modification

The new humanities program offered a coherent indepth study for students

by Robin Robbins

It all started on January 25, 1984, in McClellan room 104. Eight faculty members arrived with unknowing anticipation. It was up to this committee to devise a workable plan for the transition from the old module courses to the new humanities program.

In the old program the required classes were Classical Lifestyles, Renaissance and Early Modern Lifestyles, Modern Lifestyles, and Decision Making for the XXI Century. The modules were made of three six week mini-courses. Each six-week class meant a new instructor and a new set of books.

In the new program twelve hours were required instead of eleven. Students were required to take Western Thought and Culture and three additional classes either in Literature and Humanities, Art and Humanities, Music and Humanities, or Philosophy and Dynamics. These classes were limited to 25 students each and the most qualified instructors were selected to teach them. "We wanted the very best teachers teaching these classes," said Dr. Arrington, Vice President of Academic Affairs. "We wanted people who are well grounded in humanities and have a good report with students." He added that Humanities were the core of the General Education Program and a very important area of the curriculum.

The major benefit of the new program was that it allowed continuity. "The modules were all so fragmented," said Dr. Johnny Wink. "There was no coherence from one module to the next."

Dr. Tom Auffenberg said that the modules

allowed for a lot of creativity but the students didn't have a chronological perspective of the periods. The new classes introduced students to basic ideas of literature, art, music, and philosophy history. "I think it is a big improvement. It demands more from the students but they will have a more enriched background," said Dr. Auffenberg.

Most students agreed that the new courses were very demanding. Rhonda Auten said, "They're not like general ed. classes. They're harder than my major classes." Rebecca Gardner agreed that the new classes were hard but said, "I like them. I feel like I'm learning something." Tammy Allen said, "We cover too much material too fast. It's just too hard for a G.E. class."

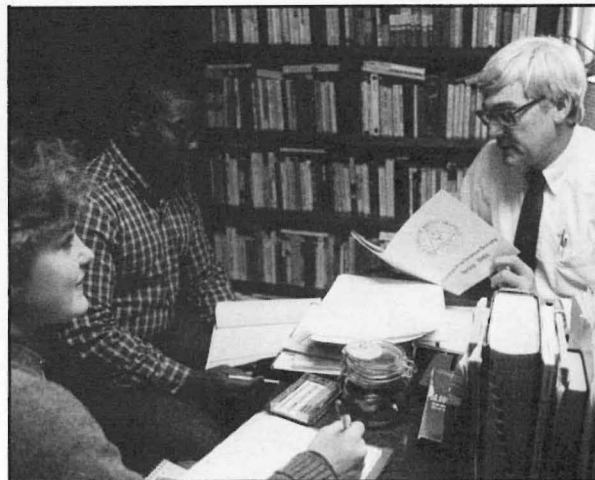
Dr. Johnny Wink said that one of the disadvantages of the modules was that it was hard to get to know all the students in just six weeks. "Sometimes I didn't even bother to learn all the students names because I knew they wouldn't be in my class very long."

