



THE DAILY SKIFF

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Council passes core proposal

The proposed core curriculum requirements were unanimously accepted by the University Council Monday afternoon, ending a long struggle to revise the old core.

The council also directed the Courses of Study Committee to review the core at least every two years, hoping that this one won't remain unchanged as long as the old core.

This is the third year of work on core revision, and the final requirements are a compromise. The council had been caught in a dilemma between student and faculty-administration wishes when the last meeting ended Tuesday, Sept. 25.

Junior Bob Stanley got things moving when he withdrew his earlier motion to reject the core and list the council's concerns to the committee.

Stanley called his turnabout more "methodological than substantial." He said he feared undesirable resignations from Courses of Study if the proposed core was sent back, but had received assurances that it would be reviewed if passed.

There was still much dissatisfaction expressed with various parts of the core, but once the student opposition was dropped, general approval was quick in coming.

Student member Bruce Gibson introduced the motion requiring mandatory review at least every two years. After brief discussion, the motion passed unanimously.

The new requirements call for 12 hours each in the humanities, social sciences and natural sciences, with six of the natural science hours in a lab science. Six hours of writing workshop, three each of fine arts and religion and two of P.E. are also required.



CHOW DOWN—A coed takes a plunge in the Gravy Train slide, one of the events at the Phi Kap Man Day, last Friday. Other events were the mystery event which turned out to be a car stuff, a pie

throwing contest and a beauty contest. Kappa Alpha Theta sorority received first place for winning the most events.

Photo by Bill Bahan

Carlson centers on children

By SONDRA ENGLAND
Part II

Everything and everyone in Alice E. Carlson Elementary revolves around the children. The teachers show their affection for the children with occasional hugs; the children eager to assist the teachers in any way they can.

Difficulties at home sometimes will find their way to school with the children. P.E. instructor

"Teachers try to overcome these difficulties."

Jimmy Wehrmann, as a former police officer, is familiar with low socio-economic areas. "Being in the police department, I went into these homes every day.

"By the time a child has lived in an environment

like that for six years, if it's a truly bad one, it's going to take everything the school can do—six or eight years—to try and correct it.

"I'm talking about where the children are punished severely. I had a little girl sitting in a chair with the volleyball next to her. I had to reach down and pick it up, and my being that close to her scared her to death. When she turned and saw me she screamed and jumped out of the chair. And yet she had been with me for four weeks.

"Evidently she's been sitting someplace at home and her father or mother would come up and punish her without telling her what she was being punished for. She's paranoid.

"Teachers try and try and try to overcome these difficulties and just about the time they may be reaching that child about the end of the day on a certain point, then that child has to go back home and is faced with the negative aspect of whatever you're trying to teach him."

Principal Jack Couch explains the child's living environment this way. "The easiest way to show how environment works is the attitude a child brings to school with him in the morning. If he has had a problem at home, or if there has been a problem between other members of the family, he comes to school unhappy, he's tired, he takes it out on other kids.

"A lot of times some of our children, I'm sure, have come to school without any breakfast. I think

"I think we've learned a great deal."

that this has a great deal to do with how the children feel."

Looking at the student body as a whole, problems the children have will be on an individual basis. Looking at the student body as black and white, the worst incident that has happened was described by Wehrmann.

"We had a little black boy last year who was in love with all the blonde headed girls. Finally, his emotions overcame him and he grabbed one and kissed her on the playground.

"All the parents came up and met; they were just great. They knew there were differences in each other, but they all worked together and ironed things out. They decided that they should talk to him and tell him that that wasn't the way you showed your friendship. When you like someone you do things for them and you help each other. But no touching," he said.

Even with arguments against it, integration has its benefits. Couch said, "I think we have learned a great deal from the black children here, as well as black children learning from white children.

"We've learned to understand each other and learned that we are all human. We like the same things. We have learned that we are not really different. I think sometimes we have thought that the color of skin made a difference, but it's our environment that has made the difference."

