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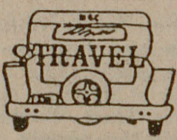


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Cisneros re-elected as mayor

SAN ANTONIO (AP) — Mayor Henry Cisneros easily defeated four other candidates to be re-elected to a fourth term as mayor of the nation's 10th-largest city. Cisneros, 39, received 74,250 votes or 67 percent of the vote Saturday night. His next closest opponent was former City Councilman Phil Pyndus, who received 34,414 votes or 31 percent.

Pyndus, 65, had charged that city residents were tired of the mayor. Cisneros and his family thanked his supporters at a rally Saturday night.

"The next two years are going to be among the happiest and most progressive the city has ever had, and I want to thank you for giving me the opportunity to preside over those next two years," he told about 150 supporters.

A \$23.6 million public-safety bond issue heavily backed by the mayor won by more than a 2-to-1 margin.

Cisneros, a Hispanic Democrat pegged as an up-and-comer on the nation's political scene, had said the election could be close because of complacency among his supporters.

In 1985, Cisneros received more than 70 percent of the vote from a field of six candidates.

"I didn't think we could win with this type of margin," Cisneros said. "I thought we had been pressing our luck for several elections and that it wasn't going to be there for us in this way."

Pyndus, who ran against Cisneros in 1985, said spending is up and city revenues are down.

He had criticized the mayor for not doing enough to attract new industry to San Antonio, and said Cisneros is more interested in seeking higher office than running the city.

"The city has deteriorated and Cisneros has a brilliant career," Pyndus said.

As he claimed victory Saturday night, Cisneros made no statements about his political aspirations beyond City Hall.

Cisneros, who was interviewed by Walter Mondale as a possible Democratic vice-presidential candidate in 1984, insisted he is interested primarily in doing a good job as mayor and that the job offers enough of a challenge.

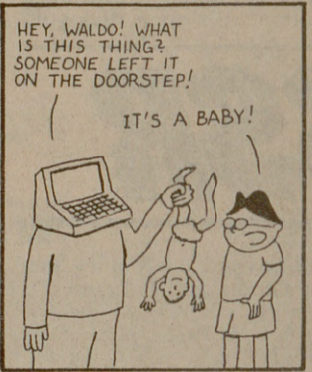
"I hope the theme of the next two years will be, 'the politics of joy of the people of San Antonio,'" he said.

Warped



by Scott McC...

Waldo



by Kevin Thom...

Hike to Brazos River raises money for March of Dimes

Cadets go seven miles for charity, tradition

By Darren Allen
Reporter

A junior cadet marching with his outfit suddenly yells. The junior sprints about 50 yards ahead of his squadron with about 10 sophomores following. He finds a patch of grass where he tells the sophomore cadets to drop and give him 40 push-ups.

"One, two, three . . ." they count their push-ups aloud.

Scenes similar to this one were duplicated hundreds of times Saturday as 1,700 Texas A&M cadets, taking up one-third of a mile along the side of F.M. 60, participated in the Corps of Cadets annual March to the Brazos.

After the 7-mile hike from the A&M campus to the Brazos River, cadets were treated to a simulated battle, allowed to view three Apache helicopters — including an Apache — and mingled with some of A&M's Diamond Darlings.

Originally used as a way to keep cadets from pulling practical jokes on April Fool's Day, the march now is linked to charity. For about three weeks, cadets have been soliciting donations on behalf of the March of Dimes.

This year, the Corps raised about \$22,000 for the March of Dimes, totaling more than \$80,000 for the last three years.

But the march has become more than just a charity drive — it is a major event and transition period for cadets.

The unveiling of junior outfit and staff positions for next year highlighted the day's events. Many sophomores were waiting anxiously to find out if they'd received the position they wanted.

Pat Thomasson, who will be Corps commander for the 1987-88 school year, admitted he was nervous as a sophomore waiting for a position. Positions are unveiled when the

junior cadet who holds the position passes down his brass to his successor and takes him running.

The senior class left at the halfway point, leaving the Corps to march back to campus under the year's leadership.

On the trek back to campus, juniors — some carrying heavy packs — who were named to staff positions ran up and down the line of meeting first sergeants and commanders.

To fight the heat and dehydration, water stations were set up along the route where different organizations sold soft drinks.

Despite the heat and humidity, Thomasson said spirits were high.

"Moral is high, there are real problems and the attitude is outstanding," Thomasson said. "Commanders and first sergeants have been doing a good job to make sure everybody's getting enough rest."

Traditional martial arts enhance self

Prof: Training can change behavior

By Anthony Wilson
Reporter

A modern form of martial arts being taught in many martial arts schools causes delinquent behavior in juveniles, but the traditional form can enhance favorable personality traits and promote a return to normality in juvenile delinquents, a Texas A&M professor says.

Dr. Michael E. Trulson, an associate professor of anatomy and martial arts instructor, did research in 1983 on how the martial arts affect juvenile delinquents' behavior. The results were published late in 1986.

"We had done some studies before and published a paper in Psychology Today that showed martial arts training leads to a number of positive personality traits in people of all ages," says Trulson, who has studied judo, karate, kung fu and tae kwon do over the past 25 years. "There had been some anecdotal accounts that it had helped teen-agers who were juvenile delinquents, but no scientific systematic study."

