

University of Texas at Tyler

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The UT Tyler Patriot

Student Newspapers

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11-10-1980

### UT Tyler Patriot Vol. 8 no. 5

University of Texas at Tyler

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# UT Tyler Patriot

VOL. 8, NO. 5

UNIVERSITY OF TEXAS AT TYLER

NOVEMBER 10, 1980

## Student Government to hold first election

Student Association elections will be held Tuesday and Wednesday.

Polling places are second floor lounge area of the Bus. Adm. Building and in UC.

Students will need their I.D. cards to vote for president, vice-president, eight undergraduate, and four graduate representatives.

Written statements by representative candidates are posted on a display board in UC.

The School of Business Administration, School of Education and Psychology, School of

Liberal Arts, and School of Science and Mathematics will elect two undergraduate representatives and one graduate representative.

Candidates for the School of Business Administration are: John Harvey, senior accounting major from Tyler, Steve Czurak, senior marketing major from

Tyler; Kathy Kapka, senior accounting major from Tyler; Harvey Holiman, junior finance major from Brownsboro and Allison Sanders, senior management major from Tyler.

The School of Education and Psychology representative candidates are: Allan Warren, senior education major from Tyler; Patti Capps, junior psychology major from Overton; Julie Guess, senior elementary education major from Kilgore; Heather F. Lawson, graduate student psychology major from Tyler.

Representative candidates from the School of Liberal Arts

are: Dixie Davidson, junior journalism major from Tyler; Alan K. Green, junior history major from Big Sandy; Kent Noell, senior political science major from Bullard.

Candidates from the School of Science and Mathematics are: Charles Dickson, junior biology major from Jacksonville, and Stephen Patrick Rydzak, senior biology major from Lindale.



Joy Kindred



Kurt Noell

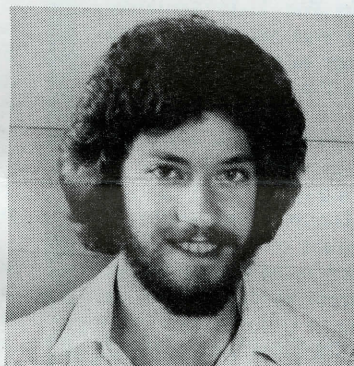
### United Way nears record

A new record level of giving to the Greater Tyler United Way Fund is easily within reach for employees of The University of Texas at Tyler, with \$1,874.50 pledged as of Oct. 27.

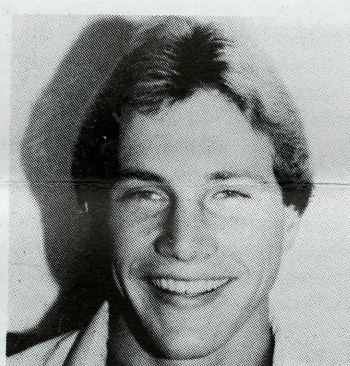
The record U.T. Tyler contribution of \$2,167.70 was set in 1979 and the 1980 campaign is only \$293.20 short, with 55 pledge cards still to be returned.

Of the 241 cards distributed, 186 have been returned with 119 employees making a pledge.

All employees who have not returned a card are requested to make their pledge and give the card to a United Way campus coordinator by Nov. 3.



J. R. "Jody" Ray



Steve Czurak

### Semester credit hours increase

Semester credit hour production for the current funding period is running ahead of the pace set two years ago, according to figures compiled by the registrar's office. For the summer and fall terms, U.T. Tyler has compiled 25,317

semester credit hours compared to 24,969 for the same period of 1978.

SCH production for the past summer sessions, the current fall term and the spring semester

See Credit...p.7

## Candidates give platforms

### For president:

#### Joy Kindred:

The student voice is a vital, integral part of any university, affecting not only the quality of student life and services, but also the total academic experience. Firmly believing that this truth can, and should work at U.T. Tyler, I have filed as a candidate for Student Body President.

I do not speak in lofty ideas alone, but the record shows that my involvement in student affairs has produced results. The following are examples:

1. I initiated discussion of student's rights concerning the expenditure of student services fees, and proposed that the information on the expenditure of those be made public in the student newspaper. The following issue of THE PATRIOT printed this information. As president I will further pursue this right and propose the expenditure of your fee funds for those activities and services you have requested in the student interest polls.

2. In response to student's expressed desire for an alternative to bookstore prices for textbooks, I proposed the students' Book Exchange and within a week the administration appropriated a bulletin board for this exchange. One of my

objectives as president is to see this exchange become more fully operational.

Presently I am serving in the chair of the Student Problems Committee, and in response to student concern have co-authored a proposal which could change the bookstore's policy on check cashing fees.

As your elected president I will pledge to represent our collective interests in administrative affairs. Watch for results. THE STUDENT VOICE IS HEARD!

#### Kurt Noell:

The importance of the first election in setting a precedent cannot be emphasized enough. Upon realizing what TRUE student representation meant, in a body hopefully devoted to the wants and need of the students, I felt compelled to file for the office of president of the Student Association.

A university should be more for students than merely a place to attend a class. It should at the very least provide students with the opportunity for career counseling and job placement. Ideally, this should be a time in our lives to develop lasting friendships through various campus activities, and yet we find few opportunities for this kind of student involvement. The opportunity for input from the night class student body has been, for the most part, neglected. The opportunity for this university to grow and develop is unlimited.

There are three elements that make for a great University: faculty, facilities, and students. We presently

(See Platforms, p. 2)

## Student survives close calls, struggles

By GLENDA LEE  
Feature Editor

Robert Wolf, a 29-year-old elementary education major of Tyler, has grappled more than one could ever know by looking at him. He grappled as a merchant marine at the age of 16, and he plans to use some grappling to get into law school at age 30.

In fact, he has had to grapple with life since he was a year old. With his father dead, a brother dying from a rare cancer, another brother contracting polio, and a widowed mother unable to keep her husband's business or her family together, Robert undoubtedly experienced some childhood trauma.

Bad, hard-to-break habits cropped up which caused Robert to become acquainted with the juvenile authorities. He got to count the squares in the courtroom ceiling at least three times by the time he was 14 years old.

At 16, he quit school entirely and, by waiver, joined the merchant marines and began hauling ammunition in Vietnam.

Pocketing \$1,000 a month tax free seemed small consolation at times.

"I'm going to kill you," roared a drunken 40-year-old fellow merchant marine to young Robert one night.

Flashing a knife, the man pursued Robert all the way to Robert's slamming door, then chopped violently on the door with an ax.

Somehow Robert survived the merchant marine adventures and in 1969 returned to the states, where he promptly received his draft notice.

Back in Vietnam, this time as a U.S. Marine rifleman pocketing \$250 a month, Robert taught warfare. After 18 months, he returned to the states.

Where were the jobs?

Thanks to the press, there were no Vietnam heroes in the eyes of John Q. Public, according to Robert.

He remembers walking down the gangplank when a woman, a total stranger, irately shouted at him, "How many did you murder?"

"I remember another statement made when I applied for work as a warehouse stocker," he said. "After the interviewer learned my background, he balked, saying, 'We don't need any machine gunners.'"

"Yes, I got out of Vietnam at age 19, but I was really 42."

This 19-year-old 42-year-old went back to his native Mississippi and found shrimp boats and shipyards and construction sites to work on and in and around.

He finished high school by GED.

"And I put down drugs altogether," he said. Tragic drug-related endings of three friendships had helped convince him. One friend had jumped off a firetower. One had put a pistol to his head. Another had simply overdosed.

Robert again turned to the military. In 1973, he became a special weapons leader in the Army Reserve Special Forces, Green Beret. But by 1975 he had had enough.

(See Student, p. 6)



ROBERT WOLF



## ***Editorials***

### **Government takes time**

Napoleon once said that no form of government can take root without a long sequence of shared experiences, efforts and endeavors.

What he said holds true today for the University's new Student Association.

It's a story that started six years ago, gathered full speed last fall, and climaxed this October when the Board of Regents approved a constitution for student government at U.T. Tyler.

The story began in 1974 after the Southern Association of Colleges and Universities recommended that this University have "representation and input into all decision making processes where students are concerned."

Following their recommendation, volunteers tried to write a constitution, but it never materialized because of lack of student interest.

In the fall of '75 and spring of '76 flyers were distributed at registration to announce organizational meetings for student government. Only a handful of students responded.

As an alternative the Student Life Advisory Committee was organized in 1976. That fall, and again in the spring of '77, SLAC members ran surveys by leaving questionnaires in publication stands in each hallway. Only about 25 to 30 students filled them out.

By fall of '79 SLAC decided that if ever there could be a proper time for a student government, the time was then.

With the help and full support of Dr. Tom Turns, dean of students, they went to work. In October they petitioned for formal recognition on campus. The request was denied Nov. 14 by the president.

SLAC Chairman Amy Glenn then proposed that they do a survey of the entire student body to determine student interest in and support for such an organization.

President James H. Stewart said if there was a positive response from the survey, then he would approve student government for the University.

With past failures well in mind, SLAC conducted the survey in the spring during pre-registration, regular registration, late registration, day and night. The organization set up a table right next to the cashier. No one could escape, and the table was never unmanned.

The survey results showed 79.0 percent of the 1,674 students polled said yes, U.T. Tyler should have an elected student government. Only 4.3 percent or 67 students said no.

