

TCU DAILY SKIFF, THURSDAY, SEPTEMBER 3, 1981

Iran names new prime minister

BEIRUT, Lebanon—Iran's Islamic regime, moving to fill administrative vacancies left with the latest assassination bombings, Tuesday named as interim prime minister a 50-year-old cleric who was jailed under the shah's rule.

The country's revolutionary patriarch, Ayatollah Ruhollah Khomeini, also called on the world's Moslems to unite against what he called the satanic superpowers.

A Khomeini disciple and ayatollah, Mohammad Reza Mahdavi Kani will serve as provisional prime minister until a new president is elected, the official news agency Pars said.

Pars said the leader of Friday Sabbath prayers in Tehra, Hojatolleslam Ali Khamenei, was elected secretary-general of the ruling Islamic Republican Party, a post also held by the slain prime minister, Mohammad Javad Bahonar.

Bahonar and Iran's second post-shah president, Mohammad Ali Rajai, were killed in the bombing attack Sunday at the prime ministry in Tehran. Presidential elections must be held within 50 days. No date has yet been set.

Kani's nomination was announced by the parliament speaker, Hashemi Rafsanjani. The legislative body, called the Majlis, was to convene later to hold a vote of confidence.

As interior minister under Bahonar, Kai superintended the nationwide crackdown on the regime's leftist foes after Abolhassan Bani-Sadr was ousted as president 10 weeks ago.

Bani-Sadr had predicted a week before that the regime could be toppled by killing Kani and four other key figures.

"If tonight five men were killed—Rajai, Bahonar, Rafsanjani, (Chief

Justice Ayatollah Abdulkarim Musavi) Ardabili and Kani—the government will collapse," Bani-Sadr told the *New York Times* in a recent interview from his exile in Paris.

In an interview published Tuesday in the *Washington Post*, he said that those who assassinated Bahonar and Rajai also were aiming for Khomeini.

Bani-Sadr was quoted as saying he refused underground requests for orders that Khomeini be assassinated "because the risk of civil war would be so great."

Kani will join Rafsanjani and Ardabili as the third required member of the presidency council, which will run state affairs until new presidential elections are held before the end of October.

Meanwhile, Tehran Radio said Khamenei was unanimously elected secretary-general of the Islamic Republican Party by the central congress of the ruling party.

Khamenei, orator of the Islamic revolution, spent seven weeks in a hospital recovering from a June 27 assassination attempt.

A senior aide, who declined to be named, said Khamenei still needed some time before resuming his sermons because treatment of lung and windpipe injuries suffered in the attempt on his life was not over yet.

Khomeini appealed in a speech to Moslems around the world to shield his 2½-year-old revolution against attempts to "choke it" by what he described as "superpowers and Satans of the world."

Khomeini accused the superpowers of backing anti-government terrorists in Iran in order to "eliminate this central point of revolution and defeat Islam," according to Tehran Radio.

Communism losing support

WARSAW, Poland (AP)—Lech Walesa said Tuesday the Communist authorities are losing "social acceptance."

He vowed on nationwide TV that his Solidarity union does not want to take power, but assumes responsibility for the nation's fate.

Walesa's remarks were broadcast by the state-run TV and radio networks, to which the union is demanding regular access, in a special program the government agreed to after the union threatened to shut both down. Talks on the media access issue are to resume Wednesday—the same day printers in Rzeszow threaten a strike.

"If there are problems we should sit down and talk," Walesa said during the 20-minute program, which included three other union leaders who were less conciliatory.

"There is no time for stupid politics, no time for accusing us of wanting to take over power," Walesa said, "because we don't want power, we want to serve the community."

The Solidarity TV program came hours after the state-run Polish news agency PAP distributed an interview with Walesa.

"Things have now reached a stage when the authorities are losing social acceptance and social support," Walesa was quoted as saying.

"This situation forces us to take upon ourselves responsibility for the fate of the nation," he added.

On the radio-TV program, Walesa said, "We don't need the access to radio and television for polemics. We need it so as to come to an understanding. We want to explain things. We are not concerned about taking over power. We want fast communications."

Zbigniew Bujak, leader of the powerful, 1 million-member Warsaw

branch of Solidarity, challenged total state control of the media, saying, "The union cannot permit anybody to monopolize the mass media."

Walesa said Poland's crippled economy and resultant shortages of food and consumer goods play a large part in the Polish crisis.