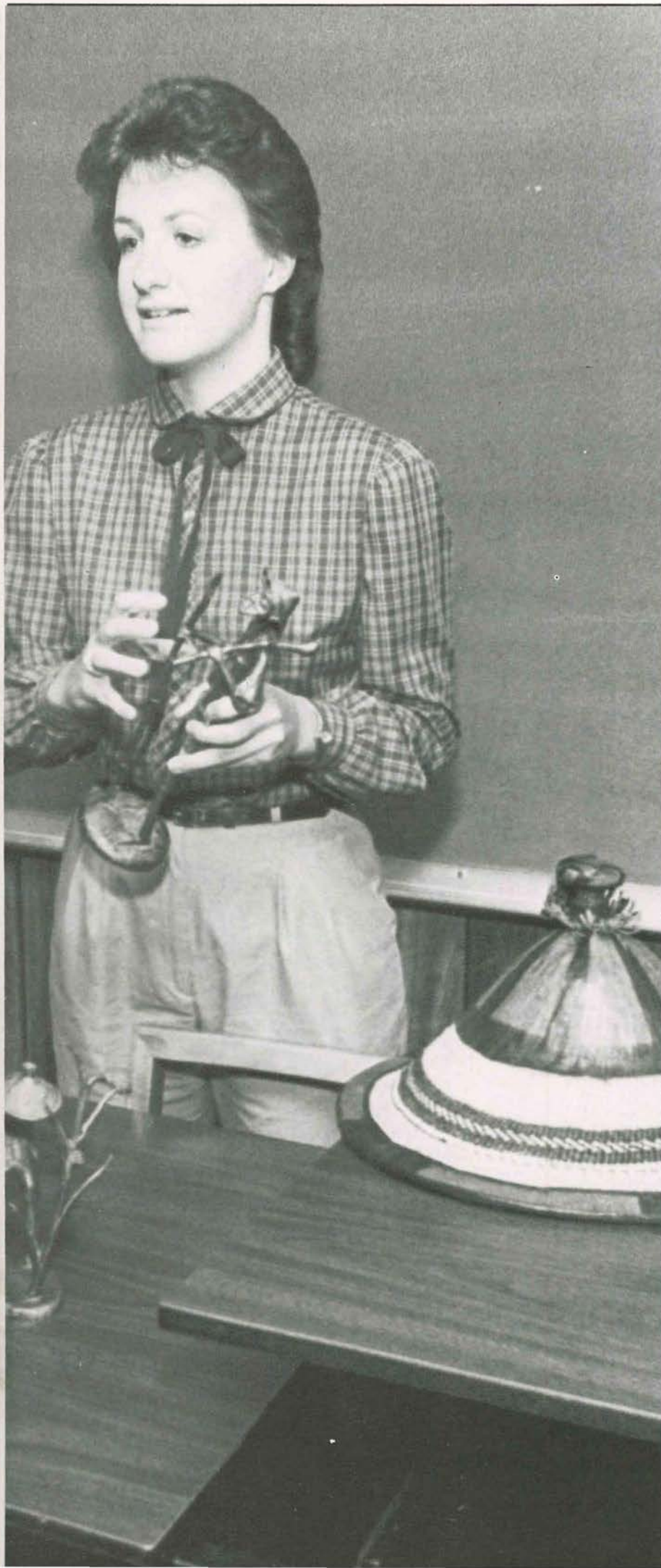
Debbie Cockram liked having one teacher all semester. "It gives you a better chance for a good grade. You learn what they expect from you and what their tests will be like."

After many meetings in room 104, the transition committee had worked out all of the predictable problems concerning the new program. Dr. Arrington said, "The results have been good. The faculty is really charged up about this program and they're doing a good job."

Help session

Coordinator of the Humanities courses, Dr. Tom Greer, was faced with many questions by students concerning the new program. Leslie Jennings and Tony Fortell work out the next semesters schedule with the help of Dr. Greer. — photo by Leisa Garcia





Guest poet

As a guest speaker in a Western Thought and Culture class, Lilly Peters shows her latest book. She was the Poet Laureate of Arkansas. — photo by Phil Cushman



Painting pointer

The comparison of paintings from one period to another was part of the study of art in the Western Thought and Culture classes. Dr. George Keck points out some famous painting to the class. — photo by Phil Cushman

Show and tell

To enhance the study of Africa in one of the Humanities classes, Julie Eitelman from Kouibougou Boarkona Faso West Africa took examples of African art. — photo by Phil Cushman

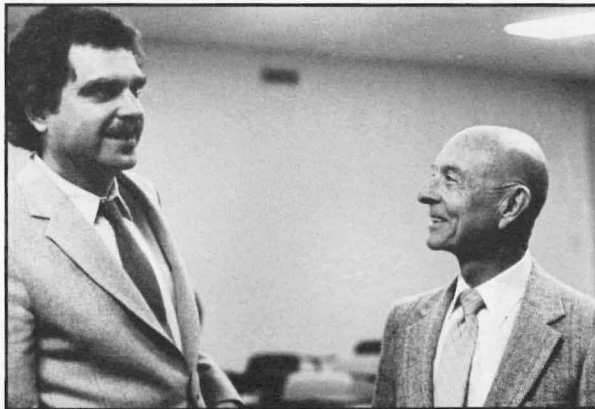


Spring Sing

Sing for your supper a Rodgers and Hart musical was a spring performance from the Arkansas Repertory Theater. The Musical was presented on Henderson's campus.

Communicating professors

Dr. Dolphus Whitten speaks with Dr. Gene Youngblood, professor at the California Institute of the Arts. Dr. Youngblood discussed the communications revolution in a JEC lecture.