Other results were: 79.9 percent would vote in campus elections while 32.0 percent would volunteer to serve on committees, and 15.0 percent or 237 students would run for an elected office.

The results were impressive enough for the president to give SLAC a green light to write a constitution. He approved and submitted it to the Board of Regents.

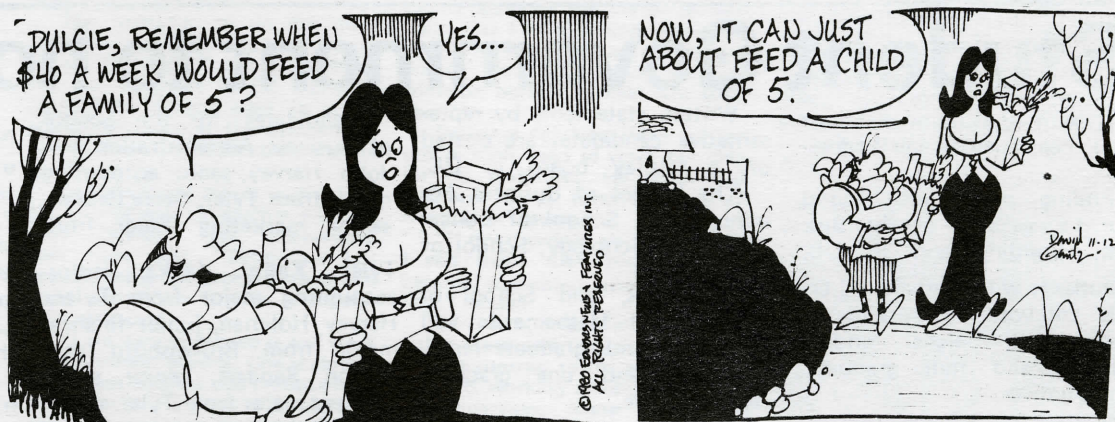
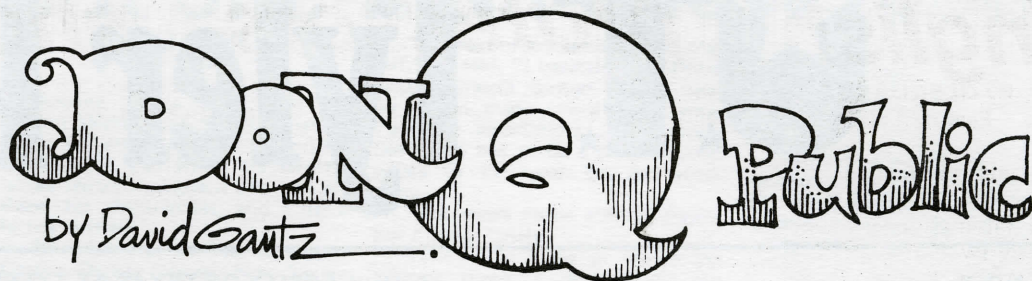
In recommending approval, President Stewart said, "The constitution is the result of many hours of hard work and dedication on the part of members of SLAC...these students and Dr. Turns are to be commended for their efforts and leadership."

This story's ending is really a beginning. Where the Student Association goes, whether or not it stays, what its future is, all depends on students.

The Patriot joins President Stewart in applauding this victory, and urges students to show their support by voting in the association's first election of officers Nov. 11 and 12.



**THE DEMOCRATIC WAY**—Drawing for place position on the ballot for the first Student Association election are from left, Alan Green, junior from Big Sandy; Allison Sanders, senior from Tyler; and Dixie Davidson, junior from Carthage. (Photo by Billie Pye)



### ★ Emergency ★ ★ Procedures ★

The University Administrative Council has been advised of standard procedures to be followed in case of a campus emergency.

"If we have some type of emergency on campus, it tends to be disruptive if people don't know what is going on," John R. Sawyer, vice president for academic affairs, said.

"These emergencies can take on all kinds of different forms," Sawyer said, such as "a serious illness on campus where you have to bring in medical personnel or have a small electrical fire that could be frightening to some unless they knew the nature of it."

The council has been advised that if an emergency should occur that its office will be notified as to the nature of the emergency on an information basis.

"The campus police are in radio contact with all kinds of emergency personnel in the city, state and otherwise," Sawyer said, "and the police immediately respond to the emergency."

If evacuation is required, the police will notify that department directly and give instructions.

### **Editorial**

#### **Veterans Day**

#### **---least celebrated**

One of the three special days of November, Veterans Day, is one of the least celebrated of the National holidays.

Veterans Day, or Armistice Day, is the anniversary of the end of fighting in World War I. Immediately after the war in 1918, Nov. 11 was set aside in the United States, England, and France as a day of remembrance for those who had died in the war. It was generally called Armistice Day.

After World War II, it was recognized as a day of tribute to the dead of that war as well as of WWI. In 1954, President Dwight Eisenhower signed a bill designating Nov. 11 as Veterans Day and proclaiming it as an occasion for honoring veterans of all wars. That was the first year it was celebrated in the United States.

In 1968, legislation was passed which changed its observance to the fourth Monday in October beginning in 1971. This change brought much opposition. So in 1975, Congress voted to change the date back to the original Nov. 11 to begin in 1978.

The day is usually observed with parades, speeches, and the placing of floral tributes on the graves of servicemen.

Generally, though, the majority of the population goes about the day never realizing the original meaning to the observance of Nov. 11.

#### **Platforms...from p. 1**

have excellent facilities, a dedicated faculty, and with our new student government we will have the involvement of the third element.

As a pre-law student, interested in political issues, I will devote my time and energy to the students as President of the Student Association. I hope to meet as many students as possible from all schools within the next few days. Your suggestions and ideas are important to me and the school. The University of Texas at Tyler needs to be a university for the students.

#### **Joan Lane:**

I am Joan Lane from Berryville. I am a senior and a political science major. I have been a member of the Student Life Advisory Committee for two semesters. I am proud of many of the things the committee did. So much time was consumed by the efforts to establish student government that many things were left undone. I see many of these issues and problems repeated each semester. I want a chance to work on these.

First priority should be to make every effort to develop the student association into a positive and strong organization.

Another project I would like to undertake is a "student discount plan." Many universities cooperate with local businesses to provide discounts for purchases to students with ID cards.

Over and over I hear students discussing emergency medical care. I would like to work on this.

Student service fees are controversial. I am not satisfied with the recording and distributing of how our money is spent. This should be published in The Patriot.

The many services available are not used because many of us don't know what they are. These services should be publicized. Also, students need to have more of a voice in how this money is spent.

I have had the privilege of working on committees both at the university and in my community.

As a co-member of the President's Housing Committee, I have worked for on campus and available housing for students. This area needs to be pursued further.

I am now the executive chairman of the Interim Committee for Student Government and was vice president of the Handicapped Association.

I have worked with new organizations and realize how much work it entails. I am willing to work for this organization.

I am optimistic. I enjoy talking with you and knowing what you think. This is your university. Please vote and participate in every way. Your vote and support will be appreciated.

#### **For vice president:**

J.R. "Jody" Ray, candidate for vice president, a junior political science major of Tyler, issues the following:

The vice president of the Student Association must be able to work with and assist the President in

carrying out the duties of that office. If elected, I will support all decisions in the student's behalf. I have the time, the energy, and most important, the interest in working in the Student Association. While doing so, I hope to encourage more students to become involved with student affairs at U.T. Tyler.

Because student government is at a beginning, one of my goals is to help increase student awareness of the Student Association, and to be a part in shaping it. The needs of students are important and student government will be a primary voice in working with the administration for the welfare of all students at U.T. Tyler. Constructive decisions made now by the student government will have a lasting effect on what happens in years to follow.

Your vote is important—vote for J.R. "Jody" Ray for vice president.

#### **Steve Czurak:**

This year the University of Texas at Tyler will instate a student association to promote the interest of our student body. The presidential and vice presidential roles will be an integral part of supporting the students' interest and establishing a firm student-faculty liaison.

I feel having been in correspondence with my transfer university's senate and studied at the United Nations in Geneva, Switzerland, will provide the experience and confidence necessary for the office of vice president.

In addition, I will devote as much energy and ambition in the vice president position that is deemed necessary by you the student.



## Student speaks of native land

A saying in Japan is that a person who loves flowers is a good-natured person.

Yoshiko Narahara Strickland, Henderson junior, spoke of her native land with a lilting laughter: "To steal a flower in Japan, you are not a thief. "Flowers grow everywhere there and anyone can pick them anytime and anywhere."

She told of the many kinds of flowers they had that she cannot find here.

Her special interest in flowers came from her mother who taught her Ikebana, the Japanese art of fresh flower arrangement. Her mother was an Ikebana teacher.

This art takes seven years to learn and carries with it many different meanings to Japanese.

Yoshiko is from Frukoika, Kyushu, one of the five largest cities in Japan. Her father was a school teacher.

After she received a B.A. in literature at Seinan Gakuin University in Kyushu, Yoshika worked and saved her money so she could come to the United States to study.

She first came to Baylor, sister college of her university, but discovered it was very expensive.

A friend in Dallas told her about Henderson County Junior College in Athens. She investigated and then went there and earned an Associate of Art degree.

