

**Texas A&M Mens Intercollegiate Soccer**  
 Mandatory Organizational Meeting  
 Aug. 31  
 Friday 5:00 pm Room 167 East Kyle  
 Officer Elections  
 Discuss fall Activities  
 If attending please call Chuck  
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## Computers: new teacher's aid

**United Press International**  
 The electronic schoolhouse is a fact of education, a report from the National School Boards Association says.

Such a schoolhouse contains computers, videotape recorders, cable television hookups, video discs and other technology linking it to the world of telecommunication.

Some schools even operate in-house television stations and have links that connect school computers with home computers.

Few schools have all these things, but it would be hard to find one free of minimal trappings of the computerized-electronic era, the report on a nationwide survey shows.

Use of computers for instruction in public schools is spreading fast, but policies and procedures to guide the schools in their use lag behind, said the report. It was conducted in cooperation with the National Institute of Education.

Of 236 local school board presidents responding, 96 percent said their school districts use microcomputers for instruction. But 86 percent had no board policy or guideline in the selection of courseware or software.

Nearly 80 percent said computers are being used for math; 48 percent, for spelling; 39 percent, for science; 25 percent, for writing.

Other survey findings:  
 • 89 percent use local funding to buy computer hardware; 74 percent also use federal funding and 58 percent also use state funds. In 29 percent of the districts funding is sup-

plemented by parent groups and in 14 percent, by other private sources.

• Among those cited as "strongly encouraging" the use of computers were superintendents, principals and teachers, 92 percent; local school boards, 66 percent; parents, 60 percent; computer manufacturers, 20 percent.

• 79 percent of the presidents said computers have not changed the methods or content of instruction in their schools. But 17 percent said computers have altered methods or content in mathematics, business education, English or the sciences.

• 35 percent said computers have enabled students to take advanced or different courses not otherwise available to them, such as computer science and literacy, programming and mathematics.

• 84 percent of the school districts use videotape recorders; 52 percent have cable television, and 20 percent use video discs and other technology.

• half the board presidents reported school computers are available for use after school hours to families that do not own home computers. In 44 percent of the districts, instruction is given to parents on the home-education use of computers.

The report said 10 to 15 percent of families have home computers, used as follows: entertainment, 89 percent; education, 85 percent; business, 60 percent; family finances, 41 percent. The total is larger than 100 percent since most families reported multiple uses.

## Stars scared on 1st day of school

**United Press International**

LOS ANGELES — Despite the confidence they display before millions in their adult years, celebrities asked to recall their first day at school described the experience as anxiety-filled and terrifying.

Olympic gold medal winner Bruce Jenner said he was the most terrified kid in town.

Catherine Bach, who stars in the "Dukes of Hazzard," said she gussed up for her first big day of school in Rapid City, S.D.

"My mother was a teacher in the school and spent a lot of time preparing me for school," Bach said. "I wore high heels and a new dress made by my mother — red and white polka dot."

"I got to the stairs and I knew I was in for something and hid behind my mother and I almost toppled over in those high heels they wore in the '50s. The teacher came out to the front steps and coaxed me in, 'Oh, come in, honey.' And I said, 'No. I'm not going in.'"

"I was kicking and screaming and then, when I realized it was inevitable, I straightened up because I knew I was never going to cry in front of the other kids. I went into the classroom with the teacher holding my hand. She sat me down and by recess I was making a few friends. We were all pretty much in the same boat."

"I was scared to death of all these big people and that big building. I hadn't been far from

my own home and our own block.

"By the second week, I couldn't wait to get to school."  
 "I remember most that I was always always afraid of falling down the steps," the comedian recalled. "But just in case, I always wore clean underwear in case I had to go to the nurse after falling down the steps."

Sid Caesar also recalled his first impression of the teacher.

"I remember the teacher had long, curly hair, glasses and she looked like somebody from the 'Three Musketeers,'" he said. His first problem?  
 "I could never make a figure eight," he said. "I couldn't remember whether it started right to left or left to right so I put two zeros on top of each other."  
 George Chakiris, who won an Academy Award for his role as Bernardo in "West Side Story," also remember vividly that first day of school in the Arizona desert of Tucson more than 40 years ago.