Educational lecture

Diane Ravitch, author of *The Troubled Crusade American Education 1945-1980*, lectured on Changing Values in Education. Ms. Ravitch's presentation was sponsored by the Ouachita-Henderson Joint Educational Consortium.



The Link Between The Ravine

The Joint Educational Consortium offered students a double opportunity for academic enrichment

by Frances Burton

“Are you going to the lecture?” “Yeah. We have to take notes for extra credit.”
“See you there. You better arrive early to get a seat.”

Thanks to the Joint Educational Consortium, Ouachita and Henderson students had the opportunity to earn points while they enriched their knowledge through lectures and performing and visual arts. OBU professors encouraged attendance.

The JEC of Arkadelphia was founded in 1974 as a “joint venture of the Ross Foundation, Ouachita and Henderson State, for the purpose to develop and administer programs that would benefit the universities and the town of Arkadelphia.

The Consortium sponsored several projects such as the unified card catalog used for research between the universities. If OBU didn't have the material then the card catalog file listed the HSU number of the book. Cross-registration was also made possible through the JEC. Ouachita and Henderson students were allowed to take classes not offered on their own campuses. The Consortium also leased 128 acres on Degray Lake for educational, research and

recreational purposes. The DeSoto Bluff site on the Ouachita River and the Hodges Collection of the Caddo Indian Artifacts were acquired for historical purposes by the JEC.

Changing values in Human Relations was the theme for the 1984-85 season. Lectures were about religion, education, global relations and the family.

Selections for performing arts included jazz, opera, musical variety, and a flute and harp duo. Arkansas Art competition exhibit for Arkansas artists was also sponsored by the JEC. Selected works were on display in both university art galleries. The Ross Foundation, various councils, alliances and endowments funded the programs so that they may be offered free to their audiences.

Dr. Dolphus Whitten, Jr. has been the executive director of the JEC for five years. He was a summa cum laude graduate of Ouachita and former faculty member at Henderson. During his time away from Arkadelphia, Dr. Whitten earned his doctorate and was an administrative member of Oklahoma City University where he also served as president and is presently president emeritus.