"We have plenty on paper but in life we have less and less . . . It (the population) has thousands of demands signed and nothing in the shops and life is becoming worse. We are not steering towards confrontations, but we want to dominate this disquiet."

The union officials said the official media have portrayed the Soviet bloc's first independent labor union as one bent on silencing the press, closing the mines, felling the economy and seizing power.

Poles marked the anniversary of the outbreak of World War II on Tuesday. Hitler's troops invaded Poland Sept. 1, 1939. A commentator in the popular morning daily newspaper *Zycie Warszawy* wrote that the start of the war marked "the outbreak of public solidarity."

"We did not know then—and have never learned since—how to hoard that treasure, how to nurse it to make it last," the paper said.

The Communist Party's new 200-member Central Committee, elected by unprecedented secret and democratic ballots at July's reform-oriented party congress, was scheduled to meet Wednesday to discuss its approach to the issue of workers' autonomy in the factories.

Solidarity's national coordinating commission also was to meet in Cdanek on Wednesday to make final preparations for the union's first congress Saturday.

In Walesa's interview, first published Monday in the Roman Catholic daily *Slowo Powszechnie*, he said he often fears for the union's future.



MOUDY WORK CONTINUES—Construction on the new multi-million dollar J.M. Moudy Visual Arts and Communications building continues daily. Photo by Ben Noye

around the world

Compiled from The Associated Press

Red Army Faction claims responsibility for bombing. A West German news agency Wednesday received a letter from the Baader-Meinhof gang, claiming responsibility for Monday's bombing of the U.S.-NATO air command base in Ramstein. The letter is signed by the "Red Army Faction," another name for the ultra-leftist Baader-Meinhof gang. The news agency said the letter calls the bombing part of a strategy of "war against imperialist war."

The Red Army Faction was responsible for a string of attacks in the 1970s, including the bombings of U.S. military installations in which four American servicemen died.

Agreement reached with Saudis. A senior state department official said "detailed arrangements" have been worked out with Saudi Arabia over the use of sophisticated radar planes the Reagan administration plans to sell them. Undersecretary of State James Buckley outlined the restrictions Wednesday, but did not say whether the Saudis had agreed to them in writing. In an ABC interview Wednesday, Buckley said the restrictions include stringent security protections and limitations on operations.

Supreme Court upholds release of prisoners. The nation's highest court Wednesday refused to overturn a federal judge's order that 222 Alabama prison inmates be freed. The justices rejected the state attorney general's arguments that the U.S. district court judge had exceeded his authority in ordering the prison purged. The prisoners were freed July 25 after the federal judge ruled prison overcrowding violated their constitutional protection against cruel and unusual punishment.

Prison employees held hostage. Four employees of the Iowa State Penitentiary in Fort Madison were taken hostage Wednesday by a small group of inmates who demanded to talk to a Des Moines newspaper reporter. The reporter had written a series of articles on the prison earlier this year. Prison authorities said the four hostages were being held in the dining room.

U.S. to boycott special U.N. session. The United States plans to boycott Thursday's special U.N. General Assembly session on the problems in Southwest Africa, a U.N. spokesman said Wednesday. Steve Munson said the United States sees no reason to take part in a debate on the matter now since it will come up during the assembly's regular session in two weeks.

The United States will, however, have observers at the emergency session.

Word of the U.S. boycott comes two days after the United States cast a lone veto in the security council, killing a resolution that would have condemned South Africa's recent incursion into Angola. The United States said it vetoed the resolution because it did not mention the estimated 20,000 Cuban troops in Angola or the Soviet military advisers contributing to unrest in the area.

O'Conner preparing for new role. Supreme Court nominee Sandra O'Conner is in Washington, preparing for next week's appearance before the Senate Judiciary Committee. In a statement issued to committee members, O'Conner said she supports a limited role for the federal courts, thus keeping in line with the thinking of President Reagan. The 51-year-old Arizona appeals court judge is expected to win easy Senate approval.

A White House spokesman said O'Conner is staying at a friend's private residence in Washington for "isolated study and preparation."

AddRan under new leadership

McCracken named interim dean



Michael D. McCracken

By Esther D'Amico
Staff Writer

The AddRan College of Arts and Sciences has begun the semester with a new member on its staff: Michael D. McCracken, former chairperson of the biology department.

McCracken holds the office of the dean of AddRan College of Arts and Sciences until the National Search Committee finds a permanent dean. (The committee has not begun a formal search yet.)