All of Yoshiko's Japanese friends have gone either back to Japan or elsewhere in the United States. She is frustrated when she feels bad and wants to talk to someone in her native language to tell them how she feels.

Even though she had studied English in Japan for 10 years, she spoke little English when she came to the U.S. two years ago.

"I don't know how to speech. I keep trying," she said as she explained how she felt handicapped with her language.

Japanese teachers taught her English; so she only learned how to write, not speak.

A contagious laughter interjects as she related her language difficulties. She has coined a phrase, "Jangelish," to describe the Japanese-English she speaks.

With a humorous twinkle in her eyes, she told how she thought she missed Japanese food after all the hamburgers, pizzas, meats, potatoes and gravy she had eaten here.

"But, when I taste it, it tastes so terrible," she ex-

claimed. "I couldn't believe my taste is changing. My taste is so terrible."

After Yoshiko married Virgil Strickland last June, she moved to Henderson. But she is so busy with school, the only people she knows there are her husband's family.

While in Athens, she held demonstrations in Ikebana and origami for garden clubs, art festivals, churches and classes.

Origami, the ancient Japanese art of folding paper to create objects, is taught to all Japanese children beginning at the kindergarten level.

"This is kindergarten, not specialist level," she laughed as she swiftly folded a beautiful red and white flower.

"I love to share my culture," she continued. "Specialists in origami do very complicated work which is considered art. They create originals and are in great demand."

"My dentist in Japan was specialist. Every time I go see him, he's off teaching," she smiled and gestured helplessly. "It's very difficult when your dentist is specialist."

Yoshiko especially misses Japan this time of the year, she reminisced, as the beautiful



**SHARES CULTURE**—Yoshiko Narahara Strickland, Henderson junior, shares her culture with various groups demonstrating the Japanese arts Ikebana and origami. (Staff photo by Mary Hunter)

country makes her feel sentimental.

Yet sentimental was not the word she was looking for.

"In Japanese, we have lots of different things for explanations. I can't fit my feelings in English—close, but not exactly."

Yoshiko now thinks in English, but when she thinks of something difficult, she does so in Japanese.

"I am happy," the art major said. "Drawing and painting makes me forget everything and feel better."

## U.T. Tyler expects increase in academics

By MARY HUNTER  
Co-Editor

An upper-division university serving junior colleges in East Texas, The University of Texas at Tyler expects its immediate future to accent increased academic offerings and continued progress.

U. T. Tyler first breathed life as Tyler State College on June 10, 1971. It was created as an upper-division, coeducational institution of higher education.

An act of the 64th Texas Legislature changed the name to Texas Eastern University and was signed into existence Sept. 1, 1975.

The final name change came June 2, 1979, as the school became known as the University of Texas at Tyler when it became a component of the

### Talented Youth attend session

Area high school students were on campus Oct. 28 to attend the second session of Talented Youth Seminars.

A slide cassette show, "Contemporary Art—Escape or Engagement," was narrated by Dr. William Stephens, art department chairman.

The presentation began with works from the Chicago School about some of the "hotter things going" and the fantastic images high schoolers make.

Slides were shown of works leading to the development of present-day art.

A point brought out at the seminar was that the viewer, not the artist, was responsible for recognizing content of art work. The content is often the structure of the work: how it was put together.

"We have the kind of art we do for this reason," he said.

The artist has gotten tired of the furniture of the everyday world and is moving toward those abstract thoughts and feelings that emanate from the real or phenomenal world, Dr. Stephens said.

University of Texas System.

Control of the University is under the nine-member Board of The University of Texas System.

Before the merger with the U.T. System, the University was governed by a board of regents appointed by the governor.

Temporary facilities were leased so academic work could

begin before the construction was completed on the 200-acre wooded site on the southeast outskirts of Tyler.

Five buildings were begun in September 1974 and completed and occupied during the summer of 1976.

A physical and health education building was completed and occupied in the fall of 1977. Outdoor recreation

facilities at this time included five lighted tennis courts, two volleyball/basketball courts and an athletic/recreation area.

With the addition of two buildings in phase II, classroom space doubled by the

summer of 1979.

Construction of a Learning Resources Center, begun in December 1978, is nearing completion. Plans are for the building to be occupied before the spring 1981 session.

## Seminar planned by Patriot staff

Approximately 100 area junior college journalism and photography majors are expected to attend a Student Publications Seminar Nov. 24 at U.T. Tyler, J.R. Parrish student publications coordinator, said.

Pulitzer Prize winner Joe Murray, publisher of the Lufkin News, will be the featured speaker at the 1 p.m. session.

Registration will be from 9-10:15 a.m. in the second floor foyer of the HPR Building.

Sessions about careers in journalism and photography will be from 10:20-11:15 a.m.

A barbeque chicken luncheon will be held at 11:30 a.m. in UC 134.

All activities are free to junior college participants.

## Classified Ads

Free to University Community

No commercial ads accepted

**WANT TO SHARE A RIDE TO SCHOOL?** Check the car-pool board located near UC 111 behind the fireplace.

### Property for Sale

Underdash Kraco 8-track car stereo with FM and underdash Craig cassette car stereo. Both in good condition, \$15 each. Call Bryan at 561-1921 or Kathy in Media Center, ext. 331.

For Sale: 1976 Toyota Land Cruiser. Has newly rebuilt engine. Must sell! (Buying house) Asking Price \$3,500. Pat Robinson, phone 214-757-3850.

Fantasy Poster Art Books, \$3 each. Contact Darla Hallmark in HPR 275.

AKC Doberman pups, 65 champions in 8 generations, rainbow litter. Only three to be sold in Longview-Tyler area. Free delivery, call Robert 758-3479.

1979 Chev. Luv 4x4 great condition, light blue, one owner, 18,000 miles, four wheel drive used only three times, call Robert 758-3479.

### Wanted

People who need French to graduate please contact Pam Armstrong, 581-0553 after 5 p.m.

Someone to study Spanish with. Contact Truman Fincher in HPR 275.

## Business students elect new officers

The Association of Business Students recently elected officers for the 1980-81 academic year.

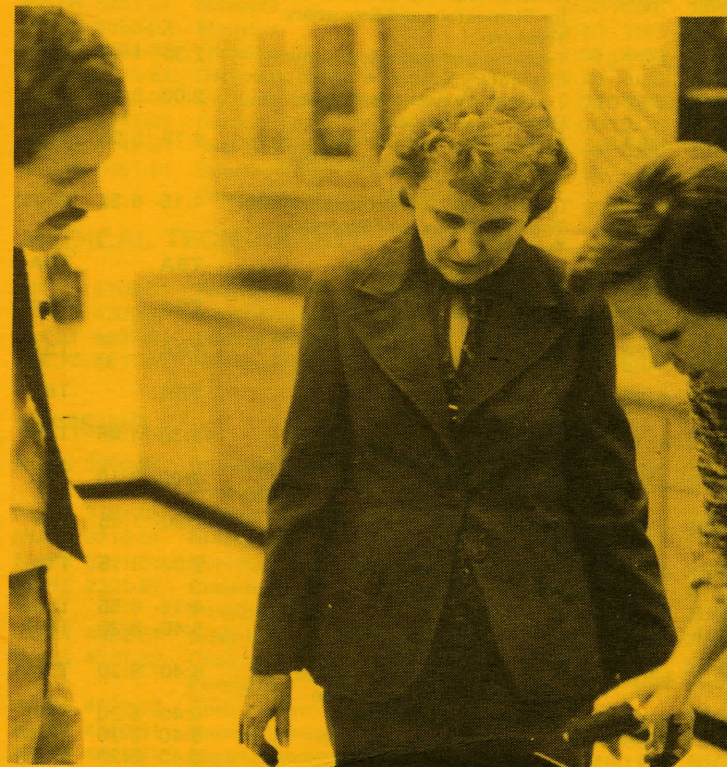
The new officers are President Steve Schofield, junior from Tyler; Co-Vice President

Ed Answorth, junior from Tyler; Co-Vice President Sam Patterson, junior from Tyler and Treasurer Dina Pipes, junior from Tyler.

Also Secretary Dee Chambliss junior from Tyler; Publicity Chairperson D'Lynn Pierce,

junior from Tyler. Co-Sponsors are Dr. Marilyn Young and Rex Boyland, business administration faculty.

The next meeting of the association will be Thursday at 2 p.m. in BUS 104.



