

**EDITORIAL**

**Faith**

What is faith? According to our present conception, faith is the unflinching belief in the integrity and ability of some person to manage successfully any situation that may come under his jurisdiction. One of the fundamental qualities of that vagary known as human nature is faith. To live a full-rounded and happy life a human being must have an ideal of some description in which to place his trust.

The successful operation of our national government depends on securing the faith and confidence of the people of the United States. In our own government, that faith was successfully destroyed by the recent Republican administration. The people lost faith in our recent President as the guiding hand of this nation's destiny. Such an occurrence placed insurmountable obstacles in his path, and he was entirely unable to accomplish those things which he had hoped to do. Such a situation faced President Roosevelt when he took the oath of office last Saturday at noon. If President Roosevelt's only accomplishment during his term of office is the restoration of faith in the government, and he has already done much toward gaining this end, then his tenure of office will have been a success.

**The Poor Boy In College**

It has been traditional with the democratic form of government for people to point to acquaintances or relatives with pride as the men who have worked themselves up into high positions, and who secured educations by working their way through college in their spare time. The number of successful men who have worked their way through college and into success has been pointed out as an example of the superiority of our present type of government. And in direct contradiction to this comes the proposals of the state legislature—that of charging tuition fees at all state maintained colleges.

At professional schools, the type of student most common comes from poorer families or families with moderate means, he has a definite purpose in mind as evidenced by his choice of school, and is of the type that as a rule finds it necessary to work part time to secure money for educational purposes. With an additional burden of high tuition fees this class of student will be effectively eliminated. This additional obstacle makes it almost an impossibility for this type of student to obtain the type of professional education they might desire, and the type of education that most materially benefits the state.

It can hardly be a source of pride to any government to know that it has restricted the education and consequent development of trained educated men who would be of great benefit to the government and would repay more than a thousand-fold the expenditures required for their education, had they not been burdened, discouraged, or prohibited from getting an advanced education. A more reasonable, not altogether Utopian, view would be that the state should aid and finance these men in every necessary way. It is not unreasonable to ask that the state select the most competent and promising young men and take the burden of their education upon its own shoulders, paying for their education since it is the one that realizes the greatest benefit in the end.

Prominent educators ponder and discuss seriously the evils of college education, the lack of seriousness in college students, and the existence of "pleasure madness" in colleges. The answer is here. By making the most of college educations prohibitive to the more earnest, poorer students to whom a college education is desirable, colleges have become converted into exclusive, ultra-smart resorts for the children of the rich with a trend toward the ultimate elimination of the serious, objective student.

With the addition of the further burden of high tuition fees, the state starts on a downward grade. Elimination of the poorer classes from higher educational institutions means the ultimate end of these institutions by making them mere halls of pleasure for the wealthier class, who abuse rather than use, the advantages at their disposal and return to the state little or no benefit for the facilities they have appropriated unto themselves.

**Coeducational?**

In a recent issue of the Battalion there appeared an article by a former student, W. A. Ortolani, in which he presented reasons why A and M College should be made co-educational. We are quoting below from an article by A. S. Porter, Dallas, another former student, which appeared in the Texas Aggie, the former students' newspaper.

"It is my opinion that young women should be allowed to enroll at A and M when:

- (1) The professions for which young men are trained at A and M are taken up by a sufficient number of women to demand it.
- (2) The Legislature provides dormitories and other facilities for the use of women students.
- (3) When there are no other schools maintained from state funds solely for the training of young women.
- (4) When the Liberal Arts school at A and M is enlarged rather than eliminated entirely, as it should be.
- (5) When all the Greek Letter societies and fraternities are allowed to organize on the campus so that groups of students can band together primarily for social functions and can in so doing "snob" every student not belonging to their group.