McCracken was appointed when Jim W. Gorder was promoted to the office of associate vice chancellor for programs and curriculum.

Prior to his appointment, William H. Koehler, vice chancellor for academic affairs, asked department chairpersons in AddRan to make recommendations for the dean's office. The chairpersons chose three people. After consulting with the executive committee of the Faculty

Senate, Koehler invited McCracken to accept the position. The professor did, and has been interim dean since June 1.

McCracken began teaching at TCU in 1971. "I was interested in an environment in which there would be an opportunity to teach, on a consistent basis, smaller classes and an opportunity to know students, to interact with them on a more extended basis than simply 50 minutes, three times a week," he said. "And yet, I was not willing to give up my research."

After 10 years in the AddRan college, McCracken said he has not been dissatisfied with TCU. Instead, he said, "I'm very optimistic."

Before he came to TCU McCracken taught at the University of Wisconsin, a school that places an emphasis primarily on research. "I was teaching classes from six to seven hundred students. I found it to be very impersonal—not at all satisfying," he said.

A balance can exist between teaching and research, he said, and he wanted a university that would provide that. The environment at TCU interested him.

"TCU has, I think, as its primary function, undergraduate instruction. Yet the university is truly a university in the sense that there is considerable scholarly activity that goes on here."

As interim dean, McCracken has the same responsibilities that a permanent dean would have in that office. These responsibilities are the same as many of those of department chairpersons, including promotions, budgeting requests and tenure evaluations.

He said, however, "My responsibility is to view the college as a whole." And his contacts with the department are primarily through the chairpersons.

He sees the relationship between a dean and a chairperson or a faculty member as being collegial—more relaxed.

"Ultimately, there are decisions that have to be made in this office, and they have to be carried out," he said. "But before I make a decision that impinges on the department, I'm going to discuss that with the chairperson to whatever extent is necessary. Generally these kinds of decisions would be reached by the consensus of a department."

The biology department under McCracken's leadership has been praised by Koehler for its dedication to teaching. When questioned about these plaudits, McCracken pointed to the TCU faculty, some of whom are nationally and internationally recognized.

"What exists in biology, exists elsewhere . . . The biology department is a successful department because it has good faculty—that will be true of any department."

McCracken is active in the Society of Sigma Xi. He holds membership in the American, international and British phycological societies, societies that study algae. He also is a member of the American Society of Limnology and Oceanography.

McCracken's research studies have been published in such volumes as *Journal of Ecology*, *American Midland Naturalist* and *Hydrobiologia*.

Discussing arts and sciences in light of other schools within a university, McCracken stressed that students today have interests in acquiring practical skills, those that can be applied directly to careers. This, he said, is not the traditional concept behind arts and sciences.

"I view arts and sciences as being the core of a liberal arts university, out of liberal arts in general.

Although the subject content and so forth of the arts and the sciences differ, the methodologies of research and approach to scholarly activities share a number of things," he said.

"Whether you are an historian conducting research on a particular topic or a chemist working in the lab, certain organized ways of approaching things (are) parallel," he said.

Students should take advantage of the opportunities at TCU, he said. "I would encourage them to get to know some of the faculty well, particularly those in their areas of interest. I would encourage them to be involved in activities outside the classroom because to me, many of your best experiences in college are not those restricted just to the classroom," he said.

McCracken holds bachelor and master of science degrees from Texas Tech. He completed a doctorate degree in 1969 at Indiana University, where he held a graduate fellowship. A U.S. Public Health Service graduate fellow from 1967 to 1969, McCracken formerly served as an assistant professor at the University of Wisconsin.

McCracken was born in Henderson, Texas. "I can't think of a better place to grow up in," he said of his birthplace. He quickly added that, after living in Fort Worth, he had no desire to live in Henderson again. Accustomed to the metroplex for its cultural opportunities, he enjoys city life.

He supports TCU for providing the balance between research and teaching that he was looking for. He is content with his new position, and he adds, "I don't really think that my being in this office is going to bring about any great change in the philosophy of AddRan. I think the philosophy is already there."

Essays strengthened by carefully made choices

by Larry Bouchard

Many students become puzzled when faced with assignments or test questions that require them to evaluate written material on which there might be much disagreement, and then form judgments which are distinctly the students' own. Often, there are no "right" or "wrong" answers to such questions, and this causes some students to be at a loss as to what is expected of them. And many teachers, even after making such assignments, may dread having to make objective judgments about student products in which a large amount of subjective viewpoint enters into the performance of the assignment.