**ONE AT A TIME**—Diane Cromer, Tyler junior, right, takes Worth Nunley's fingerprints during a Forensic Chemistry laboratory. Looking on is Dr. Donald McClaugherty, chemistry department chairman. (Staff photo by Mary Hunter)



# Spring Class Schedule

## SCHOOL OF BUSINESS ADMINISTRATION

Course & Section	Title	Time	Days
<b>ACCOUNTING</b>			
ACCT 3301-01	Managerial Accounting	11:00-12:15	TTH
ACCT 3301-81	Managerial Accounting	8:30- 9:45	MW(N)
ACCT 3311-01	Intermediate Accounting I	9:30-10:45	MW
ACCT 3311-81	Intermediate Accounting I	7:05- 8:20	MW(N)
ACCT 3312-01	Intermediate Accounting II	8:00- 9:15	MW
ACCT 3312-81	Intermediate Accounting II	7:05- 8:20	MW(N)
ACCT 3315-01	Cost Accounting	12:30- 1:45	MW
ACCT 3325-01	Income Tax I	11:00-12:15	TTH
ACCT 3325-81	Income Tax I	5:40- 6:55	TTH(N)
ACCT 3326-01	Income Tax II	12:30- 1:45	TTH
ACCT 3326-81	Income Tax II	7:05- 8:20	TTH(N)
ACCT 4320-01	Advanced Accounting	11:00-12:15	MW
ACCT 4385-81	Accounting Theory	5:40- 6:55	MW(N)

## ECONOMICS

ECON 3301-01	Economic Analysis	12:30- 1:45	MW
ECON 3301-02	Economic Analysis	12:30- 1:45	TTH
ECON 3301-81	Economic Analysis	5:40- 6:55	MW(N)
ECON 3317-01	Aggregate Economics	11:00-12:15	MW

## FINANCE

FINA 3311-01	Financial Management	9:30-10:45	TTH
FINA 3311-81	Financial Management	7:05- 8:20	MW(N)
FINA 3330-81	Investments	8:30- 9:45	MW(N)

## GENERAL BUSINESS

GENB 3301-01	Legal Environment and Social Responsibility	8:00- 9:15	MW
GENB 3301-81	Legal Environment and Social Responsibility	8:30- 9:45	TTH(N)
GENB 3305-01	Business Law	8:00- 9:15	TTH
GENB 3315-01	Personal Finance	8:00- 9:15	MW
GENB 3340-81	Principles of Insurance	8:30- 9:45	TTH(N)
GENB 3353-01	Statistics	9:30-10:45	MW
GENB 3353-02	Statistics	12:30- 1:45	TTH
GENB 3353-81	Statistics	7:05- 8:20	TTH(N)
GENB 3355-01	Quantitative Decision Making	8:00- 9:15	TTH
GENB 3355-02	Quantitative Decision Making	11:00-12:15	TTH
GENB 3355-81	Quantitative Decision Making	7:05- 8:20	TTH(N)
GENB 3370-01	Information and Communication Techniques	8:00- 9:15	TTH
GENB 3370-81	Information and Communication Techniques	5:40- 6:55	TTH(N)
GENB 4370-01	Undergraduate Internship Program	TBA	TBA
GENB 4371-01	Undergraduate Internship Program	TBA	TBA
GENB 4380-01	Small Business Consulting	TBA	TBA
GENB 4395-01	Business Policy	11:00-12:15	MW
GENB 5321-81	Seminar in Business Research Techniques	8:30- 9:45	TTH(N)

## MANAGEMENT

MANA 3311-01	Management of Organizations	11:00-12:15	MW
MANA 3311-81	Management of Organizations	8:30- 9:45	MW(N)
MANA 3315-01	Organizational Behavior	12:30- 1:45	MW
MANA 3315-02	Organizational Behavior	11:00-12:15	MW
MANA 3335-01	Industrial Relations	9:30-10:45	MW
MANA 4305-81	Operations Management	5:40- 6:55	TTH(N)
MANA 5350-81	Industrial and Labor Relations	7:05- 8:20	MW(N)

## MARKETING

MARK 3311-01	Marketing and Society	9:30-10:45	MW
MARK 3311-02	Marketing and Society	9:30-10:45	TTH
MARK 3325-01	Retailing	8:00- 9:15	TTH
MARK 3350-01	Consumer Behavior	11:00-12:15	TTH
MARK 3350-81	Consumer Behavior	7:05- 8:20	MW(N)
MARK 4365-01	Sales Management	9:30-10:45	TTH
MARK 4380-81	Information and Marketing Analysis	7:05- 8:20	TTH(N)
MARK 5320-81	Current Trends in Marketing	7:05- 8:20	TTH(N)
MARK 5330-81	Marketing Communications	8:30- 9:45	MW(N)

## SCHOOL OF EDUCATION AND PSYCHOLOGY

### EDUCATION

EDUC 3311-01	Professional Decision Making	8:00- 9:15	MW
EDUC 3332-01	Generic Teaching Competencies for Elementary and Secondary Teachers - I	8:00- 9:15	TTh
EDUC 3332-02	Generic Teaching Competencies for Elementary and Secondary Teachers - I	8:00- 9:15	TTh
EDUC 3372-01	Teaching Language Arts in the Elementary School	12:30- 1:45	TTh
EDUC 3382-01	Teaching Mathematics in the Elementary School	2:00- 3:15	TTh
EDUC 4333-01	Generic Teaching Competencies for The Elementary and Secondary Teacher - II	4:15- 6:55	T(N)
EDUC 4333-02	Generic Teaching Competencies for The Elementary and Secondary Teacher II	4:15- 6:55	Th(N)
EDUC 4353-01	Student Teaching in the Elementary School	TBA	TBA
EDUC 4354-01	Student Teaching in the Elementary School	TBA	TBA
EDUC 4355-01	Student Teaching in the Secondary School	TBA	TBA
EDUC 4356-01	Student Teaching in the Secondary School	TBA	TBA
EDUC 4373-01	Teaching Social Studies in the Elementary School	12:30- 1:45	TTh
EDUC 4373-02	Teaching Social Studies in the Elementary School	2:00- 3:15	TTh
EDUC 4383-01	Teaching Science in the Elementary School	12:30- 1:45	TTh
EDUC 4383-02	Teaching Science in the Elementary School	2:00- 3:15	TTh
EDUC 5300-81	Inservice Workshop	4:15- 6:55	Th(N)
EDUC 5301-81	Research Methods for the Behavioral Sciences	5:40- 8:20	T(N)
EDUC 5302-81	Graduate Research Project in Curriculum and Instruction	5:40- 8:20	Th(N)
EDUC 5305-81	Contemporary Education	5:40- 8:20	T(N)
EDUC 5308-81	Current Issues in Education	5:40- 8:20	Th(N)
EDUC 5311-81	Fundamentals of Clinical Supervision	5:40- 8:20	Th(N)
EDUC 5352-81	Curriculum Development: Early Childhood-Adult Education	5:40- 8:20	W(N)

EDUC 5355-81	Analysis of Instructional Strategies	5:40- 8:20	M(N)
EDUC 5395-01	Thesis	TBA	TBA

### EDUCATIONAL PSYCHOLOGY

EPSY 3342-011	Educational Psychology: Development	9:30-10:45	MW
EPSY 4343-01	Educational Psychology: Learning	8:00- 9:15	TTh
EPSY 4343-02	Educational Psychology: Learning	9:30-10:45	TTh

### EARLY CHILDHOOD EDUCATION

EDEC 3327-01	Survey of Early Childhood Education	3:30- 6:10	T
EDEC 3335-01	Language and Cognitive Development of Young Children	12:30- 1:45	MW
EDEC 3338-01	Teaching Science and Social Education to Young Children	11:00-12:15	TTh
EDEC 4338-01	Curriculum Methods and Materials for Early Childhood Education	3:30- 6:10	Th
EDEC 4352-01	Student Teaching in the Kindergarten	TBA	TBA
EDEC 5302-81	Graduate Research Project in Early Childhood Education	TBA	TBA
EDEC 5337-81	Creative Activities for the Young Child	5:40- 8:20	T(N)
EDEC 5340-81	Seminar in Early Childhood Education	5:40- 8:20	W(N)
EDEC 5347-81	Educational Resources for Young Children	5:40- 8:20	M(N)
EDEC 5352-81	Graduate Practicum in The Kindergarten	TBA	TBA
EDEC 5395-01	Thesis	TBA	TBA

### SPECIAL EDUCATION

EDSP 4357-01	Student Teaching in Special Education	TBA	TBA
EDSP 4362-01	Characteristics of Learners with Sensory and Intellectual Exceptionalities	11:00-12:15	TTh
EDSP 4363-01	Behavioral Disorders of School Age Learners	12:30- 1:45	MW
EDSP 4373-01	Applications of Learning Theory for Exceptional Learners	11:00-12:15	MW
EDSP 4374-01	Instructional Methods and Materials for Exceptional Learners	4:15- 6:55	M(N)
EDSP 5357-81	Practicum in Education of Exceptional Children	TBA	TBA
EDSP 5358-81	Teaching the Gifted in Middle and Secondary Schools	5:40- 8:20	Th(N)
EDSP 5364-81	Seminar - Assessment and Evaluation of Children with Special Learning Needs	4:15- 6:55	T(N)
EDSP 5368-81	Seminar - Educational Strategies for Special Education	5:40- 8:20	W(N)

### READING

READ 4335-01	Reading: Overview and Application in the Elementary School	9:30-10:45	TTh
READ 4338-01	Middle and Secondary School Reading	9:30-10:45	TTh
READ 4350-01	Pre-school and Primary Reading	12:30- 1:45	MW
READ 4366-01	Corrective Reading for the Classroom	3:30- 4:45	TTh
READ 4368-01	Current Issues in Secondary Reading	TBA	TBA
READ 4371-01	Secondary Reading Internship	TBA	TBA
READ 4374-01	Seminar in Reading	8:00- 9:15	TTh
READ 5362-81	Reading Diagnosis	5:40- 8:20	Th(N)
READ 5364-81	Reading Research and Current Issues	5:40- 8:20	M(N)
READ 5366-81	Practicum in Reading	TBA	TBA
READ 5368-81	Organization and Supervision of Reading Programs	4:15- 6:55	W(N)