"The greatest need of A and M today is of far more importance than any of the above discussed subjects. Brick and mortar alone fall far short of making a school great. Petty jealousies among heads of departments are detrimental to the college, the welfare of which should be the first consideration. A and M should not be the training ground for young instructors who, after securing an advanced degree there, go to some good position with another school. This does not mean that there should not be a pruning of some of the dead timber in the faculty when such is necessary. We need more permanent, highly trained, co-operative, spirited instructors.

"And last, but by no means least, the enrollment should not decrease because the football team has not won a championship since 1927. We former students should not have to listen to thinking people say that A and M is going down fast."

A. S. PORTER,  
Dallas, Texas

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The biggest and finest crop of revolutions you ever saw is sprouting all over this country right now.—John A. Simpson, president of the Farmers Union.

The more Europe pays the United States, the less likelihood is there of that continent coming near the abyss of war.—Prof. Harold J. Laski of London University.

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For the corps of cadets, we extend our sympathy to the parents, relatives, and friends of W. F. Lawrence, our friend and fellow student.

**Campus Personalities**



T. F. MAYO

A and M College Librarian

Thomas F. Mayo was born March 27, 1893, at Columbus, Mississippi. There he spent his boyhood days, attending both grammar and high school in that city. Upon graduation from high school, he entered the University of Mississippi and received his B. A. degree from that institution in 1913.

Following his graduation from college, "Tommy," as he is known to his friends on the campus, chose to teach and coach athletics as a profession. He followed this for one year in the Oxford, Mississippi, High School. He received a Rhodes Scholarship to Oxford University and entered there in the Fall of 1914, and received a B. A. degree in English Literature in 1916.

Returning to the United States, he came to A and M College in September, 1916 as a member of the teaching staff. He was granted a leave of absence to serve as an intelligence officer in naval aviation for eighteen months during the years of 1918 and 1919. Upon receiving his discharge he again entered Oxford University and received a B. A. degree in Modern History in 1921 and a Master's degree in English in 1922.

Again Mr. Mayo returned to A and M College as a professor and continued here until 1927 when he went to Columbia University and taught for a year. He is now a member of the English department of A and M and College Librarian, having held the latter position since 1919. Mr. Mayo is now completing his doctor's dissertation, "Epicurus in England," which, when completed, will entitle him to a Ph.D. degree in Literature from Columbia University.

Mr. Mayo is a bachelor and lives on the campus with his mother.

**Bridge Tournament Benefiting Cotton Winners Is Success**

Net proceeds amounting to \$100 were derived from the Cotton Contest bridge tournament held at the Bryan Country Club on Friday, March 3. Members of the general arrangements committee announced that the party was a success due to the active interest taken by residents of Bryan and College Station and by the whole-hearted cooperation shown by merchants of the two communities.

The two reception rooms of the Country Club were gaily decorated for the occasion. E. W. Ramsey, Garland, designed the decorative travel posters and A. E. Bryant, Corsicana, president of the Agronomy Society, was assisted by other members of the society in their arrangement. A picture of a large steamship bearing the name S. S. Cotton, was hung above the mantel of the fireplace in the main room. Festoons of Spanish moss hanging from the ceiling beams completed the decorations.

Music for dancing was furnished without charge by the Campus Serenaders, directed by Joe Dillon, Dallas, from ten o'clock until midnight.

**OFFICIAL BALLOT**

RUN-OFF IN GENERAL STUDENT ELECTION

MARCH 8, 1933

Draw a line through name of candidate not voted for.

Junior representative on Student Publication Board

A. P. Meador

Irvin A. Reid

SIGNED  
EXTRA BALLOTS MAY BE HAD AT THE BATTALION OFFICE

**Random 'Ritings**

BY CARLO BALDASSARI

There is considerable propaganda being circulated around the campus in the contemplation of proposing radical changes in the established management of A and M. No doubt some of these changes will foster the growth of this institution, but at first glance the individual is apt to magnify the conditions as they now exist. Many schools throughout the country have been confronted with the problem of decreased enrollment and the decrease at A and M of about 200 students over last year is not of such critical nature as to become alarming. There are only a few of us perhaps, who cannot recall cases where some particular friend was unable to attend this college because of existing economic conditions.