Nonetheless, both students and teachers are aware of the fact that even if there is no "right or wrong" there certainly is "better and worse." Some of the criteria for judging better and worse are, in fact, highly objective, others less so. And it would be helpful if both students and teachers had some mutual sense—even if an imprecise sense—of what those criteria are.

These are some suggested criteria that I have observed myself using in the process of evaluating papers and tests. How each criterion is weighted really depends on the assignment and sometimes on the individual paper or test; for instance, excellence in one area might be so evident as to overshadow weakness somewhere else. These criteria in no way

eliminate subjectivity, but perhaps they might help both students and teachers have a more concrete sense of how evaluative judgments are made. I have listed them in a kind of order: from more objective to more subjective, and perhaps in an order that corresponds to my own "logic of evaluation."

Is the spelling, punctuation, grammar, usage and syntax of a high quality? Not only is such correctness intrinsically valuable, but technical accuracy often helps the student think more clearly and precisely, and certainly makes the reader more disposed to understand and respect what the writer has to say.

Is the assignment fulfilled or the question answered? Teachers should have fairly definite purposes for their assignments and exam questions, and sometimes a student's ability to comprehend the question is part of what is being tested. Hence, the student should take care to deal, at some point, with the terms of the question or assignment. Often, it is a sign of insight if the student redefines the questions, but when doing so, he or she should show that the assignment was indeed understood and the redefinition pertinent to it.

Does the student's essay display a central focus, a sense of purpose or procedure, and criteria by which it makes judgments? It is helpful if after the first few sentences of an essay the reader has a sense for what the student intends to be doing and where

the student thinks he or she is going with the essay. It is even better if the reader has some sense of what is going to "count" in the writer's evaluation; that is, what is going to count as evidence and what will be the criteria for judgment. Often this sense of focus (which is often referred to as sense of unity) effectively emerges as the essay unfolds. But sometimes, especially on tests and research papers, it is good to begin with a brief but clear statement of purpose and method of approach.

Has the writer chosen pertinent "facts" from the subject-matter in question? Here it is assumed that the student has some freedom in what he or she is writing on, that choice is involved. Thus, the student is free to choose what body of data, ideas, lines of poetry, events in a historical period or person's life, etc. to write about. This choice involves (a) choosing material appropriate to the assignment or question (and perhaps not leaving something out that is appropriate and needed), (b) presenting the material accurately and fairly, (c) presenting it with precision, and (d) with sensitivity to logical relationships between different aspects of the material.

Is the material adequately documented? Even in an exam the student needs to indicate the sources of his or her information. In papers and take-home exams, this documentation should include a bibliographical reference in some acceptable form.

Has the student analyzed or asked questions of the material that show insight and understanding of its nature, purpose, parts, etc.? It is not enough to paraphrase something one is studying. It is important to show one's own understanding of it, how one thinks it fits together. And often this can be done by asking, and answering, penetrating questions of the material.

Does the writer have a viewpoint distinctly his or her own, and can he or she distinguish it from that of the source being written about? One of the real tests of understanding is whether a student can tell whether there's a difference in what he or she thinks and what someone else thinks. The more precisely the difference is drawn out, the better. When there is agreement, the reader wants to know why the agreement.

Does the student make real arguments? Can he or she put together in a fairly coherent form observations, premises, supporting evidence, and conclusions? Conclusions are worth very little unless the reader can tell how the writer got from point A to point Z.

Is the student aware of what the arguments do and (especially) do not do, and is he or she aware of the relative strengths of the kinds of arguments employed? It is important to show in an essay a sense for both the strengths and the weaknesses of one's own position. This involves the realization that an argument may support part of what one wants to

say, but not all of it. It is also important to show an awareness for the different powers of different kinds of arguments. Some arguments prove points, some support cases, others suggest possibilities; some arguments disprove, others cast doubt, and some only suggest alternative possibilities. It helps to know what kind of argument you're really making.

Depth of insight. This is the most subjective judgment of all; it depends mostly on the knowledge and experience of both the student and the evaluator. Often depth of insight is the hardest to talk about; we seem to have a "feel" for it, but little else. Nevertheless, it is often the most important judgment to be made. Sometimes a student who would measure poorly against the criteria above will show remarkable depth of insight, and could be graded accordingly. But most of the time, it has been my experience that the qualities discussed above, when evident in student essays, have been accompanied by deeper insights into what is written about. Depth, in such cases, can take care of itself.