### INDUSTRIAL EDUCATION

INED 3314-01	Transportation Technology	9:30-10:45	TTh
INED 3314-81	Transportation Technology	7:05- 8:20	MW(N)
INED 3344-01	Industrial Safety	11:00-12:15	MW
INED 3344-81	Industrial Safety	5:40- 6:55	TTh(N)
INED 4301-01	Supervision	8:00- 9:15	MW
INED 4301-81	Supervision	7:05- 9:45	Th(N)
INED 4303-51	Fire Loss Control (Longview)	7:05- 9:45	M(N)
INED 4306-81	Teaching Systems in Industrial Education	7:05- 9:45	T(N)
INED 4316-01	Time and Motion Study	11:00-12:15	TTh
INED 4316-81	Time and Motion Study	5:40- 6:55	MW(N)
INED 4321-01	Product Servicing	9:30-10:45	MW
INED 4330-51	Occupational Safety and Health (Longview)	7:05- 9:45	W(N)
INED 4332-81	Industrial Environmental Problems	7:05- 9:45	Th(N)
INED 4348-81	Warehousing	8:30- 9:45	MW(N)
INED 4350-81	Topics in Industrial Studies: Fixed Systems in Fire Safety	7:05- 9:45	T(N)
INED 4360-01	Coordinating Cooperative and Continuing Education Programs	8:00- 9:15	TTh
INED 4360-51	Coordinating Cooperative and Continuing Education Programs (Longview)	7:05- 9:45	T(N)
INED 4370-01	Undergraduate Internship Program	TBA	TBA
INED 4371-01	Undergraduate Internship Program	TBA	TBA
INED 4372-01	Internship Seminar	TBA	TBA
INED 5300-81	Inservice Workshop for Occupational Education: Trends in Industrial Training	7:05- 9:45	W(N)
INED 5300-51	Inservice Workshop for Occupational Education: Trends in Industrial Training (Kilgore)	3:00- 5:40	Th
INED 5303-81	Research Readings and Current Trends in Industrial Education and Technology	7:05- 9:45	Th(N)
INED 5303-51	Research Readings and Current Trends in Industrial Education and Technology (Kilgore)	3:00- 5:40	W
INED 5305-81	Seminar in Occupational Education and Technology: Energy and Transportation Systems	7:05- 9:45	M(N)

### VOCATIONAL EDUCATION

EDVO 4334-81	Placement, Visitation, and Follow-up for Technical-Vocational Programs	7:05- 9:45	W(N)
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### ALLIED HEALTH SCIENCES

ALHS 4301-81	Allied Health Sciences Instructional Methods		
ALHS 4303-81	Emergency Health		
ALHS 4305-81	Therapeutic Interventions		
ALHS 4307-01	Health Sciences Legislation and Practice		
ALHS 5303-81	Advanced Topics in Health Science		

### HEALTH EDUCATION

HLED 3360-01	School Health		
HLED 4315-01	Nutrition in Health Performance		
HLED 4360-01	Physical Fitness: Stress/Sedentary Lifestyle		
HLED 4360-02	Physical Fitness: Stress/Sedentary Lifestyle		
HLED 4360-81	Physical Fitness: Stress/Sedentary Lifestyle		
HLED 4360-82	Physical Fitness: Stress/Sedentary Lifestyle		

### PHYSICAL EDUCATION

PYED 3303-01	Motor Development		
PYED 3211-01	Physiology of Exercise		
PYED 3112-01	Physiology of Exercise		
PYED 3233-01	Biomechanics of Human Movement		
PYED 3134-01	Biomechanics Laboratory		
PYED 3356-01	Developmental Psychology		
PYED 4316-81	Early Childhood and Adolescent Development		
PYED 4252-01	Cardio-Circulatory and Respiratory Systems		
PYED 4153-01	Curriculum Construction and Instructional Methods		
PYED 4154-01	Laboratory in Curriculum and Instruction for the Elementary School		
PYED 5306-01	Topics in Motor Performance		
PYED 5308-81	Sport Psychology		
PYED 5333-81	Topics in Biomechanics		
PYED 5354-81	Topics in Structural Analysis		

### PSYCHOLOGY

PSYC 3301-01	Elements of Behavior		
PSYC 3331-01	Experimental Psychology		
PSYC 3132-01	Laboratory in Experimental Psychology		
PSYC 3331-81	Experimental Psychology		
PSYC 3132-81	Laboratory in Experimental Psychology		
PSYC 3344-81	Industrial Psychology		
PSYC 3354-81	Psychological Statistics		
PSYC 4318-01	Physiological Psychology		
PSYC 4321-01	The History of Psychology		
PSYC 4341-01	Personality Theories		
PSYC 5308-81	Advanced Psychology		
PSYC 5314-81	Applied Counseling		
PSYC 5320-81	Advanced Study in Psychology		
PSYC 5340-81	Advanced Psychology and Design		
PSYC 5361-81	Behavior Modification		
PSYC 5367-81	Assessment of Individual Ability - II		
PSYC 5368-81	Assessment of Personality		
PSYC 5397-81	Supervised Practicum in Psychology		

### SCHOOL OF ARTS

### ART

ART 3315-01	Crafts for the Elementary School		
ART 3321-01	Life Drawing II		
ART 4311-01	Advanced Painting		
ART 4337-01	Advanced Painting Techniques		
ART 4346-01	Modern Art		
ART 4375-01	Advanced Graphic Arts		
ART 4379-01	Advanced Sculpture		
ART 4192-81	Senior Exhibition		
ART 5310-81	Graduate Studio Practice in Painting		
ART 5312-81	Graduate Studio Practice in Graphic Arts		
ART 5313-81	Graduate Studio Practice in Crafts		

### BLACK STUDIES

SOCI 3321-01	Multi-Cultural Studies		
SOCI 3321-02	Multi-Cultural Studies		
SOCI 4311-02	Majority-Minority Relations		
ENGL4355-01	American Literature: The Twentieth Century		
SPCH 4331-01	Intercultural Communication		
SPCH 4331-02	Intercultural Communication		

### CRIMINAL JUSTICE

CRIJ 3305-01	Criminology		
CRIJ 3311-01	Administrative Corrections and Enforcement		
CRIJ 3321-01	The Criminal Justice System		
CRIJ 3321-81	The Criminal Justice System		
CRIJ 3323-81	Probation and Parole		
CRIJ 3326-01	Criminal Law		
CRIJ 4306-01	Narcotics and Drug Abuse		
CRIJ 4307-81	The Juvenile Justice System		
CRIJ 4314-81	Community-based Corrections		
CRIJ 4316-01	Applied Correctional Treatment		
CRIJ 4321-01	Supervision for Law Enforcement Personnel		
CRIJ 4341-01	Criminal Procedure		
CRIJ 4341-81	Criminal Procedure		
CRIJ 4343-81	Criminal Procedure		
CRIJ 4370-01	Undergraduate Internship		
CRIJ 4371-01	Undergraduate Internship		
CRIJ 4372-81	Internship Seminar		
CRIJ 5306-81	Drugs and Criminal Justice		
CRIJ 5310-1	Topics in Criminal Justice		
CRIJ 5310-81	Contemporary Legal Issues in Criminal Law Enforcement		







# Student chosen TEA member

By ROY LINSON  
Student Writer

Sharon Brooks, a senior education major from Bullard, is the first U.T. Tyler student ever chosen as a member of a Texas Education Association evaluation team.

Brooks will travel to East Texas State University at Commerce Nov. 27 to join TEA's evaluation of that university's education curriculum.

TEA sends evaluators to school districts and colleges in the state to evaluate their education curriculum, Brooks said.

As a team member at East Texas State, the Phase III special education major will audit

various classes. She will then be issued a series of questions to query students about how well the university is doing.

"Sharon was nominated primarily because she is a good student and because she is articulate," Dr. Julianne B. Hubble, education faculty, who nominated Brooks, said.

"She also presents the picture we would like to think people from our institution representing education would present," Hubble added.

Brooks' prime task while in Commerce will be to ask the questions provided by TEA and gather information for the central committee, Hubble said.

Brooks, who will do her student teaching in the spring, is looking forward to the experience.

As a future teacher, Brooks learned at an early age to love children by helping her Sunday School teacher, her mother. She also played piano for the junior choir at her church and often babysat for neighbors.

Special education as a teaching field appealed to her. "I feel I can help a child like that more than a 'normal' child," she said.

Brooks is a member of the Student Council for Exceptional Children and a part-time employee in the University library.

## Library moving plans finalized

By BILLIE PYE  
News Editor

Plans for moving books and equipment from the University Center to the new library have been finalized by the Library Coordinating Committee.

"The library will not be closed at any time to students, even though moving the cataloging section will be started as early as Dec. 1," John R. Sawyer, vice president for fiscal affairs, said.

The library will be closed Dec. 23 to Jan. 25 when the bulk of the move will be made.

The library staff will take books off the shelves and pack them in boxes, in order.

The boxes will be transported by the plant staff and placed back alongside the stacks in the new library, and then placed back on the shelves by the library staff.

"There will be very little disruption because we have moved before," Sawyer said.