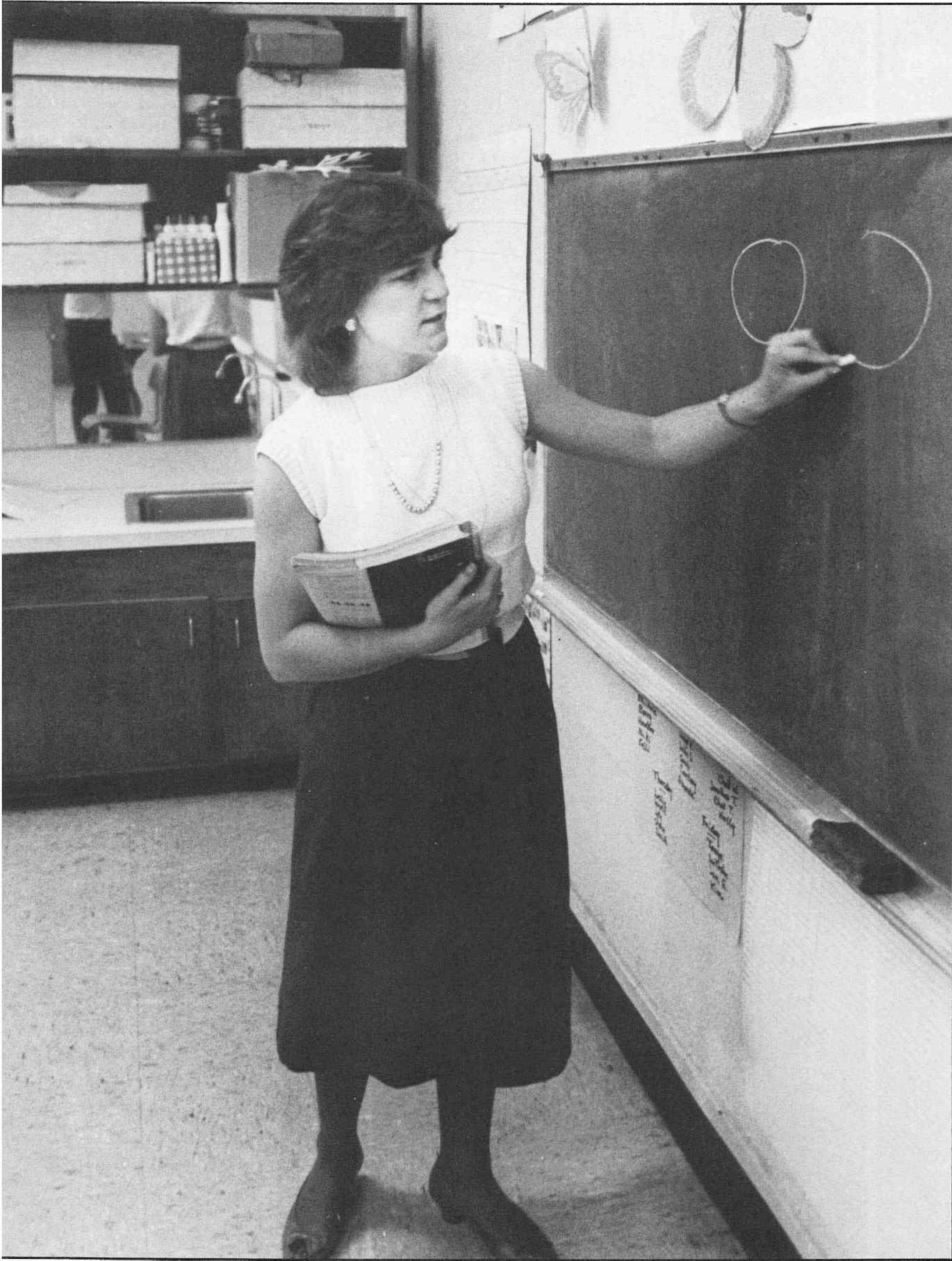
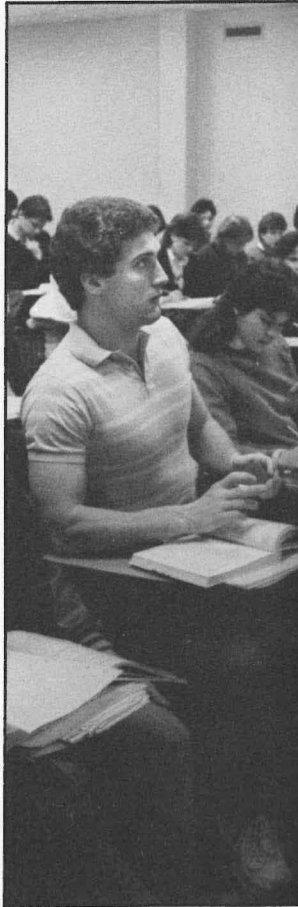
Professor in performance
Dr. Alex Nisbet performs with the Arkadelphia orchestra as part of the community presentation of Handel's *Messiah*.



Opera's best
The Lyric Opera of Kansas City performed "Curtain Calls", highlights from the opera presented on Broadway. The company was on the Ouachita campus in November.

Extra duty

Student teachers discovered that there was more to a teaching job than simply teaching. Don Moore helped clean the boys' locker room as part of his coaching duties. — Photo by Phil Cushman



Seeing is believing

While student teaching, Mary Ann Wasson found that visual aid and graphs were helpful in explaining difficult problems to elementary children. — Photo by Phil Cushman.

On the block

Before doing classroom training, students attended nine weeks of classes and lectures. Dr. Charles Chambliss answers a question of Steve Quinn while others take notes. — Photo by Phil Cushman.

Basic Training

Student teachers learned skills of survival to face a classroom

by Jodee Ayres

They never tell you that you need to take an army course to be prepared for any situation," said Lisa Robertson. Lisa student taught at Malvern High school during the spring semester. One of the situations she was not prepared for was a bomb threat.

"You never know what to expect — One day there's a tornado drill and the next day they bring in the bomb-sniffing dogs," she said. Lisa admitted this was her most unusual experience during her term of practice teaching, adding a "thank goodness."

Dr. Ralph Ford headed the student teaching program that was responsible for placing students in schools to help prepared them for their jobs after graduation. Students applied to the school they wanted to work in. They were given three choices from a list of schools near the campus.

"We try to keep them as close to Ouachita as we can," explained Dr. Charles Chambliss, dean of graduation school. "This makes it easier to keep an eye on them and also easier for the students to commute."