It must be understood that these suggestions are not appropriate for all types of testing and assigning. They are only appropriate for those assignments that involve essays, wherein a student is asked to make a choice of material (as when a choice of test questions is involved), display adequate understanding of material,

show relationships among different sets of data or ideas, and—most importantly—make informed judgments about such material. It also must be understood that this is not a checklist for evaluating essays, nor is it any kind of procedure to follow when grading. Rather, these criteria or other criteria of a similar sort may be at work in any process of evaluating such essays. The purpose of my little essay here is simply to make myself and perhaps others—including my students—more aware of the kinds of judgments we are making when we grade, and, perhaps, to help us learn to evaluate our own intellectual products more wisely.

These are some of my sources which in part inspired these hasty reflections: Jim W. Corder, *Contemporary Writing: Process and Practice* (Glenview, Ill.: Scott, Foresman, 1979); The Association for Supervision and Curriculum Development 1962 Yearbook Committee, *Perceiving, Behaving, Becoming: A New Focus for Education*, Yearbook 1962 (Washington—ASCD, NEA, 1962); Stephen Toulmin, *The Uses of Argument* (London: Cambridge University Press, 1958); Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance: An Inquiry Into Values* (New York: Bantam, 1974). Larry Bouchard is a 1974 TCU graduate and is currently assistant professor of religion at Eureka College, Eureka, Ill.

OPINION

Page 2 Thursday, September 3, 1981 Vol. 80, No. 2

Change unrelenting

by Stella Winsett

The status of women in the United States is inexorably changing. The change is certain, slow and fraught with anxiety, both for women and for society.

Over one-half of the women in the country now hold full-time jobs, and studies have shown that most of these women work for the same reasons men work. Both work to support their families. Unfortunately, they cannot, at this time, hope to support their families as well as a man could.

By 1979 over 8 million American households were headed by women and one-third of those families continue to live below the poverty level. In contrast, only one in every 18 male-headed households lives in poverty. Obviously, women earn less than do men.

The difference in pay scales cannot be linked to any difference in educational or skill levels. Women make less money than men for jobs that require equivalent skills, effort and responsibility. Not only do women earn less, the gap between earnings is widening.

There is a great deal of controversy in this country over the status of women in society. There are many people, both male and female, who oppose the Equal Rights Amendment, which would offer women firm, constitutional equality. This opposition flies in the face of reality.

Opponents of ERA say its passage would, instead of enhancing women's rights, have a disastrous effect. They contend that ERA would weaken the status of full-time homemakers or of mothers by disallowing those laws designed to protect women.

Opponents of ERA are living in another world. How can the status of

people who don't have the constitutional right to compete on an equal basis be weakened? Only by ensuring the laws of the land don't fully protect them.

Actually, an equal rights amendment would not take anything from women. It would only enhance their position in society as fully-human, equal members.

Women are already making contributions to society in many and varied roles, but progress toward equality is slow and earned only after struggle. Women will be equal members of this society whether ERA is passed this year or not. They will, like males, work for those things they need and they will work toward those conditions that make them accepted as human beings like any other human being.

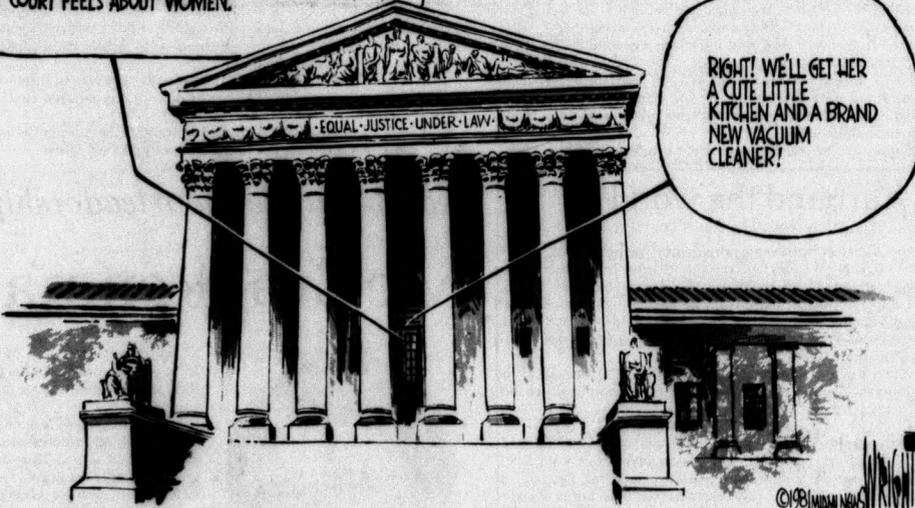
Those people who lament the changing lives of women lament the passing of an era. They do not realize that women today will be involved in the life of society on any level, that women today will not be constrained by strictures of another time.