"All equipment that is in the temporary library at UC will be replaced in the new library, plus some additional equipment," Sawyer said.

## News Briefs

### Freeman Named Alumna

Dr. Judy Freeman, speech faculty, was named the outstanding Navarro College alumna of the '60s.

She was presented at the Oct. 25 homecoming banquet at the college.

Three outstanding alumni representing the '40s, '50s and '70s were also honored.

### Candidates Forum

Today a candidates' forum will be from 11:30 a.m. to 1 p.m. in the University Center snack bar area. Students may visit with the candidates of all races. The forum is being sponsored by the Student Association.

### Women's Forum

The University of Texas Women's Forum held a luncheon at noon Nov. 7 in UC 134.

All classified women employees of U.T. Tyler were invited to participate.

The U.T. Tyler Women's Forum organizational objectives are:

To raise the standards of the membership of the U.T. Tyler Women's Forum by uniting in seeking increased

professionalism.

For the membership to be guided by the highest ideals of loyalty, initiative, ambition and trust.

For the membership to share knowledge and to be of benefit to others.

### Talented Youth Seminars

Attendance at the 14 Talented Youth Seminars scheduled during 1980-81 by faculty at U.T. Tyler could reach 550 according to advance registrations received by the Region VII Education Service Center.

Attendance, according to student registration, should range from 16 to 76. Two seminars have an advance registration of 17 while one, "Bits and Biorhythm—Computer Style" to be presented by Alton R. Goddard on Feb. 10, has 76 scheduled to attend.

The first seminar was held Oct. 21 with Kenneth R. Casstevens presenting a program on "Memorable Pictures—The Rest of the Story". The seminar was attended by 25 compared to 18 who registered in advance..

### Training Films

The office of personnel services has scheduled a series of employee training films to be shown throughout the year about a number of topics including managing stress, developing listening skills, CPR training and assertive training.

The next film presentation, "The Time of Your Life," will be shown at 9:30 a.m. and 3 p.m., Nov. 13 in Adm 127. The film is 28 minutes long.

This film explores the time conflicts everyone faces daily and examines the ways to resolve the conflicts. It is designed to give a clear understanding of the basic principles and practices of good time management.

Also presented are ideas on how to become a better decision maker about the use of time, how to be more analytical about time and how to develop intuitive skills about time usage.

## Eight is enough

By JEANNE LEWIS  
Student Writer

And baby makes eight... Kathy Holdway, junior education major from Tyler, and her husband, Michael, have recently learned they are expecting their second child in May.

But, in addition to being the parents of eight-year-old Faith, they are already houseparents of four teen-age girls through an alternative housing program sponsored by the Department of Human Resources.

"Someone is going to have to give me a second-hand baby shower; I gave everything away six years ago," Kathy commented after hearing the unexpected news.

Faith and her foster sisters are excited about the upcoming addition to their family, as are Kathy and Michael. They have a close relationship in their family-type setting.

Kathy and Michael have been foster parents since 1972 and agreed to become houseparents this year after Kathy learned that she could continue her education while holding this position. She said there is still a real need for foster parents in Smith County.

Kathy said she decided to go back to school several years ago when Faith asked her what she planned to be when she grew up.

If the new arrival will cooperate, Kathy plans to continue in school through May, take the summer off, and then practice teach in the fall.

### Artist Recognized

Bart Lindstrom, recognized Texas and Southwest artist, held a demonstration recently for aquamedia students.

An article in Southwest Art Magazine described Lindstrom as an artist who exhibits a rare quality

in revealing the inner essence of his subjects.

It also said that he seems to have explored the medium of watercolor to its utmost possibilities.

Lindstrom, a graduate of the University of Southern California, now lives in Mineola.

## Student...from p.1

Resigning an appointment for Officer Candidate School, he enrolled instead at Mississippi Gulf Coast Junior College. There Robert made both the president's list and the dean's list and participated in speech competitions and the inter-collegiate congress. He was 42 going on 25.

Grappling again to make ends meet, and helped by the GI bill, a 10 percent disability benefit, and a part-time job advising veterans of benefits and drug relief programs, Robert did it. He finished junior college.

"My aunt and uncle gave me a lot of help, too...spiritually," he said.

A sister living in Tyler helped him get a job with a local oil field equipment company, and he moved here.

"That was a big turning point in my life," he said. "After a year or so of feeling settled into a stable job, I was able to make a total commitment to God and specifically asked Him to control my life, to open any door or to close any door, as He saw fit."

Six months after the commitment, a door slammed and stuck shut. Robert was laid off. Sixty-three resumes and three employment agencies later, he was still jobless.

"I came close," he said. "A job with Hughes Tool, a job in Saudi Arabia, all sorts of possibilities looked promising. But at the last minute something would always happen and nothing panned out."

Robert grappled again, this time with the problem of which comes first, the GI loan or the other student loans. Finally he entered U.T. Tyler in January 1980.

The part-time jobs came. He now works at Stewart Blood Bank "running blood." Last summer he worked in the campus bookstore. Last spring he drove a truck, sometimes driving all night to get back for classes.

It is difficult to determine the wear and tear on a life like Robert's. His light blue eyes are clear and sincere and he seems young in a 42-year-old sort of way. He's talkative about everything. But especially about Vietnam.

"Vietnam had its good points," he said. "If one can separate the politics and greed, then from a humanitarian point of view, it's worth it. The Americans I saw die believed in what they were doing."

"And you don't easily forget a village chief who comes to you carrying in his arms a four-year-old girl whose legs have just been blown off at the kneecaps while playing. A water buffalo nearby had stepped on a mine. The old chief was bowing and humbly asking us for help."

And Robert just had to say it: "The Viet Cong I encountered not only had a low regard for human life, they were absolutely brutal."

Robert also noticed how often the villagers were caught in a Catch-22. If they helped or didn't help either side, they were likely to be killed for it.

Robert was put in the brig for 18 days and broken from lance corporal to private for violating rules to help a friend escape some black market associates.

"When I went in to report where I'd been," he said, "they just threw me in. But there was never a trial."

He came out of the service with seven military decorations. Among them are the Purple Heart, the Navy Commendation Medal, and "because of the nature of our work, I think all the guys in my unit were given the Vietnam Cross of Gallantry."

Was he ever critically ill? "Malaria," he said. "I had relapses with that stuff until 1977."

His closest call? "Shot down in a helicopter."

How did you escape? "Two didn't," he said. "The rest of us crawled out through the loading ramp."

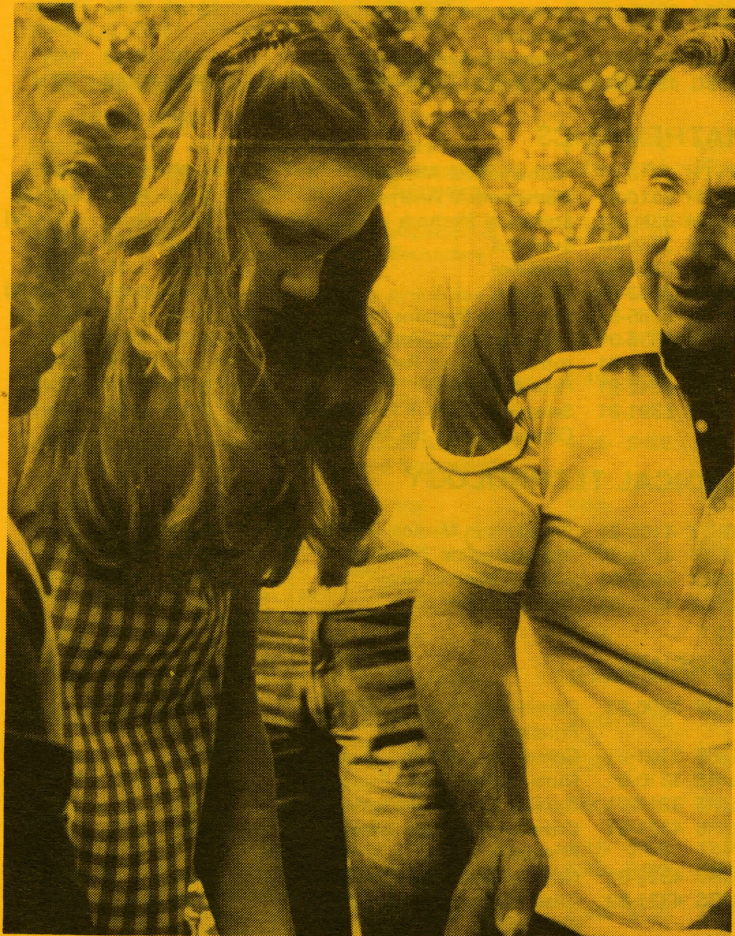
And how did you escape from the area? "Well, we didn't. We were almost at our destination when we crashed. We just went on and did what we had come to do...tried to destroy the VC tunnels in that mountain."

Were they destroyed? "No, not completely...not really."

If Robert ever retires to a small town, he'll keep 'em spell-bound on the front porch of the general store.

Meanwhile, Robert Wolf plans to teach history to the younger children in our school systems and eventually become a lawyer.

## Vote in student elections



STE SOCIAL—Fishin' and eatin' at Sigma Tau Epsilon's fish fry at Lake Palestine recently are, from left, Mrs. Duane Gilbert from Overton, Mrs. Karen Dudley from Tyler and Dr. H. Donald Garrison, industrial education faculty.



