

Future looks good for military studies

By KAREN WALLACE
Staff Writer

Texas A&M University has yet another military-related organization in its midst and the very name, The Military Studies Institute, reveals its purpose.

"We focus on the study of both military history and contemporary defense issues," said William Snyder who is the interim director.

The institute is just getting started and hasn't done much yet, but plans for the future look bright, Snyder said.

Snyder said the institute will support three programs; research by members of the faculty, on-campus activities such as teaching, and service activities such as conferences and seminars.

"That would help members of the community, in a broad sense, to better understand some of the on-going

defense issues," he said.

Snyder said there are two reasons why the institute would be useful at Texas A&M.

There are a number of places in the United States that carry out research on military history and contemporary defense issues, but they are either on the East or West Coast, he said. There isn't anything in between and something is needed to fill the void, he said.

Also, current defense issues are of importance to the citizens in Texas, he said. The citizens are not very informed on these issues, he said.

"It would be useful if in Texas there were some kind of center to provide expert information on these issues," he said. "We are trying to provide a focus and support for people who are interested in and concerned with these kinds of topics."

The institute will be involved in other projects as well. One is a continuation of a program previously sponsored by the Political Science Department. This program involves organizing conferences where invited experts speak on topics such as military and defense policies, he said.

"We will co-sponsor a conference in March on Soviet foreign policy," he said.

Also, one project would fund a limited amount of faculty research, he said. There would be \$7,500 available to faculty members with a \$1,500 maximum on each project.

Another project, which involves starting a lecture series on campus, already is under way. Martin Blumenson, editor of the Patton Papers, is scheduled to speak April 4 on General George Patton.

Longer school days endorsed

United Press International
AUSTIN — An education subcommittee Monday endorsed a long list of public school improvements — including full-day kindergarten, a one-hour expansion of the school day and mandatory tutoring for failing students — but stopped short of recommending an 11-month school year.

The subcommittee of H. Ross Perot's Select Committee on Public Education tailored its list of recommendations to be presented to the full committee when it begins next month drawing final suggestions for the Legislature.

Among the major revisions in current policy were a full 6-hour educational schedule for kindergartners and six hours of academics for older students.

No extra-curricular activities — including competitive sports practices — could take place before the 6-hour academic block was completed, the subcommittee recommended.

Schools also would be required to provide two hours at the end of each academic day

for mandatory tutoring for failing students and for optional "life-enrichment activities."

Subcommittee member Bob Gregg, who also sits on the State Board of Education, objected to the requirement for a 2-hour period for tutoring and other activities.

"I'm wondering if we would be performing a cheap baby-sitting service and if that ought to be a part of public schools," Gregg said.

Despite strong sentiment by some subcommittee members for a 220-day school year — which, allowing for weekends, would permit just one month of vacation time each year — the item failed by a vote of 5-3.

"Young people from May to September lose one-third of what they learned during the school year," argued member Emmett Conrad. "A farmer would never leave his most fertile land lie fallow for four

months when he could plant a crop."

The subcommittee instead recommended an increase in instructional days from the current average of 165 to 185 and asked the Texas Education Agency to study the advantages of a 220-day school year.

Other subcommittee recommendations included:

- Allowing students to earn credit for a course by making a

- grade of 90 or above on a comprehensive test.
- Forbidding extracurricular activities during the week of semester final examinations.
- Requiring annual competency tests for students to gauge their progress and their performance in relation to national averages. Bilingual education students would be tested in both languages.

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Statistics students relax to learn

By CAROL WOLTMAN
Reporter

Relaxation combined with statistics may sound strange, but a Texas A&M statistics professor and her husband believe students will learn more when the two are put together.

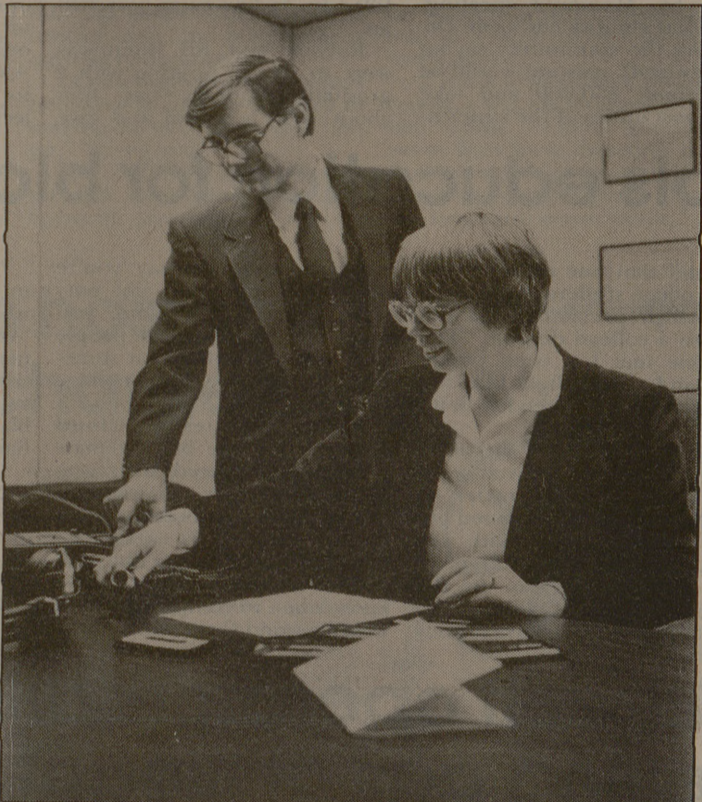
Dr. Margaret A. Chmielewski (m-a-L-E-S-ski), assistant professor of statistics, and Joseph Chmielewski, a Bryan counsellor, began making tapes to help her graduate students relax and learn statistics.

The tapes are designed to help both graduates and undergraduates understand statistics as a whole and not just as individual formulas, Margaret says. The Chmielewskis say they want to take the anxiety and stress out of learning and testing.

"Anything you can do that is creative or relaxing enhances learning and memory," Joseph says. Relaxation, he says, triggers the right hemisphere of the brain, which is not usually used in logical thinking. When the right and left halves of the brain work together, students can make connections between one concept and many others more easily, he says. This usually leads to overall understanding, which makes learning more enjoyable, he says.

The "Superlearning Statistics Lesson" has several parts.

First, students must learn to relax. The Chmielewskis provide a beginning relaxation tape which students must listen to until relaxing becomes easy. Then they can begin using one of the 13 statistics lesson tapes.



Joseph and Margaret Chmielewski

for as long as they need. The Chmielewskis ask that students check out one tape at a time and fill out a short evaluation after they use a tape.

"Students' feedback is important," Joseph says. The evaluations tell the Chmielewskis whether or not the students are using the tapes properly.

Margaret says she will also record the lessons on students' cassettes if they would like to keep the lessons. The lessons that are available are descriptive techniques, probability, hypothesis, analysis of variance, estimation, correlation, simple linear regression, multiple linear regression, experimental design, analysis of covariance, count data, nonparametrics and sample surveys.

Students can check out tapes in 432 Blocker on Mondays and Fridays from 4-5 p.m., on Tuesdays and Thursdays from 2-3:30 p.m. and on Wednesdays from 2:15 to 2:45 p.m. Students also can call 845-5181 for more information.

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