REACH FOR THE SKY—Fifth graders at Alice E. Carlson Elementary School take time out from their studies to play volleyball and be "just kids."

Photo by Bill Bahan



Delinquency factors probed

By JO JOHNSTON and RUDY PURIFICATO

When a child between the ages of 10 and 17 is judged a juvenile delinquent in the Tarrant County juvenile court, his case enters the file of Dr. William Emery, assistant professor of sociology at the University.

For about two years, Dr. Emery has worked with the Tarrant County Juvenile Probation Department on a research program designed to evaluate the success of the Department's probation program.

As part of the project, children who are put on probation are asked to fill out a questionnaire to provide information about their background and personality. Many variables such as fathers' income, race, age, religion and parents' marital status illustrate the children's "structural characteristics."

Other questions describe a youngster's own notions of what others think of him, his own self-esteem, the parents' attitudes toward the child as perceived by the child, the extent to which he feels he lives up to people's expectations of him as a delinquent, and other psychological factors, Dr. Emery said.

Over the summer Dr. Emery, with the help of a graduate student, analyzed the various data obtained from the questionnaires. He said he hopes to publish his findings in professional journals some day.

Dr. Emery said, "Not all of the data has been thoroughly viewed in order to give a detailed account of the study. However, our main goal is to determine what kind of relationships there are between social-psychological attitudes and his (the child's) structural characteristics."

He said certain information was obtained that followed an almost steady pattern in regard to behavior. Dr. Emery said, "Given these certain conditions we can generalize the kinds of behavior we can expect."

He explained that questions presented in the questionnaire related to how a child identifies with a delinquent role. "We have determined if a child strongly identifies with the delinquent role and at the same time has a high self-esteem, it is very hard to help that child overcome his delinquent tendencies."

He said the reason behind this rationale is the child has become proud of being a delinquent and is playing the part which society expects of him.

"On the other hand," Dr. Emery said, "our findings have revealed that it is easier to help a child overcome delinquent tendencies if the child identifies with the delinquent role, but has a low self-esteem of himself in that particular role as opposed to the child with high delinquent self-esteem."

Emery expressed pride in the probation department for its devotion in helping troubled youth. The people involved there are "innovative," he said. "They'll try anything to see if it works. Trial and error isn't all that bad when you're working with children."

The rate of children returning to the probation department after another scrap with the police was 55 per cent a year ago, Dr. Emery said. Only 39 per cent of the children handled by the department this year had been in before.

Dr. Emery described the department's Volunteer Program, in which volunteers work with the children on a one-to-one basis. The program welcomes anyone interested in working with the children on probation, but female volunteers are especially needed. Dr. Emery said this is a "very serious responsibility, but a rewarding one."

Dr. Emery teaches a course in delinquency at the University, and sees his teaching and his research as "about the same thing." "I have an interest in understanding the area of juvenile delinquency for pedagogical (teaching) purposes."

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Living-learning experiment comes alive, Centennial College program 'a reality'

By WANDA HARRIS

The once experimental living-learning program has now become a reality, said Dr. Richard Fenker, coordinator of the Centennial College, who has spent the last nine months comparing its program to others in the nation.

The living-learning program, which had its formal initiation on campus in 1970, is an attempt by educators to extend learning beyond the classroom.

Dr. Fenker said during the time students are attending college they are going through many psychological changes, and all students are at many different stages of learning readiness. The large university must simply assume that the student will mature because its very size limits its ability to offer extensive guidance beyond the classroom, he said.

However, living-learning involves a total of only about 120

students, so classes generally include 15 or 20 students, but never exceed 30, Dr. Fenker said. Small classes enable students to know each other better, but they also share dormitory living.

The program, which has already become commonplace in Europe, has met with opposition in the United States. This has been largely due to mismanagement, Dr. Fenker said.

He said, "The life span of many living-learning centers across the nation has averaged a year or less. Some failed because they had no clear cut lines of authority and tried to be independent of larger institutions. As a result they were unable to provide enough facilities.