# English professors show congeniality

By GLENDA LEE  
Feature Editor

Outside the classroom, U.T. Tyler English professors can be found (a) in a local health spa furiously swimming a mile every day (except Sunday, which is reserved for singing in the church choir), (b) on a motorcycle heading west battling the elements between Texas and California, and (c) mingling with music lovers in the loggia of the Dallas Civic Opera between acts, quietly contemplating and puffing on a pipe.

Of Lannom Smith's pipe smoking, "That is not to be laughed at; he's very good at it," quipped Roger Anderson, with Paxton Hart nodding agreement.

Agreement, congeniality, diversity in personalities make for the well-rounded classroom experiences available at U.T. Tyler's humanities and communication department.

All three professors hold Ph.D.s in English and teach only what they like best. "It was planned that way," said Smith, the chairman of the department.

With an educational background from Emory University, University of North Carolina and

the University of Pennsylvania, and with 10 years of teaching at Baylor and Penn State, Smith came to Tyler in 1973.

A year later Paxton Hart, the swimming enthusiast, arrived, with degrees from Allegheny College, Colgate University and the University of Pennsylvania. The following year Roger Anderson, the biker, came after an education at Austin College, the University of Hawaii and U.T. Austin.

Hart taught at Chicago City Jr. College, Montgomery County Community College and Pennsylvania State University. Anderson taught at the University of Hawaii, U.T. Austin, and in the Peace Corps-Philippines.

Smith covers the fields of Early American to 1900, 19th Century English Literature, Classical Literature and Shakespeare. Hart takes charge of teaching Medieval, Renaissance and 18th Century English, plus the History of the English Language.

Anderson concentrates on the modern European novel, 20th Century British and American Literature; the English novel, advanced composition and modern grammar.

All three professors are active in literary publications. Smith has done research in American literary criticism, American utopian literature, and religion in American literature. Hart has had several papers published and was an editor for the two-volume "Guide to Modern English."

Anderson, after receiving a National Endowment for Humanities Grant, has begun work on a book about the development of anti-realism in contemporary fiction. He also reviews books for the *Houston Chronicle*.

Credit from p. 1

of 1981 will determine the level of funding the university will receive for the next biennium.

During the past summer, SCH production was 8,730, up from 8,505 two years earlier. Fall production is 16,587, up 123 hours from 16,464 two years ago.

SCH production in the spring of 1979 was 15,561 with 1,853 students enrolled.

## Three ways can be followed for admission

U.T. Tyler is an upper-level and graduate institution that offers junior, senior and graduate level courses.

Undergraduate students may transfer from accredited colleges and universities in one of three ways.

The first is graduation from an accredited community or junior college with an associate degree.

Second is 60 semester hours of credit with a minimum grade point average of 2.0 (4.0 basis) in all work completed.

The third way is for a person who has accumulated more than 60 hours credit, but less than 2.0 average in all work completed (completed work includes A, B, C, D and F), to be admitted on probation.

To qualify, the student must have at least 60 semester hours of work with a 2.0 average. The probation is removed upon completion of the first 12 semester hours with a 2.0 average at U.T. Tyler.

Concurrent admission at U.T. Tyler and another recognized

institution of higher learning is possible. This option is open only to students whose deficiencies do not exceed 12 semester hours. Approval for concurrent admission must be obtained from U.T. Tyler.

Before enrollment, students must complete an application for admission through the Office of Admissions and Records, 3900 University Blvd., Tyler, Texas 75701.

An official transcript not over 60 days old from each college or university attended must also be submitted.

## Choir concert set Dec. 5

A sacred and secular musical program is set for the U.T. Tyler fall choir concert at 7:30 p.m. Dec. 5 in the Glenwood United Methodist Church at 620 West Glenwood in Tyler.

The program will consist of a Christmas cantata and several other compositions. The cantata is entitled "O Ihr Lieben Hirten" (O Beloved Shepherds) by Hammerschmidt.

Composers to be represented are Helmich Roman, Scandinavian composer, Lundvik, Austrian composer Mozart, American composers Michael

Hennagin and Alice Parker, German composer Schutz, Czechoslovakian composer Tucapsky and Brazilian composer Nnin-Culmell.

These numbers will be performed in English, Latin and German.

The 30-member choir will feature soloists Larry Wood of Jacksonville and Jeanie Duncan of Tyler.

The concert will be conducted by Dr. Chadwick Edwards. Marylyn Wright will serve as organist and pianist.

Vote  
in  
student  
elections

## Schedule

November 10:

Candidates forum, from 11:30 a.m. to 1 p.m. in UC snack bar area.

November 11 and 12:

Student elections, from 9:15 a.m. to 8:30 p.m. in UC and Business Building.

November 14:

Job market meeting for December graduates, in Dallas, contact Placement Office UC 111 for further information.

November 18 and 19:

Country-Blues performance by Annie McGowan from 11:30 a.m. to 1:30 p.m. in UC.

November 20:

Great American Smokeout sponsored by the American Cancer Society.

## U.T. Tyler Patriot

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## Opera Theatre set

Five events are scheduled for the Texas Opera Theatre Nov. 17 and 18 on the U.T. Tyler campus.

The first program is entitled "Shakespeare Sings." It will consist of composers' interpretations of their operas based on scenes and characters of Shakespeare's plays. This will be at 2 p.m. Monday Nov. 17 in UC 134. "Starbird," a well received 45-minute one-act opera, is a musical fable by Henry Mollicone, of three animals from Central Park who travel to outer space and return. This opera begins at 7 p.m. Nov. 17 in PHE 122.

A makeup demonstration will be at 2 p.m. Tuesday Nov. 18 in ADM 127.

The final program consisting of two sessions starts at 7 p.m. Nov. 18 in PHE 122. "Opera from Baroque to Broadway" is a skit containing musical examples of more than 15 operas. "Auditions and Career Awareness" is a workshop on audition tips, apprenticeships, agents and unions.

Each performance is free and open to the public.

## Four schools are organized

By MARY HUNTER  
Co-Editor

With reorganization accomplished this year, the academic structure of U.T. Tyler has been organized into four schools: Science and Math, Liberal Arts, Education and Psychology, and Business Administration.

These units are proceeding to make progressive improvements better to serve U.T. Tyler students and area business, education, technology and culture.

Bachelor's degrees are currently offered in the following areas:

Accounting, B.B.A.; Art, B.A./B.F.A.; Biology, B.S.; Chemistry, B.S.; Computer Science, B.S.; Criminal Justice, B.S.; Drama, B.A.

Early Childhood Education, B.A./B.S. in Education; Economics, B.B.A.; Elementary Education, B.A./B.S. in Education.

English, B.A., Finance, B.B.A.; General Business, B.B.A.

Health & Physical Education, B.A./B.S. in Education; Health Professions, B.S.; History, B.A./B.S.; Industrial Education, B.S.

Journalism, B.A./B.S.; Management, B.B.A.; Marketing, B.B.A.; Mathematics, B.S.; Medical Technology, B.S.; Music, B.A./B.F.A.; Nursing, B.S.N.; Political Science, B.A./B.S.; Psychology, B.A./B.S.

Respiratory Therapy, B.S.; Secondary Education, B.A./B.S. in Education; Speech, B.A./B.S.; Vocational Education, B.S.; Bachelor of General Studies and Bachelor of Applied Arts and Sciences.

Master's degrees are offered in the following areas: Business Administration, M.B.A.; Curriculum and Instruction, M.A./M.Ed.; and Health & Physical Education, M.A./M.Ed.

Also Interdisciplinary Studies M.A./M.S.; Industrial Education, M.S.; Psychology, M.S.; Reading, M.A./M.Ed.; and Special Education, M.A./M.Ed.

## Scholarships, loans reported

Students at The University of Texas at Tyler received \$373,284.88 in scholarships, grants, loans and awards during the 1979-80 academic year, according to year-end reports in the Student Financial Aid Office.

The Basic Educational Opportunity Grant program was the largest contributor, with \$102,547.20 awarded to 155 students during the year.

Ranking second in dollar value was the College Work Study Program at \$63,426.73. This program served 63 students. Close behind at \$59,059.11 is the Federally Insured Student Loan program which was received by 26 students.

The Student Financial Aid

Office made awards through grants, loans and scholarships to 934 students.

Ranking second in the area of students served was concurrent enrollment with 133 students receiving a \$3,000 reduction in tuition.

Scholarships provided assistance to 128 students with \$32,583.77 awarded in scholarships. These include those administered by the University and some awarded by donors.

The \$373,284.88 total includes \$22,050.70 awarded in the first summer session, \$24,947.33 awarded in Summer II, \$166,086.98 awarded in the fall semester 1979 and \$160,199.87 awarded in the spring semester 1980.



# Van Horn talks about one-man show, book



DONALD VAN HORN

By BILLIE PYE  
Staff Writer

Perched on a stool, left leg crossed akimbo and the ever present pencil sticking out from behind his ear, Donald Van Horn, art faculty, talked about his current one-man art show, his philosophies, and a book he has written.

On exhibit at Del Mar College in Corpus Christi through Nov. 28 are 17 pieces of sculpture and 15 drawings by Van Horn.

