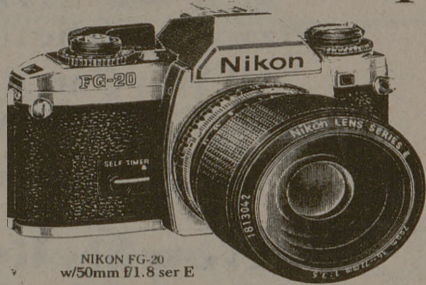


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Boy says he assaulted 30 women at A&M

By SARAH OATES
Staff Writer

A thirteen-year-old boy stopped Thursday by University Police minutes after attacking two women, told them he assaulted at least 30 women on campus during the past month because he was "bored," police said.

Only seven of the assaults were reported to the police and most of the victims mistakenly estimated the boy was in his late teens or early twenties. Early Thursday evening, eleven officers were patrolling the Academic mall area, the scene of most of the assaults, when a woman reported to the University Police Department that a man on a bicycle had ridden up to her and grabbed her breasts as she crossed the Academic mall area.

Police said a patrol officer stopped the boy a few minutes later as he rode his bicycle through Parking Annex 10. After the boy was stopped, another woman rode up on a bicycle and said the boy had pulled up next to her on his bicycle a few minutes before. She reported that he had grabbed her breasts and then

ridden away. She followed him to Parking Annex 10.

Bob Wiatt, director of security and traffic for the University Police Department, said the boy, a College Station resident, told him he "thought it was fun" to scare women by riding up behind them on his bicycle and either pinching or grabbing them.

But last week the attacks became more violent, police said, and a woman reported on July 19 that as she walked across the Academic Mall area, a young man rode up next to her on a bicycle and grabbed her. Police said she broke free, but was again attacked by the young man as she walked through Parking Annex 51.

Police said he walked up to her and tried to pull her to the ground, but fled when she screamed for help.

The boy was returned to his parents' custody Thursday night and police said the case has been turned over to the Brazos County Juvenile Authority.



Photo by MICHAEL CRAWFORD

Buckle up for safety

Steven Pewitt, 8, of Bridgeport readies himself to ride in a safety harness used by firefighters. The Rollgliss harness and other firefighting equipment was on display at the Fire Expo '84 sponsored by the Texas Society of Fire Service Ins-t ructors.

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White defending tax hike

United Press International

AUSTIN — Gov. Mark White is going on television with a \$300,000 promotional campaign to defend his decision to push for a record \$4.6 billion tax hike to pay for improvements in public education and highways.

Reacting to criticism from the Texas Republican Party, White has prepared six different 30-second commercials that will be aired statewide over the next two weeks, his office said Monday.

White is using political contribu-

tions and loans to finance the campaign.

The Texas GOP last month erected billboards around Texas to remind voters of White's 1982 campaign promise that he would not raise taxes.

"We had to raise taxes on things like liquor, cigarettes and beer," says White, who failed to mention the one-eighth-cent sales tax hike, the removal of some sales tax exemptions or increases in vehicle registration fees and the gasoline tax.

Extracurriculars under new restrictions

By RENEE HARRELL
Reporter

Extracurricular activities in Texas public schools will operate under new state restrictions this fall, part of the extensive educational reform package passed in this summer's special session of the legislature.

In general the new law will limit school hours to academic classes, leaving only after-school hours for extracurriculars. Beginning in the 1985 spring semester, students will be suspended from extracurricular activities if they do not keep a grade equivalent of 70 on a scale of 100 in all academic classes. How the restrictions will affect students remains to be seen, but the dean of the Texas A&M College of Education and a College Station school administrator told The Battalion that they hope extracurricular activities remain strong in the school programs.

Dr. Dean C. Corrigan, dean of the College of Education at Texas A&M, says a great deal of learning comes from extracurriculars.

"I learned more leadership qualities outside of the classroom," Corrigan says. "The key to anything is leadership. Some extracurriculars might be as important as curricu-lars."

Adrien F. Drouilhet, III, principal of A&M Consolidated Junior High, also says extracurriculars are important.

"If you have a successful extracurricular program, it shows up in the

classroom of a school and in the child's education," Drouilhet says. "When a team is on a march to a state championship, it helps the students and the community. From a principal's point of view, extracurricular activities are a vital part of school."

Drouilhet agrees in part with a recent Texas A&M study. Conducted by Jack Dean Clemmons, a doctoral student in educational administration, the study shows how much class time is taken by University Interscholastic League activities.

Football, which is often blamed for taking up academic time, was found not to be the worst "offender." Golf and marching band take more time away from academic classes than football in the schools studied.

"Golf is probably one of the biggest sports that take students' time," Drouilhet says. "Since the big revenue time at the golf courses is the weekend, they don't usually let schools play there then. They let schools use them during non-prime time. I don't find we lose a lot of time to band and choir. But there is some time lost."

Clemmons says the study is not intended to endorse or criticize UIL activities, but to see how they affect time spent in class. Data came from 82 4-A high school principals in Texas who answered questionnaires asking how many students participated in different UIL activities and

how much time each year those activities took the students out of the classroom.

Golf ranked first in time lost per student, with almost 29 hours a year taken away from classroom time.

Also in the top 10 were tennis with 19 hours of lost class time, team tennis with 14, baseball 11.9, basketball 11.1 and band 10.9.

The number of hours an activity caused students to miss class was computed by multiplying the average number of hours one student would miss by the total number of students involved in the activity.

The high school principals who responded to the questionnaires supported UIL activities and believe they are a positive contribution to students' overall educational experience, Clemmons said.

Corrigan says he's worried about the state's regulating extracurricular activities in 1,089 different school districts.

"What may apply to one part of the state may play out differently in another part of the state," Corrigan says. "We need guidelines instead of strict mandates."

Corrigan served on the Select Committee on Public Education. He says no one on the committee was for doing away with extracurriculars, but the committee did endorse several principles.

One is a balance between the time spent on academics in the classroom and extracurricular activities.

"We should try to restore a portion of each school day for academics and a portion for extracurriculars," Corrigan says.

Corrigan also says he doesn't want to overgeneralize and assume all schools are spending too much time on extracurriculars.

Another principle is keeping athletic programs separate from academic programs.

"We should make sure that athletic programs don't interfere with academic programs," he says.

Corrigan says, for example, that a school needs an American history teacher and a coach, it should hire a qualified American history teacher first. The school shouldn't hire coaches and then see if they can teach American history, he says.

Corrigan also says that requiring more from students won't necessarily improve the quality of education. "We should be trying to help the kids to reach their potential," Corrigan says. "I'm worried that five years from now test scores will go up because the 20 percent of the kids that needed the most help will be out of the streets. There are a lot of ways to help each child succeed through extracurriculars."

Drouilhet says that if a school has a successful extracurricular program, it shows up in the classroom and in the child's education. There's a lot to learn in a classroom, but also a lot to learn outside of the classroom, he says.

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