Trulson, a former national champion of the World Tae Kwon Do Association, worked with 34 male juveniles between the ages of 13 and 17 who had been diagnosed as delinquents based on their scores on the Minnesota Multiphasic Personality Inventory. Trulson set up an experiment that would control outside variables to make sure any character changes could be attributed to the training.

The youths were divided into three groups: the first group learned tae kwon do in the traditional method, the second group used the modern method and the third group served as a control, he says. Reserve group members received no martial arts training, but did engage in physical activity, such as playing football and basketball, and had contact with an instructor, he says. The same instructor was used for all the groups, so no personality variables would be present to affect the groups differently, and each group met three times a week for an hour at a time, he says.

"The important thing we're looking at is the difference between group one and group two, those that received the traditional tae kwon do versus those that received the mod-

ern version," Trulson says. "The differences here are that, in traditional tae kwon do, the mental aspects of the sport are extremely important."

"It's not just a physical thing, learning how to defend yourself, punch, kick and so forth. There's a lot of emphasis on mental traits and personality traits, such as self-control, responsibility, self-esteem, confidence and perseverance."

"Many of these things are integrated into the sessions, and people are made aware that it's not just a physical conditioning. The mental part is very important. And that's why we see the difference between the traditional and modern forms."

"It's not just a physical thing (the traditional method) . . . There's a lot of emphasis on mental traits."

— Dr. Michael E. Trulson, martial arts instructor

At the end of six months, the boys took the MMPI again. Before and after the experiment, the groups were given personality inventories and tested for aggressiveness, he says. The third group's scores remained about the same, proving that increased physical activity does not change a juvenile's behavior from delinquent to normal, he says.

Group two had higher scores in all three characteristics that typify delinquency. Those are psychopathic deviation, schizophrenia and hypomania. Group two also had increased scores in negative personality traits. Group one had normal scores in all three categories.

In a follow-up study in 1984, the members of group one remained non-delinquent and most had continued their training. Trulson says these changes can be attributed to the differences between the forms.

"The modern forms don't emphasize the mental aspects of the sport," he says. "They're in there just to teach fighting techniques and self-defense. They really don't have the training to do it, but they're going to teach people to fight. Basically, it's kind of glorified street-fighting."

The modern style emphasizes

learning to fight better than anyone else, going to tournaments and winning trophies, while the traditional style stresses becoming a better person, Trulson says.

The modern version also encourages aggression, he says.

"They're taught aggression," Trulson says. "The modern version teaches that you know how to fight so you don't have to take anything from anybody. You don't let them push you around, physically or verbally. Just use your fighting skills and you can win. I think the reason for that is most of these modern martial arts have an us-against-them type of attitude. That kind of philosophy just leads to anti-social behavior. That's really unfortunate."

"In the traditional school, students are taught non-aggression. That is, they know how to defend themselves. They have very good skills and, if they had to, they could (defend themselves) and do it very efficiently. But they're taught to walk away from a fight."

He says modern schools are easy to spot.

Modern schools often have strange building designs, dragons on the windows and lots of trophies in the front windows, he says.

Traditional students who participate in tournaments, Trulson says, are "good, clean sparrers," while modern students can be "downright dirty with their fighting techniques because they become more like street fighting than an art."

Trulson says the movie "The Karate Kid" is a prime example of the differences between the schools.

"That's a perfect example of the two schools of thought today in the United States," Trulson says. "The kid was trained by an Oriental master instructor. He didn't even know he was an instructor until he had to come out and fight to defend the kid against this gang. You couldn't tell. He was just like everyone else."

"The other group, on the other hand, typifies the modern style. They're being trained by this big guy, a Marine drill-sergeant type with a tattoo on his arm, beating up on the students and making them tell him they've got to win."

"The thing that struck me most in 'The Karate Kid' was when the instructor, Mr. Miyagi, told his student 'It's not what you have here (point-

ing to his fist), but what you have here (pointing to his heart)."

Trulson says that's really what martial arts is all about.

Modern martial arts schools are becoming more prevalent, he says, and some give martial arts a name. In Bryan-College Station, martial arts schools are in business. Three of those teach the modern style, Trulson says. At A&M, the Kwan Do Club are traditionalists while the Tae Kwon Do Club is modern club, he says.

Steve Powell, instructor of the Kwon Do Club since 1971, disagrees with Trulson's research. The modern method has the same aspects as the form from Korea "with just intelligence," Powell says.

"We're traditional, but we use ideas, too," Powell says. "There just better ways to do it."

Powell suspects the attitude of instructor toward the different groups influenced the results.

"It's not the system," he says. "And anyone who believes in looking through a small tunnel at the person and the way he's taught. . . . He can't make a generalization like that. The system is the way you throw kick punches. He's being small-minded."

"The modern version teaches that you know how to fight so you don't have to take anything from anybody."

— Dr. Michael E. Trulson

Trulson was out of town and could not be reached to respond to Powell's comments.

Trulson is conducting research on how martial arts training affects juveniles who are non-delinquent. The results seem to suggest that modern form can change the behavior of youths into delinquents, he says. "It's a cause for concern because there are a lot of these schools around," Trulson says. "And not only taking people who are juvenile delinquents and making them worse, but they're taking people who are not delinquents and making them into delinquents."