The invitation to do the show came as a result of Van Horn's bronze "Veal Cut" being selected as the top sculpture in Del Mar's 14 Annual Exhibition, open to artists across the country. The competition carried with it a \$700 cash purchase award.

"All sculpture pieces in the show are in one way or another involved with bronze," the full-bearded Van Horn said. "Some are just bronze, some are bronze, wood and glass, others are bronze and polyester resin cast."

"I am very interested in and work with common objects. One sculpture on exhibit involves two bronze pieces that have been placed in an old suitcase, the kind with the plastic pouch inside the top lid," he said.

The pouch is in bronze, and inside it is an old whiskey bottle and shot glass that gives a subtle suggestion of the bottle and glass.

"You can pick out a contour of that image, but it's not an absolute definition."

"In the bottom of the suitcase are clothes, but they're also in bronze."

"The suitcase is a 'found object' and I have incorporated the bronze piece with the found object: so I'm working with the common, mundane images. When you change them into bronze, you elevate the image to something beyond, so it becomes something else all together."

His penetrating blue eyes never broke contact as he explained that he was trying to evoke a mood of despair about the person who is alone.

"It's part of my feeling about myself," he said. "I basically feel alone, which doesn't bother me. I have by design made my life that way. I've got associations and friends, but there has to be a barrier somewhere or I'd never get any work done."

"I'm alone to be able to create, but I'm not lonely."

"There is a lot of me in the suitcase piece. I don't know the life of being an outcast or the person totally alone or the life of an alcoholic, but I have feelings about it."

His work talks about that kind of human condition, and he used common objects to help him speak about it.

Drawings for Van Horn are just simple tools used to work out ideas for his sculptures. He draws with whatever is at hand—pen, pencil, charcoal or crayon.

"If my drawings are a nice image, I will frame them and then they become something other than that tool," he said.

Van Horn, dressed in a plaid shirt, faded jeans and tan loafers, offered a quiet contrast to the activity of his students working around him during the interview. None interrupted.

"Artists make the best art teachers, but I don't think every artist can be a teacher," he said. "I try to emulate my teachers because they were dedicated artists."

"They weren't necessarily making great art, but at least they were in there really trying and that's what is important, trying and carrying about you this sense of professionalism, devotion and discipline."

"You can't teach discipline. I talk it, but it's an attitude students have to sense in me and hopefully they will think that is important to being an artist."

"If they believe that, they will apply it to develop their own discipline. It's a posture I must constantly maintain."

Discipline is not an enlistment thing. It is for anything one does—artist, bookkeeper or housewife, he added.

Van Horn, who holds a master of fine arts degree from the University of Florida, also wrote a book for the Arkansas College Folklore Archives.

The first part of the book is an overview of what he considers folk art to be and how it fits into the scheme of things in Arkansas. The second part focuses on four folk artists.

This was made possible when Van Horn was given a grant from the Rockefeller Foundation to go to Arkansas and do his graduate thesis on their folk art with the understanding that after the thesis was accepted and he had finished school, the book would be used in the Archives monograph series.

"It was like a dream come true because I had always thought about doing something like this," he said. "So during the summer of '77 I lived in Arkansas about eight weeks, traveled over 3,000 miles, took 12,000 photographs and made about 25 hours of taped interviews."

A formal paper Van Horn wrote for a graduate elective course is being used in a book compiled by a Yale University faculty member. The book, on black folk artists, is expected to be published soon.

In the paper Van Horn wrote about Jesse Aaron, a man born and raised in Florida and who was one-half black and one-half Seminole Indian.

Jesse started carving when he was about 75-years-old. He had given up his nursery business to take care of his wife after she had cataract operations.

"He had no money to pay bills, and Jesse's story was that he started praying for God to give him a job no one else could do, and God woke him up one night and told him to carve wood," Van Horn said. "He did this and made money from it."

Many people write about folk art without any authority because they view it as anything from patches on blue jeans to graffiti on walls.

For Van Horn, folk art is beyond all that.

## Computer group to study needs of University

As a way to coordinate acquisitions of computer equipment to serve needs of the entire university, a Computer Advisory Committee was recently appointed.

"The idea here is to involve a broad base of the University community," John R. Sawyer, vice president of fiscal affairs, said.

Computer services are needed by the administration, academic and instructional areas, and for research.

"We need to have the right equipment to serve all these various interests, but not to proliferate and duplicate equipment over the campus in the different departments," Sawyer said.

The ad hoc committee is charged with the following:

1. Identify, study and evaluate both the short and long range computer needs and recommend the best and most timely manner in which to satisfy these needs.

2. In order to insure coordination and compatibility with the data processing program, all requests for computer equipment and software should be reviewed prior to acquisition and recommendations made to the administration on this basis.

3. Develop policies regarding the joint administrative and academic use of future equipment purchases and advise the director of computer services accordingly.

### VOTE

The committee was named by Sawyer and Dr. Donald W. Whisenand, vice president for academic affairs.

Serving is Chairman Steve A. Wilson, acting director of computer services; Dr. Alton R. Goddard, computer science faculty; Dr. Wayne H. Goff, business administration faculty; E. Keith Kennedy Jr., comptroller; Dr. O. Robert Marsh, dean of Admissions and Records; Dr. John R. Spurgin, political science faculty.

## U.T. holds unofficial record

By ANGIE WILLIAMS  
Staff Writer

The University of Texas at Tyler holds the unofficial record for achieving the quickest acceptance to the Southern Association of Schools and Colleges.

"The initial contact was made with the association in the fall of 1972," said President James H. Stewart Jr. "At that time we received recognition from the Association and immediately began the process of self-study. After the committee visit, we were formally accepted in December of 1974."

The Southern Association of Schools and Colleges sets standards for all colleges, secondary schools and other school systems, including private state and church-supported educational institutions in its 11-state region.

In addition, it accredits extra-territory colleges and schools in Guam, the Philippines, Panama Canal Zone and Puerto Rico.

The Southern Association is the one of the five regional accreditation associations in the

United States.

A self-study visitation committee visits the college every 10 years. About two and a half years prior to the committee's visit, this school begins its own research, using members of the faculty to form self-study committees.

Each committee is responsible for one specific field of study. At the end of the self-study, which includes a survey of student opinions, each committee writes a chapter on its assigned field. The resulting reports are published and sent to Southern Association headquarters in Atlanta, Ga.

A possible example of one of these chapters is the library. First the library facilities are listed, then the library's objectives. These are followed by a survey of questions answered by students.

Then comes a list of the staff and requirements they must meet to work in the library. These are all filed so they can be shown on request.

Membership in an accreditation association is very important. It determines the

worth of a student's transcript when transferring. It is taken into consideration by a student and a counselor when choosing a college, and some employers use it as a determining factor in hiring or giving promotions.

The association tries to improve facilities and raise standards of education in schools. The categories studied include library excellence, teaching performance, administrative programs, physical facilities and other areas.

Membership signifies the institution has met the high standards prescribed by the Association.

The next visitation committee won't be at U.T. Tyler until around 1989. Visitation committees will study the University and its curricula extensively.

All members of the visiting committee that study Texas schools are on the faculty of Southern Association accredited institutions, but none are Texans. The Association tries to maximize objectivity by allowing only out-of-state committee members.

## Honors program set for spring

The Honors program at U.T. Tyler consists of a series of honors seminars or lectures structured around specific topics in the arts and sciences.

Form and human expression will be the theme for Honors 4300C, which will be taught in the spring.

Dr. Judy Freeman, speech faculty, will be the principal instructor. She is calling the seminar "Man in conflict—a Search for Values."

"The course is based on the contention that as the need has arisen, through crises, man has developed particular sets of values which are basic to all forms of his expression," Freeman said.

She explained that she used the term "man" in a general sense that included both men and women.

"The scope of the course is broad, tied both to the past and the future," she said.

In general, the course will survey man's many forms of expression in an attempt to explore his purposes for being on earth.

Freeman said: "Specifically, the course is intended to aid each student in personal discovery."

"Some of the questions which will be discussed are age-old. They include 'Why do you want to live tomorrow?', 'To what do you give permission to control your life?', 'Is there such a thing as truth?', and 'What must you accomplish before you leave this world?'"

Faculty members who will be contributing instructors

include Dr. Steve Rada, humanities and communication faculty; Dr. Lannom Smith, chairman, Department of Humanities and Communication; Dr. Paxton Hart, humanities and communication; Dr. Stephen Lefevre, political science faculty; and Dr. Roger Anderson, humanities and communication faculty.

Plans are also being made to have outside guests.

Admission to the honors program is achieved either through faculty nomination or student application. Each student must be approved by the Honors Committee. The committee members are Dr. Lefevre; Dr. Don Killebrew, biology faculty; and Dr. Chad Edwards, music faculty.

Students applying to the program must be committed to advancing their knowledge of the natural and physical sciences, the humanities, the social sciences, and the arts. The students must be fulltime undergraduates with a 3.2 grade point average.

Lefevre believes the program has a lot of advantages for students.

"They are exposed to more faculty and are exposed to students outside of their disciplines," he said. "I can't help but think that that's going to be a good idea."

Students who are interested for the spring semester should talk to Lefevre.

"I am going to ask the faculty to nominate students for the program in November," he said. "Students can also apply on their own."

The class will be limited to about 15 students.