Not only do women have to work, they want to work and our society can only be enriched by their contributions. We cannot afford to restrict the use of talent, dedication and intellect to men. We need all our resources without reference to gender.

Women will no longer allow themselves to be put in any position they no longer desire.

Women will be equal and eventually the constitution will reflect that equality. It would, however, be more civilized if the principles of equality were set down in the constitution before equality for women is a *fait accompli*. Opposition to ERA will only prolong the agony.

FRANKLY, I CAN HARDLY WAIT FOR MRS. O'CONNOR TO GET HERE. EVERYBODY KNOWS HOW THIS COURT FEELS ABOUT WOMEN.



Letters

A question of intent

Army ROTC has been making a comeback on college campuses in the last few years. A decade ago, the program was in trouble as a result of the Vietnam War's unpopularity with young people. Now it's going strong again all across the nation. On the TCU campus, like others, ROTC provides scholarships for students who might not otherwise be able to attend college. It insures the university prompt payment of these student's bills by the taxpayer at a time when other federal aid to students is declining. It provides officer material for the Army. ROTC is a good program all around, isn't it? Maybe not.

Most Americans today would not consider it possible for their government to become involved in an immoral war. Many people, however, believe that the American role in the Vietnam War was immoral, or that American troops in Vietnam were compelled to commit atrocious acts. The My Lai massacre often cited as an example. If such atrocities could happen then, they can happen now. Sadly enough, Lt. Col. James Hunt, a national coordinator of ROTC, recently attributed much of his program's resurgence to the fact that today's cadet doesn't remember Vietnam. It is always tragic when people forget the lessons of history. It is doubly tragic that they are forgetting so soon.

Free ROTC course might be at own expense

When I refer to a college student involved with the ROTC program, I don't particularly mean those who are in the Corps to become Army officers. They have supposedly considered their decision at great length, and have hopefully considered the moral, as well as financial, aspects of that decision. I respect their choice no matter how much I may disagree with it. I am more concerned with those students who take an ROTC class without taking anything more serious than the fact that they are getting a free hour of P.E. into consideration.

I was such a student last spring when I took a course in marksmanship. Like most other students, I just thought it would be a fun class and didn't even stop to think that it might be wrong in any way. After all, I would be shooting paper, not people. According to Col. Donald Ingram of TCU's ROTC program, however, the Army doesn't offer these classes just so students can get a nice, easy, free credit. The Army considers

these students ROTC cadets, and also thinks that marksmanship will be a valuable skill in case of war. A person who takes one of these classes is also asked to sign a statement which says that he or she is not a conscientious objector. I signed mine because at that time I didn't think I was one. The simple truth is that I didn't stop to think about what I was doing. I didn't stop to think about right and wrong. I didn't stop to think that by participating in the ROTC program, I was lending my approval to an institution that I philosophically disapproved of. Stopping to think is the responsibility of every human being. It is, in effect, what makes him or her a human being. I was wrong to forfeit this responsibility. I hope no one else makes the same mistake.

Troy Davis,
Sophomore, History

Friendship requested

Dear Editor,
You will excuse, I hope, my temerity in writing you without a proper introduction. Realizing the assiduous and regimental schedule of your newspaper and staff, I can only hope for a fragmented portion of

your time. And, if granted such, those minutes are the criteria for hearing my request.

To begin, my name is Terry L. Lampkin. I'm incarcerated at the Chillicothe Correctional Institute in Chillicothe, Ohio.

Because of my position, communication with the outside world on a large or even normal scale simply eludes me. And for that reason, I have brought my situation of confinement to your attention with the hope of gaining your assistance in helping me acquire correspondence by printing my request for such in your paper. I do not have the needed funds to pay for this ad. However, my offerings, little as they may seem, is of the greatest appreciation and thanks for such an allotment of your time and assistance. I remain

Indebtedly and sincerely yours,
Terry L. Lampkin

Note: The following is Mr. Lampkin's ad. Incarcerated, black male, 37 years old, 6 feet, 165 pounds. Educated. I am lonely and in need of communication and friendship. Would appreciate hearing from all open minded and sincere persons who care to write. Thank you. Terry L. Lampkin - 141-097, 15802 State Rd. 104 Chillicothe, Ohio 45601

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Show features Southern art

Southern artists will be featured in the Fort Worth Art Museum's first fall show, beginning Sept. 13.

