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June 26(6-10 p.m.) 7 June 27 (8:30 a.m.-12:30 p.m.) and June 30 (6-10 p.m.) & July 1 (6-10 p.m.)

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TOO MUCH (PG) 2:15 4:15 7:15 9:15
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THE GATE (PG-13) 7:10 9:20

CINEMA THREE 1152 College Ave. 693-2796

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NO \$2.50 TUES.
SECRET OF MY SUCCESS (PG-13) 2:00 4:15 7:00 9:25
PREDATOR (PG) 2:00 4:30 7:00 9:30

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*THE UNTOUCHABLES R 2:20 4:50 7:20 9:50
BENJI: THE HUNTED G 2:10 7:10 4:40 9:15
ERNEST GOES TO CAMP PG 2:30 7:15 5:00 9:20

SCHULMAN 6 2002 E. 29th 775-2463

PLATOON R 2:10 7:10 4:45 9:50
RAISING ARIZONA PG13 4:40 9:55

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This Week's Features Are:

PROJECT X PG 2:30 7:15 4:50 9:45
CROCODILE DUNDEE PG-13 2:20 7:10 4:35 9:45
MANNEQUIN PG 2:40 7:20 4:55 9:30
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Hamburgers rank at top in B-CS area

By Rebecca Jackson Reporter

At the rate Aggies are eating hamburgers, Bevo better watch out.

The Texas Restaurant Association reported that each resident in Bryan-College Station spends approximately \$119 each year on hamburgers, which is more than they spend on any other menu item.

And, according to the TRA, Texans spend \$1.7 billion a year in hamburger restaurants.

Archie's Hamburger Place sells about 900 hamburgers on an average day, supervisor David Archambault said. The Short Stop sells about 450 a day, said employee Jeanie Von Stultz, while The Deluxe serves about 360 hamburgers on an average summer day, manager Alen Smith said.

Pizza comes in second on the residents' favorite food list, accounting for 11.2 percent of the dining-out dollar spent here, the TRA research found.

DoubleDave's Pizzaworks manager Tom Jondahl said it sells about 400 pizzas a day, while Mama's Pizza sells about 300 pizzas a day, manager Bob Cannon said.

Mexican food rounds out the top three choices for local diners, who spend an average of \$63.89 a year on Hispanic cuisine.

La Taqueria serves about 3,000 people a day, manager Alen Smith said, and Fajita Rita manager Doug Zaluski said the restaurant serves an average of 512 people a day.

The fourth and fifth favorite foods in Bryan-College Station are fried chicken and steak, respectively, according to the TRA research.

The hurting economy has not affected the number of times consumers eat out, but the TRA research found that consumers are spending less per meal.

The restaurant industry is the state's largest retail employer, with 400,000 workers employed by restaurants statewide and 3,289 employed by restaurants in the Bryan-College Station area, the TRA research found.

The report was released in conjunction with the TRA's 50th Anniversary Regional Convention and Exhibition in Dallas, which ended Thursday.

What's up

Tuesday

TAMU SAILING CLUB: will meet and have a skipper lesson at 7 p.m. in 410 Rudder.

VOCAL MUSIC OFFICE: invites all those interested to join the Summer Singers at 6 p.m. in 003 MSC every Tuesday night.

Items for What's Up should be submitted to The Battalion, 216 Reed McDonald, no less than three working days before desired publication date.

A&M researcher starts study examining roles of successful women

By Evelyn Sanders Reporter

A Texas A&M faculty member is beginning a study of women in non-traditional roles to provide mentors for a new generation of leaders.

As part of her study, Julia Clark, associate professor of science education in the Department of Educational Curriculum and Instruction, will be interviewing women employed in non-traditional professional leadership positions in the United States and other countries to determine the factors that have contributed to their success.

Some of the women Clark plans to interview include Jeanne Kirkpatrick, Margaret Thatcher, Barbara Walters, Elizabeth Dole, Pat Schroeder, Patricia Graham, Winnie Mandala and Corazon Aquino.

