



ATTRACTIVE CONSTANCE WITHERS
...J.C. Smith homecoming queen

At Orange Bowl Festival Constance Withers To Represent North Carolina

Constance V. Withers, reigning homecoming queen at JCSU, has been selected to represent North Carolina at the Orange Bowl Festival in Miami, Dec. 26-Jan. 3, 1979.

She is one of 51 finalists chosen for this year's Agree All-American Homecoming Queens program, sponsored nationally by Johnson Wax, maker of Agree hair care products. Twelve schools will be representing their states in the program for the second year in a row.

Withers is the daughter of Mr. and Mrs. Isaac Withers, of Miami, Florida. She is a senior majoring in Finance and Economics.

Judging for the program was conducted by the Associated Collegiate Press, headquartered here. Finalists—one from each state and the District of Columbia—were selected for academic achievements, extracurricular activities, personal interests and good grooming. The selected Queens matched their qualifications against those of others in her state in the second annual Agree All-American Homecoming Queens competition. To be eligible, the college students first had to be selected homecoming queens on their own campuses.

Robert L. Lauer, director of public affairs for Johnson Wax, stated that each finalist's college or university would receive a \$500 general scholarship fund grant. In addition, each Queen will receive an all-expenses-paid trip to Miami to participate in Orange Bowl festivities, including the famous Orange Bowl Parade to be televised nationally by NBC-TV on Dec. 30 beginning at 8:00 p.m. (EST). The Agree All-American Homecoming Queens will also be featured in the pre-game ceremonies on Jan. 1 prior to the kickoff of the 45th annual Orange Bowl Football Classic.

Withers maintains a 3.3 academic average on a four-point scale. She aspires to operate an international cosmetics company. Withers is an executive board member of the student government association on her campus. She also serves as chairman of the debate club.

The combined academic average of the newly selected Agree All-American Homecoming Queens is 3.54, with 17 in the group having averages of 3.8 or better. Five of the Queens are maintaining perfect four-point averages.

"We think this year's finalists exemplify a happy blend of those qualities we most admire in today's youth," Lauer said, adding, "They're intelligent, goal-oriented and involved. They're excellent representatives of their schools, and for young people across America."

Festive Setting

After Christmas, the selected Queens will fly to Miami to take part in the program. In addition to their appearances during parade and pre-game activities, the college women will participate in the "Great Bands Show" at the Bowl, sail in the second annual Orange Bowl Marine Parade on Biscayne Club. And each Agree Queen will receive a wardrobe to be worn in the Orange Bowl Parade and at other Festival events.

YWCA Schedules

Disco Classes

The winter term of the YWCA is Disco all the way. At the Trade St. Center, Disco Dance Clubs meet Friday and Saturday nights for students and adults.

All levels of Disco classes are scheduled, including a refresher class for those who want to learn and combine the 18 different dance positions for the Hustle, Spunk and Latin Hustle. Poise, control and style are emphasized.

Classes are held at the Trade St. Center Monday thru Thursday at 6:00 p.m. Class fees \$11 per person for five weeks. Register at the Trade St. Center, Jan. 6-10, 1979.

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Lauch Henry helped find the missing ingredient to educate minority engineers. Money.

Lauchland Henry is a teacher. And a scientist. And an engineer. He's genuinely concerned about other people. And he has expressed some of that concern in his participation with the National Fund for Minority Engineering Students.

The fund is a non-profit organization attempting to increase the number of Blacks, Puerto Ricans, Chicanos, Mexican-Americans and American Indians enrolled in engineering schools.

These under-represented minorities constitute a rich untapped resource to help fill the growing need for engineers. A need that is expected to continue through the mid-1980's.

IBM's social leave program enabled Dr. Henry to take a year's leave to assist in the fund. And IBM continued to pay him his full salary.

The National Fund for Minority Engineering Students is a very worthwhile program. We think so. Lauchland Henry thinks so. But most important of all, lots of minority engineering students enrolled at colleges and universities all over the country think so.

IBM

Advises Researcher

Use Drugs Only As Last Resort In Treating Hyperactives

by Selby Bateman
Special To The Post
GREENSBORO--What are the long-range effects of extended use of amphetamines by children who are diagnosed as hyperactive?

The fact that there are no definitive answers to that question is a major reason that child development researchers such as Dr. Lynne Koester are concerned over such widespread drug therapy.

For the hyperactive child who exhibits excitable, impulsive, distractible behavior, a daily dose of stimulants has become commonplace. It increases attention span, controls impulsiveness and excitability, and even helps children maintain friendships otherwise shattered by their overactive behavioral patterns.

"But I think that drugs should be the last solution that parents or teachers should

turn to," said Dr. Koester, an assistant professor of child development at the University of North Carolina at Greensboro.

In a recent interview, Dr. Koester, who has carried out research on and taught children at a variety of grade levels, offered some general guidelines for parents and teachers who work with children diagnosed as hyperactive:

Be cautious about over-labeling children as hyperactive. Don't treat the term as a waste basket solution for every child who causes a problem at home or in class.

Try increasingly smaller dosages of the amphetamines to wean the children from this artificial support. Help the children try to internalize their own controls.

If stimulant drugs are being used, watch out for sudden, erratic behavior changes in the child and changes in physiological factors—poor

appetite, weight loss, insomnia.

Let school officials know that you are ready to help with the child in their efforts to create a good learning atmosphere for all the children.

Reward the child in a positive manner for exhibiting appropriate behavior for even short periods of time.

Talk over various consistent discipline strategies in the home with which the child may be aided in efforts to control behavior.

Decide if a particular type of school environment—whether open or more traditional—would be best for the child.

Be more aware of what type of records are being kept on children pertaining to hyperactivity or other behavioral patterns.

Work closely with the child's physician, letting the doctor know of any concerns over the extended use of stim-

ulant drugs.

Explore other avenues of aid for hyperactive children such as environmental changes and discipline procedures.

Although it has been shown that amphetamines used to excess by adults can cause serious, sometimes almost psychotic, side effects, few studies have undertaken assessments of the cumulative effects on children, Dr. Koester noted.

"And I don't think there is any reason to believe that these drugs are operating any differently with children than with adults," she said. "They have basically the same effect physiologically with adults as they do with these children."

Part of the problem, Dr. Koester believes, is the improper labeling of some children as hyperactive when they exhibit only one or two of the characteristics.

"I think parents are as guilty as teachers of using the

term hyperactivity very loosely," she said. "Parents need to be very careful about using that term or giving anyone else that idea about their children."

"These children are labeled for life," she continued. "These school records follow them from one year to the next. And it's very difficult for a child who has gotten into a classroom with a teacher who is perhaps more restrictive and less tolerant of that type of behavior. Then the next teacher is automatically going to expect on the basis of that child's records that he or she is going to be a problem."

"I think that parents have a right to know. And if they feel that their child has been mislabeled, then they need to work with the school counselors and teachers and the principal to try to seek other alternatives."

In studying how different children reacted to various

types of classroom environments—whether open or more traditional—Dr. Koester discovered a number of differences.

"These hyperactive children are not intellectually inferior by any means," she said. "In fact, often these children will test as having average or above average IQs."

"And so it may be that they are in classroom situations that are not challenging or stimulating enough," she continued. "In a class where there's movement and more choice, more novel experiences, they might be able to at least follow their own patterns of behavior without being stigmatized."

"Such children in a more traditional kind of classroom environment very easily get called on repeatedly by their teachers," Dr. Koester said.

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