The exhibit, "The Southern Voice," will feature exhibits of three artists with southern backgrounds, all of whom use storytelling in their work.

In conjunction with the exhibit, the museum is sponsoring a series of three literary programs. Readings by southern authors, poets and open readings by area writers will be featured.

Poetry readings of Betsy Colquitt, TCU professor of English, will be among those included in the programs. Her works will be featured at 8 p.m. Sept. 22 in the museum's solarium.

Colquitt has taught at the Writer's International Workshop at the Universidad de las Americas in Puebla. Her newest book is *Honor Card & Other Poems*, and she has edited *A Part of Space: Ten Texas Writers*, and also the journal *Descant*.

Other poetry readings will be by Jack Myers, associate professor of English at Southern Methodist University. His latest book, *The Family War*, won the Texas Institute of Letters Award. Diane Bertram, editor and publisher of *Sleepy Tree Publishing*, will also have works included in the poetry readings.

The works of Texas writer Larry McMurtry will also be featured in the literary programs. He is best known for his books *The Last Picture Show*, later made into a movie; *Horseman, Pass By*, made into the movie *HUD*, and *Leaving Cheyenne*, filmed as *Lovin' Molly*.

His works will be read Sept. 15 at 8 p.m. in the museum's solarium.

The exhibition portion of *The Southern Voice* features the works of Terry Allen, Vernon Fisher and Ed McGowan.

Allen, who is also a magician and writer, presents an ironic view of life in his work. Working in a variety of media, his work is usually based on a theatrical format. For this exhibition, the Lubbock native will create an environment with a set of characters personified by birds. The live birds will be in cages in the museum.

Fisher, who lives and works in Fort Worth, writes short stories directly on the surface of his paintings.

The text is sometimes directly related to the imagery in his paintings and sometimes related only by inference. For this exhibition he will create two walls paintings encompassing five walls of the museum.

One of the wall paintings will be based on Heisenberg's uncertainty principle, juxtaposing it with a romantic story. The images will include a huge painting of the night sky and a romantic landscape painted directly on the museum's walls.

McGowan, a New York artist who was raised in Hattiesburg, Miss., has been working with a series of narrative sculptures since 1975.

For the exhibition he will construct a large sculpture based on the love story of John and Sarah—a couple whom he will trace pictorially from birth through marriage and the marriage of their children.

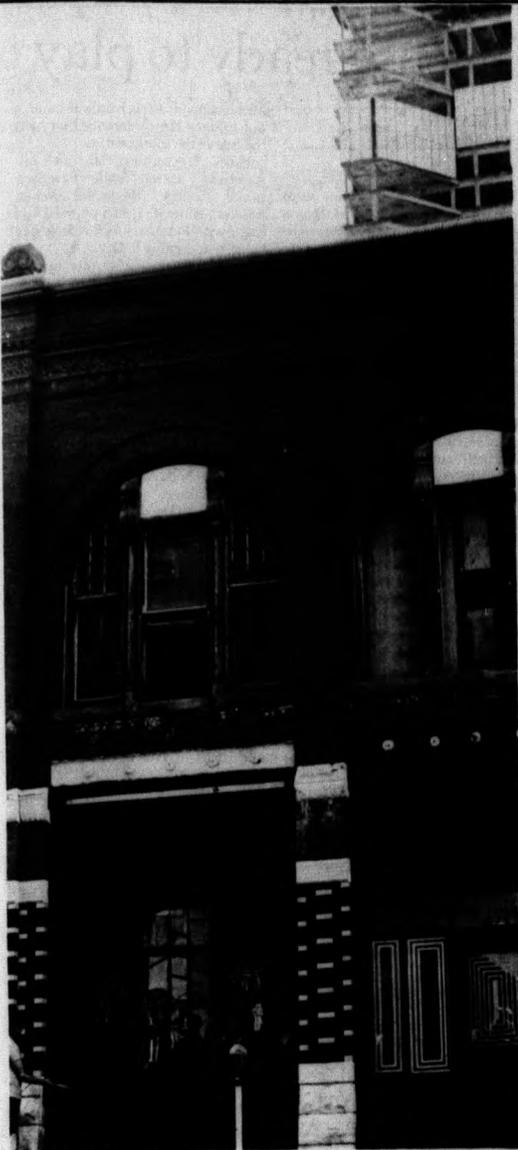


Photo by Lyb McBride

LOOMING NEARER—(left) With downtown looking like one huge construction site, the old title office that houses Daddios jazz bar, on the corner of Fourth and Commerce Streets, appears to be one of the last holdouts of another era of architecture.