"What comes to mind first is I remember sitting in class and there was this kid next to me named Edgar who was so very shy he wet his pants," Chakiris said. "I remember I felt so embarrassed for him. I saw this puddle develop under this kid."  
 "I also remember that the older kids teasing and scaring the new kids with dead snakes they found on the way to school. I learned to stay away from the older ones."

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## Working parents find day care inaccessible

**United Press International**

CHICAGO — Middle-income single parents and working couples who need day care for children in preschool years and primary grades are finding they get little help from schools, businesses or any kind of government.

The choices are live with it or have an income low enough to be eligible for state and federal subsidies.

"It is now more necessary for both parents to work to raise a child," said Sue Howell, chief of the office for child development at the Illinois Department of Children and Family Services, but "as far as a state-subsidized program (for middle-income parents), there really is nothing at this point."

Howell said the federal child care tax credit does not offer much relief at this point.

Lower-income families tend to fill school and church sponsored day care programs that are government-endowed or tied to larger aid programs for the parents themselves.

A few companies are exploring the possibility of providing or subsidizing day care for their employees, but most working parents are on their own.

Parents "cope in as many individual ways as they possibly can," said

Karen Wellisch, executive director of the Chicago chapter of the National Organization of Women.

"It's a truism that there are never enough services for women to be full-time workers in the work place," she said. "The kinds of things we need are both before and after school programs."

"They want something reliable, something they can trust," Howell said. "It's difficult to leave your child in someone else's care for eight, nine hours a day."

Some state and federal subsidies are available for low-income parents. In Illinois, the maximum subsidy is \$10.93 a day, with a dollar more for infant care. Other states have similar programs.

One program that has government financed slots is the St. Vincent De Paul Day Care Center on Chicago's North Side, which has been serving the community since 1915 as a day care center for working parents.

Day care "was a rare thing in those days," said Sister Patricia Finerty, administrator of the St. Vincent De Paul center. "We started by helping immigrant mothers working in factories."

St. Vincent takes in 480 children, ranging in age from four months to

11 years, and requires the parents either to be attending school or working full time.

There are 800 children on the waiting list, resulting in a wait of up to two years for many families.

The public school system has no special programs to aid working parents, such as after-school programs. The problem is money, a plight shared with other cities.

In New York City, for example, the school system does not provide any form of day care service for working mothers.

The Denver school system also offers no day care for mothers with school-age children, but some help is provided with a free adult education program that serves about 30,000 Denver residents.

One program pays the cost of school, transportation and child care for qualified low-income mothers while they attend "fast track" classes designed to give them basic job skills in two to six months.

Some parochial schools, chiefly in disadvantaged areas, offer after-school programs, said Levert King, program coordinator for early childhood programs for the Chicago Roman Catholic archdiocese.

"All of the programs are located in parishes, and most of them are on the (parochial) school premises," King said. "Each parish has its own number of (federally) funded slots for low-income families who are working."

King said there are also parishes that conduct their own day care programs, without federal funds.

On the corporate front, Baxter-Travenol Laboratories Inc. has a pilot program in which the company partially subsidizes day care for the children of employees working at its corporate headquarters in Deerfield, Ill., said Chuck Ebeling, director of corporate communications for Baxter-Travenol.

"We don't operate our own center," he said. "We provide a partial subsidy to enable the working parents to drop their child off at the (public) center," which is located about one mile from the offices.

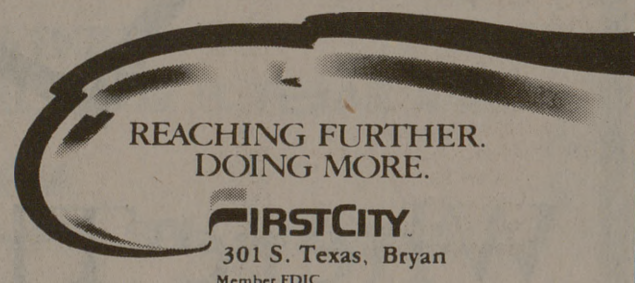
The year-old program has served about 75 parents and "enabled a number of our people to continue working here," Ebeling said. "We're still operating what essentially is a pilot program," and a rare program at that.