16 to 20 schools were on the list, including schools in Arkadelphia, Hot Springs, Little Rock, Benton, Malvern and Gurdon. According to Dr. Chambliss, every two out of three students pick Arkadelphia as their first choice, but the school system can place no more than 10 or 15 students in the city. The students not getting their first-choice schools are usually sent to their second choice.

Steve Quinn, a physical education major, planned to student teach in Prescott. Steve said he was "kind of anxious to get started."

Before students went into the schools, they

participated in a classroom observation program, usually during their sophomore year. Before this program existed, Dr. Chambliss said there were a few students who went into student teaching their senior year, and after a few weeks or even a few days, discovered that teaching wasn't really what they wanted to do.

"We don't have that problem now," Dr. Chambliss said. "About 20% of the education majors change their minds their sophomore year. After that most stick with it."

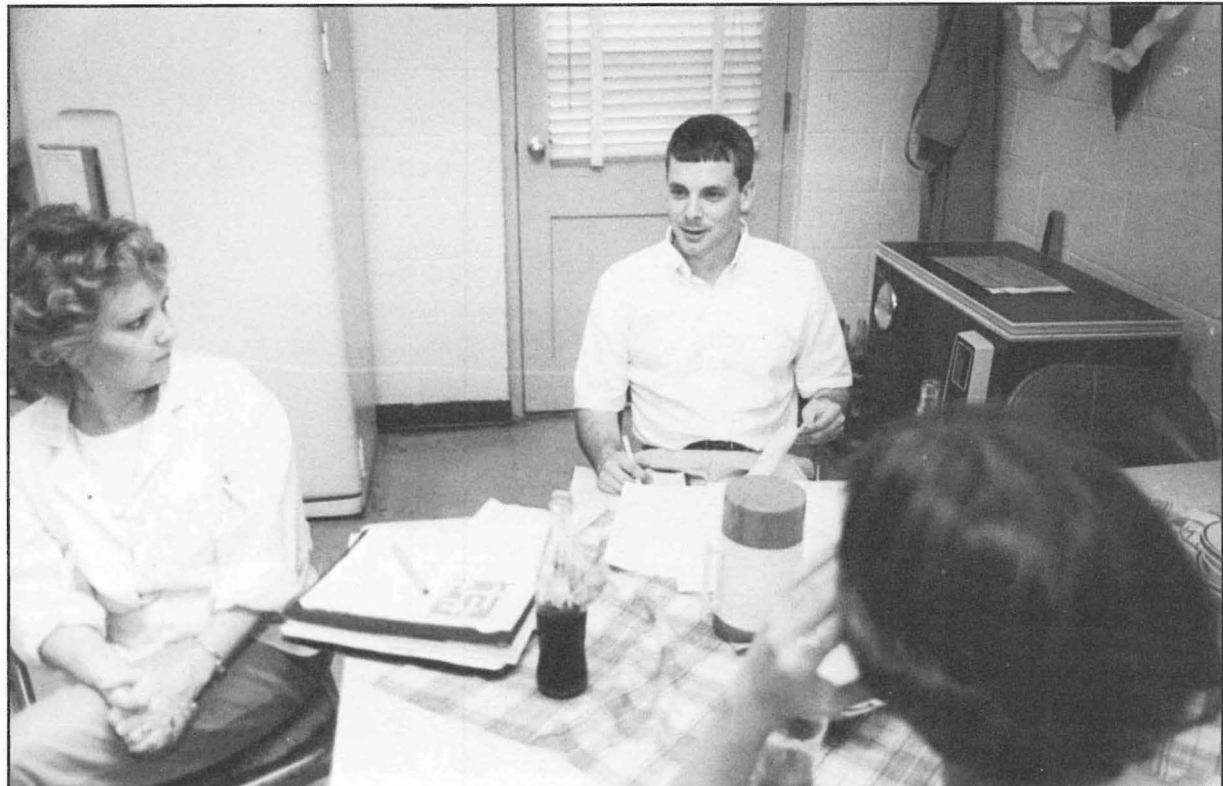
Steve said, "The observation helped, but not as much as actually teaching. It didn't change my mind about what I wanted to do — I guess I knew what I was getting into. I had my eyes open."