FLOATING TO SCHOOL—(right) High water temporarily flooded Stadium drive Tuesday morning when heavy rains swept through Fort Worth. The rains caused some classes to be canceled and drenched students attending those that were not.



Photo by Bill Hoff

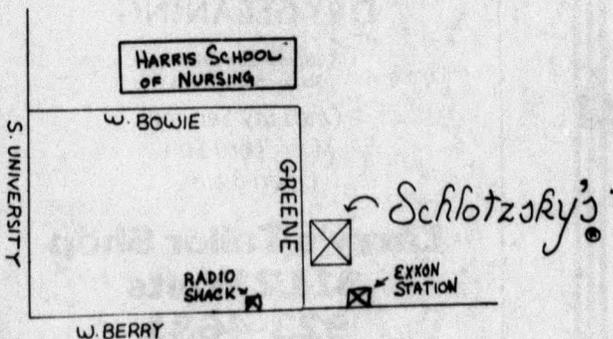


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SPORTS

Defense ready to play



Photo by Dan Budinger

DRILL TILL YOU DROP— Sophomore Noseguard Lionel Williams prepares to hit the driving sled, as Coach Bob Junko and junior Derrick Thompson look on during practice this week. The Frogs will play the Auburn Tigers Saturday in Auburn. Game time is at 1:30 p.m.

By ED KAMEN
Sports Editor

Second in a series

Last season, TCU's defense spent more time in doctors' offices than on the playing field. Every week new players were forced into starting positions they were ill-equipped to handle. This year Dry's defense is prepared to handle even the most critical injuries.

"We've got enough men in enough spots where injuries won't hurt us as much as they did last year," Dry said.

If there are any apparent weaknesses on the defense it is the play of the secondary. In 1980, the defensive backs were primarily freshmen and sophomores who lacked the experience to defend well against major college offenses.

Now they are a little older, bigger, faster and better than a year ago.

Here's the defensive lineup:
The Inside Linemen— Sophomore Lionel Williams returns to the noseguard spot he held after the injury to Garland Short last season. Short has moved to left tackle and senior John McClean will be at right tackle. Junior Scott Williams and transfer Derrick Thompson are reserves and both will see plenty of action.

The front line looks solid on paper. 142 tackles among the three starters, but depth at that position is still a question mark.

The Linebackers— In order for a defense to contain the opposition consistently it must have unified and hard-hitting linebackers. TCU's inside linebackers Darrell Patterson and Joe Hines could be the best twosome in the SWC. Patterson has already proved himself in the SWC as

an all-around defensive threat and is out to show the conference that he is the best in the southwest.

Hines is coming off an All-American season with Pasadena Junior College. Replacing Kelvin Newton, Hines (6-2, 225 pounds) was listed with Patterson as the defensive leaders, according to Dry.

The outside linebackers are equally impressive. Dry said strong side linebacker Greg Townsend has been called "the best defensive end prospect we've had." On the other side, veteran Mike Dry has totaled 160 tackles in the last two seasons.

The Frogs also added highly touted freshman Gary Spann to the roster. Spann, who came to TCU after losing his scholarship at SMU, will be ready to play in the Auburn game.

The Secondary— TCU will be starting three juniors and one sophomore in the defensive backfield. Last year the secondary surrendered a 50.2 completion percentage and 11 touchdowns, but returns three starters and has added Anthony Allen, a JUCO transfer, into starting spots. Allen, starting at left cornerback, "has the most ability of the secondary," said Dry. At right cornerback, Thomas Bell will start over Reggie Cottingham. The safeties are John Preston (strong) and Ken Bener (free) with sophomore John Thomas backing up.

The defense is not as experienced as the offense, but it could be the most physical defense TCU has had under Dry. There's strength on the line and mobility among the linebackers, but the key will be the ability of the secondary to stall the opposition on passing downs. If the secondary can limit the mistakes of youth, the two-senior defense could be what turns the team around.



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