## Where Can You Dash For Cash— 24 Hours A Day?

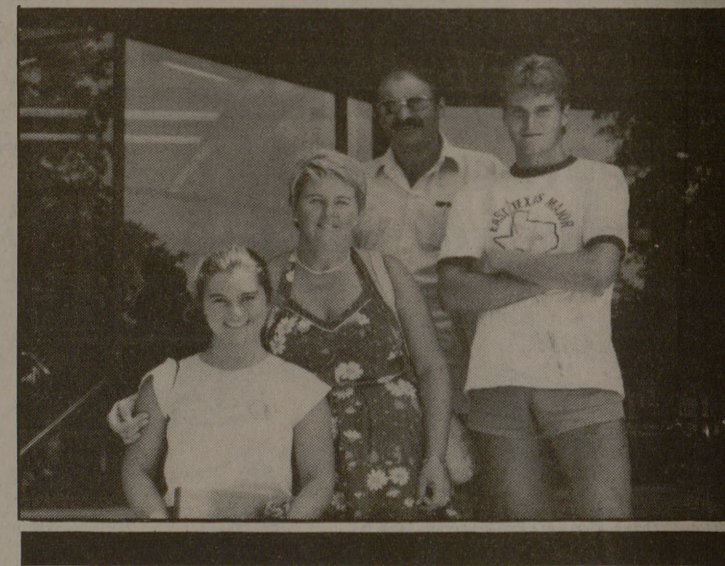
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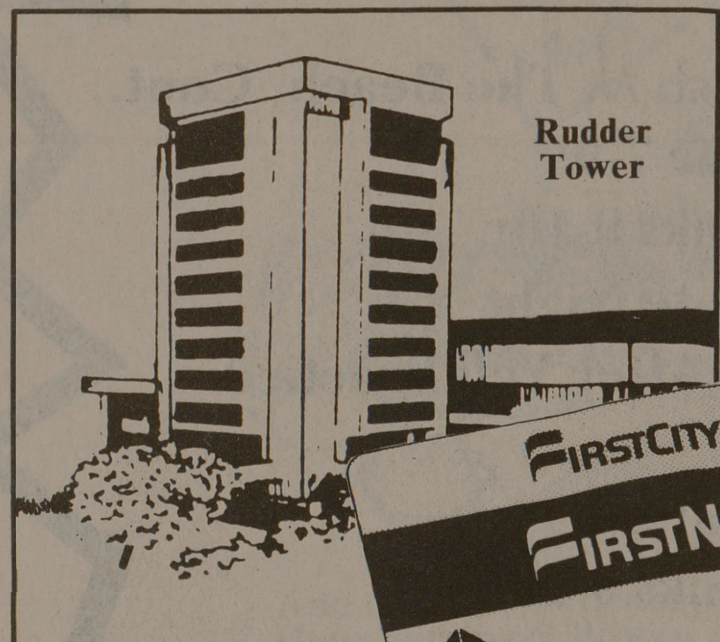


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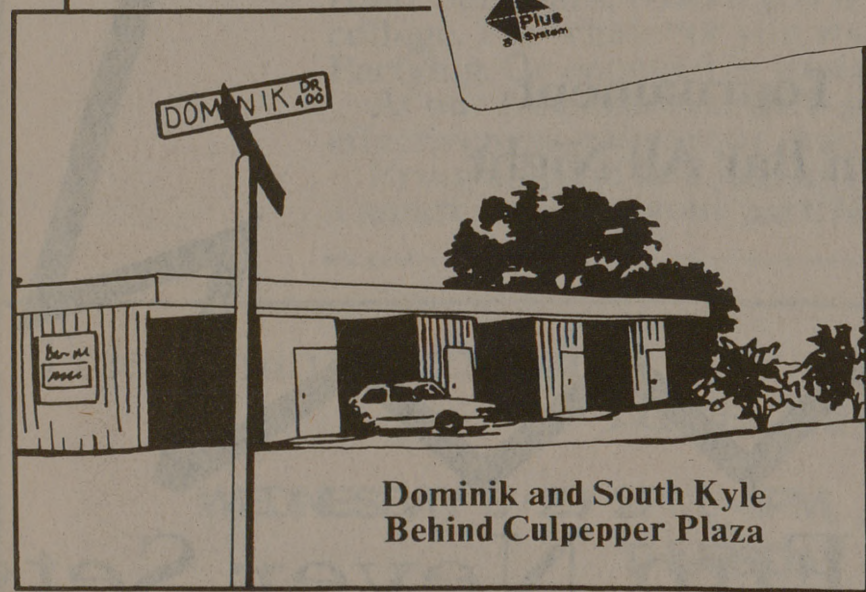
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