It has been rumored that A and M is not a member of the American Association of Universities because our staff of instructors and professors do not have a sufficient number of degrees to meet the re-

quirement of that association. Such rumors are unfounded as the following information and data, particularly of the engineering school, will substantiate.

In engineering, practical experience is regarded so highly that members of the instructional staff are expected to get a considerable part of their preparation for teaching from the field of experience. As a result of this, the number of engineering teachers holding degrees above the Master's Degree is small.

Cornell University is probably one of the oldest engineering schools in the nation and is often recognized as the leader in engineering education. Massachusetts Institute of Technology is among the foremost in engineering education and is probably without a peer in certain graduate engineering work. A comparison of degrees held by the full professors of engineering of these institutions with those held by the engineering faculty of the same rank at A and M College fails to show lack of training here.

**FULL PROFESSORS FOR SCHOOLS OF ENGINEERING**

	With No Degree	Bachelors or other filed Degree	Masters Degree	Doctors Degree	Total
A and M	0	4	16	4	24
Cornell	4	23	8	5	40
Mass. Inst. of Tech.	0	22	4	4	30

**Percentage of Total**

A and M	0	16.7	67	16.5	
Cornell	10	63	17	11	
Mass. Inst. of Tech.	0	73	13	14	

**Comparison of Teaching Staffs of the University of Texas With That of the Texas A and M College**

	SCHOOL OF ENGINEERING				UNIVERSITY OF TEXAS			
	None	Bach.	Master	Ph.D.	None	Bach.	Master	Ph.D.
Professors	0	5	14	4	6	2	9	1
Associate Professors	0	2	5	0	1	0	5	0
Asst. or Adjunct Prof.	1	4	—	—	—	—	5	—
Instructors	2	14	4	—	—	3	5	—
Supt. Shops and Tutors	—	—	—	—	1	2	—	—
TOTAL	3	25	23	4	8	7	24	1

Assuming that Graduate Instruction would only be given by Professors and Associate Professors, A and M as compared with Texas University would have the following available teachers:

	A AND M	U OF T
Ph.D.	4	1
Master's	19	14
Bachelor's	1	2
No Degree	0	1

Assuming that graduate instruction would be given by no teachers below the rank of associate professor, it will be noted that A and M has four Ph.D.'s compared to one at the University of Texas and nineteen with the Master's degree compared to fourteen at the University.

A tabulation of the highest degrees and years of teaching of the members of our teaching staff who are actually giving instruction, including those in related Sciences, are as follows:

- 27% have Ph.D. degrees.
- 59% have Master's degrees.
- 14% have not received a second degree.

The list shows an average college experience of fourteen years. This college is at present giving more graduate work in engineering than the University of Texas. Data collected and tabulated by the Board of Education gives the fol-

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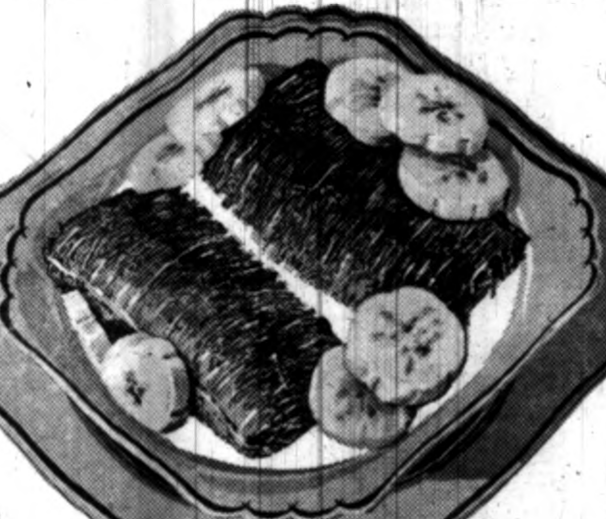
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