Rick Wilson was another physical education major who looked forward to student teaching. "I'm ready to work in the schools and do what I've been going to college preparing to do," he said.

Out of the 55 students planning to student teach in the spring, most were physical education and elementary education majors. Some were also planning to teach English or music.

Lisa said of her classroom experiences, "It scared me at first to get in front of a classroom, but after I got to know the kids it was a lot of fun."

Lisa taught chemistry, and for her the most rewarding thing about teaching was helping students understand a difficult problem. "The best thing is seeing it in their eyes," she said. "You go over and over something and finally you can just tell they got it."



Behind closed doors. During his six week student teaching period, Bobby Faulkner enjoyed spending time in the lounge talking with other teachers. — Photo by Phil Cushman.

The Study Zone

The quiet atmosphere of Riley Library proved to be a social gathering place

by Beth Morehart

The library. The final frontier. These are the adventures of the semi-studious college students on Ouachita's campus. Embarked on a mission to prepare for an exam, read an assignment, or work calculus problems, they boldly go where thousands have gone before; but few have succeeded . . . in actually studying.

The first warrior entered the battle zone at 7:30 p.m. Approaching the reading room from the side entrance behind Berry Chapel, he casually stopped once inside the door and scanned the area for a seat. Determined to concentrate on Dr. Tom Auffenburg's Western Thought and Culture notes, Steve Bowman chose a seat at a rear table facing the wall. Everything went according to schedule as he opened his notebook and began reading his notes. Ten minutes into the skirmish a movement on the other side of the table caught Steve's eye. A girl. A freshman he observed at second glance. "One reason I go to the library is to see the girls," said Steve. "I'd love it if they'd just let me chew tobacco."

Meanwhile the girl was on a mission that was not academically oriented. Arriving from the monastic atmosphere of Flippen-Perrin dormitory, she had entered the room only moments earlier to scan the area for potential twirp dates. Opting for the case-as-you-walk style of choosing a seat, she walked the perimeter of the reading room. Carefully viewing the occupants of the area, she deceptively paused every four or five steps at a study terminal to finger a periodical or dictionary. After making the complete journey, she cut diagonally across the battle zone to ease gently into the chair next to Steve.

Quite aware of the fact that he noticed her, she turned sweetly toward him and said shyly, "excuse me, but could I borrow some paper?"

Steve graciously selected two sheets of

notebook paper from his neighbor's folder and pushed them toward the girl. Then he deliberately picked up his books and headed for the stairs. "That borrowing-a-piece-of-paper routine went out with the Cubbies," said Steve.

Other academically-minded students had been in the study cubicles upstairs since 8:30. "If you really want to study at Riley, you have to go sit in one of those individual desks upstairs," said Scott Hobbs. "There are too many distractions everywhere else."

Downstairs the war continued. A fiancée entered the room with a package of M & Ms and a cold Dr. Pepper. Receiving an icy stare from the librarian, she hurriedly made her way to the side of her beloved. "I brought you a surprise," said Robin Robbins to Todd Thrower. "How much longer do you think you'll be?"

"Probably all night," was Todd's reply. He quickly swept the drink under the table, hiding it from the glare of the library aide.

Another battle-ridden reader closed his book with an exasperated sigh and headed past the card catalog files to the upstairs sanctuary.

By 9:15 th earlier chaos in the reading room had given way to occasional outbursts of whispers and giggles. "It depends on what time you go to the library, as to whether or not you'll get any studying done," said Darin Williams. "Usually by 9:00 there's not many interruptions and you can concentrate. Before then you'd better stay upstairs."

Ten minutes before closing time, the room once again shuffled with sounds of chairs scooting under tables, books closing and papers being replaced in their pocketed folders. Dates arrived to escort their mates home, and library monitors replaced periodicals and reference books to their racks. The lights were turned off as the library workers left. Riley was quiet at last.

Masked reader

The location of tables on the upstairs level of Riley Library provide strategic points of view for Kim Daly and Felley Nall. — photo by Phil Cushman





Conspirators

Visiting or discussing other students in the library was a popular sport at Riley. Joe Corbino directs John Berry's attention to the Reader's Guide table in the back of the library. — photo by Phil Cushman

Casual fellowship

Greg Wilson pauses at the study terminal in the reading room of Riley to visit with a friend. The library was a popular social spot on weekday nights. — photo by Phil Cushman