"The more we see women in leadership areas, the more we can inspire younger women to enter these fields," Clark said. "They are paving the way for a future generation of women."

Being selected as one of the Kellogg National fellows, a fellowship designed to increase the nation's pool of potential leaders, her goal is to expand the nation's society of capable leaders. This enables participants to pursue learning outside their fields of practice and areas of expertise.

Employment fields Clark will be studying include politics, law, the

military, the clergy, management science and technology, journalism and executive level positions at colleges and universities.

Clark will look at the women's backgrounds, mentors, schooling and leadership styles. The information gathered will be communicated to adolescent female students — at a time in their lives when they are making decisions about what they would like to be and people they would like to emulate.

Clark recently traveled to China and Japan to interview some women leaders in science and politics in those countries.

So far, Clark's interviews have revealed that today's women leaders generally didn't have mentors, she was determined to find the areas they chose.

She has found that women work longer hours than men, are perfectionists and have a greater position level for subordinates.

"I think men feel they have a natural ability to lead, but women have to prove themselves," Clark said. "It seems like once you get into the field and you demonstrate you can handle the job, men are more cooperative."

Clark has three years to complete her study. During this time, she receives a \$30,000 grant and a supplement that permits her to take time off from teaching to participate in activities of the program.

A&M graduate expands test of learning rates of children

By Pam Tragesser Reporter

Measuring what children have learned may be important, but equally important is what they will be able to do.

Thomas Fetsco, a May Texas A&M graduate who has accepted a position as an assistant professor of psychology and education at Dickinson State University in North Dakota, has expanded on a Russian idea called Zone of Proximal Development.

This idea compares what children can do by themselves — showing what they have learned in the past — with what they can do with assistance from a more competent learner — showing what they are ready to do, Fetsco said.

Comparing differences between what children can do independently and what they can do with help is a good way to see individual differences among children's learning rates and learning problems, he said.

To measure this zone, children are given individual tests of their abilities, Fetsco said. Systematic help in the form of hints is then given on a one-to-one basis for all the missed items.

The Zone of Proximal Development is determined by the amount of help needed to solve the problem, which is an indication of how quickly children learn or how many problems they can solve after

they receive help, Fetsco said.

The difference between what a person can do on his own and some measure of what he can do with help is the zone, he said.

If a child can work tested items with help, the skill to work them independently will develop soon. If a child is struggling, he will need more work, Fetsco said.

In the Soviet Union, this procedure is used to distinguish between learning-disabled and mildly mentally retarded children, whose test results would be about the same, Fetsco said. After help is given, the learning-disabled children will learn much quicker and with greater accuracy.

This information will help teachers pace and structure instruction and isolate students who qualify for special education, he said.

In the United States, Ann Brown and her colleagues at the University of Illinois have tried to show the relationship between how children perform on an achievement test and how quickly they learn, Fetsco said.

A problem with this procedure is that these tests may show how well children have learned in the past, but may not tell how well they can learn with proper instruction, Fetsco said.

It was discovered that children who do well on achievement tests do well in similar learning situations, but this theory is not perfect, Fetsco said.

"The number of kids who demonstrate learning efficiencies is consistent with test results, which is not a startling idea," he said.

Fetsco measured the learning efficiencies of 50 second- and third graders, using their performance on a standardized achievement test to determine how quickly they learn spell words.

The purpose of this procedure is to relate direct measures of learning in the classroom to what kids have learned in the past, he said.

Giving children hints on how to spell a particular word they struggle on the ability test helps teach them to use everything they know about the word, Fetsco said. Hints are given until the word is spelled right.

The number of hints needed to spell a word right is related to how quickly a child learns, he said. Students needing fewer hints are better learners.

This procedure of giving hints can be used to test children and used for instructional purposes. One knows enough about a child's performance to give that individual hints, then the child can learn particular material and solve word problems, Fetsco said.

"We'd better spend our time worrying about whether a child knows this or that," Fetsco said. "We'd better more how to teach children and help them after you've discovered these things."

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