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SCHOLARSHIP

The faculties of some schools and colleges insist that there are three things or qualities that they demand of the students of their institutions. They insist that the first of these is scholarship, that the second of these is scholarship, and the third and last of these is scholarship. Here at A. and M. the faculty insists on three qualities being cultivated and developed by the students. The three are character, high spiritual ideals, and scholarship. They rank in importance in the order named. It cannot be said that one really possesses character or high spiritual ideals separately and alone. It is impossible to possess one without having something of the other, but one may possess both character and high spiritual ideals and be without scholarship or learning. On the other hand, a man may possess the learning of all the ages and, if he has not character and high spiritual ideals, be of far less permanent value to mankind than the honest but uneducated citizens of our land and country.

It is true that scholarship does not make the man, but, primarily, we all came to A. and M. to cultivate our minds. In other words, we came here to get an education, to develop scholarship. Our parents or relatives make it possible for us to come to school in order that we may educate ourselves. They expect that character and spiritual ideals will come to us as a matter of course and necessity, or as a result of the influences under which we come. Good money is paid out in order that we may have an opportunity to learn. The ones who are responsible for our being here are trying to see to it that our chances and opportunities for education and preparation for life are superior to those which

their day and generation had to offer. They are doing this in the same spirit that we shall strive to make conditions better for the generations that follow us.

The term scholarship implies, in itself, more than mere book learning. Granting that all of the benefits to be derived from a course in College will by no means come from books, it is true that our learning is measured by instructors who give us what is known as grades. A grade is of value in so far as it portrays to others what we have derived from our respective courses. No matter how much we feel that we know about what we have studied, it is a difficult thing to make anyone believe that we know more than our grades indicate. When one looks for graduates from a college to work for him or his company, he takes into consideration the class of work done by such graduates while they were pursuing their college work. It is an accepted fact that the past is an index to the future, or, in other words, history repeats itself. Any deviation from this principle is brought about by the exertion of one's will power. This is where young men — especially should college men be considered in this class — have somewhat the advantage of older men. Young men are not supposed to be settled, but they are supposed to force their way upward to better things. At college we have an excellent opportunity to develop our will and determination to get out of the rut. We come to advanced schools that we may prove that even though in the past we may not have had much ambition in life, we are now determined to put more into our preparation for the future.

The courses of a school are so planned that every student of average mental qualifications can pass with good grades and without overworking himself any subject that he may pursue. If we do not pass our various courses, we are looked upon as a failure. Not necessarily failures in life, but failures in so far as a certain few hours per week are of and consequence. The different courses are planned for the man that passes in all of his work. The poor fellow who tries to get along in some easy sort of a way and wakes up near the end of the term to find that he has several D examinations to make up—if not an array of E's an index to his term's work—does not receive much sympathy or consideration at the hands of the registrar. The courses are so arranged that anyone and everyone is expected to make at least seventy-five percent as his mark.

It is our duty to make a passing grade. We get no extra credit for such work, as we are supposed to do it. Too few of us have done such a class of work that we can expect good reports and recommendations. Of course, it is out of the question for every student to be an "A" student, but too many of us have low grades. We should strive to do something more than mere duty. If the soldier does not do his duty, he is court martialed. If the working man does not do his duty, he is notified that his services are no longer required. If the soldier makes sacrifices and does more than is expected and required of him, he is rewarded. If the working man does more than he is paid to do, he is paid more. College life is not so cut and dried as the business life, but, nevertheless, the same principles govern.

We the Class of '23, are the largest number of men ever gathered to-

gether in any class in A. and M. Very few of us have been sent home because of failures in work. We are proud of these two facts, but, from now until May 1923, let us apply ourselves to our college work with such a determination to come out well in the lead in the game that we have very few, if any, deficiencies to make up.

'23—

ADVERTISING A. AND M.

Business men spend a large percent of their income in advertising. They have ceased to ask themselves the question: "Does advertising pay?" Years of experience have proven to them that it does pay. The cheapest and best—therefore, the most economical—way of getting their business before the public is through and by means of pleased customers. New customers pay more attention to what old customers say about a business than to what they read in the columns of a newspaper.