"Others failed because curriculum was so unstructured that students lost interest, or because social chaos and extreme liberalism bogged the academic process," Dr. Fenker explained.

These problems have given the centers a bad reputation, and, in some cases, faculty members who became associated with living-learning have been alienated, he said.

However, Dr. Fenker said

some centers are being structured in a more workable manner and seem to be succeeding. He said, "I think ours will succeed because it is associated with a strong parent institution. We have all the advantages and facilities of a large university, but at the same time we have most advantages of a small community.

"Many colleges have been reluctant to acknowledge that past methods are not necessarily right for the future. I think what

most universities need is to develop a perspective that will not only meet current requirements, but those of the future," Dr. Fenker said.

The center offers a variety of courses, both credit and non-credit, in addition to regular academic curriculum. Dr. Fenker said the courses are designed to prepare the student for learning and to help him relate better to all facets of community life inside or outside the university framework.

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Frogs in 3-team Waco meet

TCU's cross-country runners plan to run around the women's residence halls at Baylor.

No, they're not staging a panty raid on the Baptist school's campus. The thinclads will be

OSU garners top spot in national rankings

The Ohio State Buckeyes, following Saturday's 37-3 demolition of the Horned Frogs, has gained first place in both the major national wire service football polls, aided by Oklahoma's 7-7 tie with USC, previously ranked No.1.

The Associated Press gave OSU 35 votes for the top spot out of 61 total votes.

United Press International gave the Bucks 21 out of 36 first place votes.

From the SWC, Houston was picked 13th, SMU grabbed 14th and Texas rated 19th in the UPI poll.

Texas filled the 13th spot in the AP list, while Houston was tabbed 14th and SMU ran 19th.

participating in a triangular cross-country meet with Baylor and Texas A&M Oct.5

The meet opens at 4 p.m. on the Baylor campus. The four-mile course will carry the distance entourage on a scenic tour of the campus and surrounding areas.

Track coach Guy Shaw Thompson has hopes that the

"scenery" will serve as a stimulus for the runners.

Frog hopes lie on the shoulders (and legs) of Scott Goodrich, Raleigh Green, Greg Bryant, Bill Keefer, Greg Roberts and David Oatman.

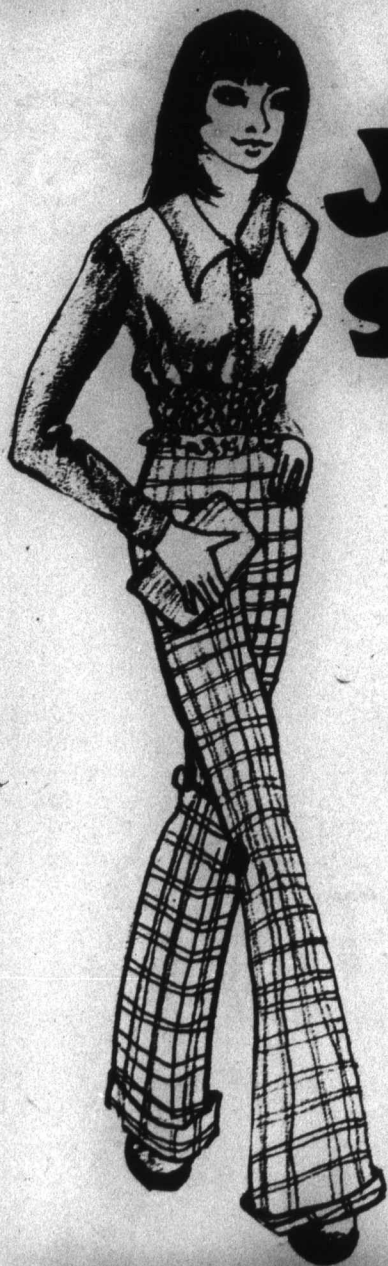
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