For a school or college to succeed, it must be placed before the college public. This can, to a certain extent, be done by means of newspaper propaganda, but the most successful and the most logical way of doing this is by and through the students of the college. If a student is pleased with and proud of his school, he can do far more towards getting new students than any costly advertisement can do. This kind of advertising has a personal touch that other forms cannot have. It is the personal touch that goes a long way towards making others believe in our proposition.

We, the Freshman Class, are the largest class that A. and M. has ever been able to boast of. No one doubts but that the Class of '23 will be the largest Sophomore Class that the school has ever had. Mere numbers will not be so much in our favor. We must be able to say that according to percentages and proportions the Class of '23 is the largest class. We want to be able to say this until about May 1923. If we are able to assure prospective students that we meet during the summer months that we individually and as a class are coming back to A. and M. in the fall 100 percent strong, we will do more to persuade them that A. and M. is a good institution to connect with than we can by any other one act.

The majority of us are only one year removed from high school. We are acquainted with the present Senior Classes in almost every high school in the State. While we are home this summer, we must make it our business to see these high school graduates and to tell them of our College. In many cases, it will only be necessary to tell them about our school and the pleasures and advantages of being a member of the student body at A. and M. We must also tell them about the different courses offered here. We will naturally tell everyone of the advantages of our school over others. Most people desire to be a part of a big thing. If we tell the average high school boy what a really big institution we have, he will be persuaded that this is a good place.

Of course, we must not fail to let the public know about the spirit of Old A. and M. We must tell how this spirit will carry a man well towards success. If we find anyone who does not know about our athletic records we must inform them. If they know with what "pep" and enthusiasm the student body backs and supports our teams and how our teams

have the stuff in them that makes them fight to the last ditch, they will want to become a part of such a body of men.

Let us not be idle. We want many more Fish here next fall than we had last fall. Hundreds of boys are now graduating from our own high schools. They are legitimate A. and M. prospective students. We must do our best to bring home the "bacon."

'23—

GREAT EXPECTATIONS.

Fish have great expectations. In pursuit of the fulfillment of our expectations in later life we have come to A. and M. The pen fails to give the spirit of those dreams we dreamed about that college life. But you all can think back and remember those wonderful dreams and with what eagerness and with what high hopes for their fulfillment we came here.

We found ourselves in a strange place and we were not well landed with both feet on the ground until we were given a friendly(?) visitation. This warm reception was not quite the psychic warmth we had anticipated but it seemed that everybody played that way and as long as everything was given and taken in good spirit—altho' we Fish would never admit it—we were consciously glad to become so definitely a part of the body politic.

We have not seriously minded being the goat but some-how-or-other many of our dreams have failed to realize. Perhaps something was lacking in arousing a proper esprit de corps among the Fish. Then our social life seems sadly neglected. There is no one in particular to lay the blame on and yet it does not seem that ample provision has been made to take care of the social life. There is no great excitement about going to town even that has helped to relieve the monotony some. A few more social activities that everybody would have taken part in would have helped lots.

We have learned to love A. and M. and would be willing to do anything in our power to make her find her larger and higher place. And even if our own dreams have not come true exactly as we had painted them, we have had a wonderful time. A better school life is in store when these problems receive ample and careful consideration.

COLLEGE MORALS

The educational activities of a nation are always allied with its religious institutions. The knowledge and culture of the ancients were developed by the priests, because only those who were of superior mentality were allowed to become servants in the temples. These men kept the historical records of the nation and provided for perpetuation of their religious beliefs by the means of written records. Thus, we owe our knowledge of the ancients to their religious beliefs.

Education and culture are developed by successive stages. Generally, they can be traced by the rise and fall of the different empires. A nation falling under the sword of a stronger adversary would eventually enrich it by adding the sum of its own knowledge to that of the conqueror. The Egyptians, Babylonians, Persians, Greeks and Romans ruled in succession the ancient world. They first owed their dominance to strength of arms, but after their conquests were secured they turned