

### FINAL EXAMS

A week from today grade points will be made and lost furiously by the 5,500 A. & M. students.

The cause of it all will be final examinations, which begin Friday afternoon and continue through the next seven school days.

At this time of year all students become worried over the standings as of now and as of the end of this term. This in itself is a healthful sign; worrying about grades can lead to only one logical conclusion—that more studying will help make them better.

This should be the most serious time of the school term, and it is. Back work must be made up, term reports are due, and major quizzes are popping every day. (Of course, Dead Week would relieve much of the tension of the next week by preventing some of these practices, but we cannot expect it before next term.)

We should all do our part in raising the scholastic average of the student body; December 1 showed it in a bad light.

### THE STUDENT FORUM

**TO THE BATTALION:**

Our attention has fallen upon a glittering postulation that appeared in your issue of January 17 under the sigs of Dr. T. F. Mayo, Oxon. This gentleman waxes a little more than eloquent, a little less than volubrious, about the same as—the supreme predication is found in these words:

"The music of the moon  
Sleeps in the plain eggs of the nightingale."  
This potential omelet per se and of itself should be garnished with the Tennysonian solipsism (after Kant)

"Flower in the crannied wall  
I pluck you out of the crazies.  
I hold you here, root and all, in my hand,  
Little flower—but if I could understand  
What you are, root and all, and all in all,  
I should know what God and man is."

The meaning of this ovarian end product of metaphysical lubrication is to be found in the region of the

"pinnacle dim on the intense inane,"  
"Bright effluence of bright essence  
increase" (and inchoate).

For further information reference must be made to the euhomithy principles of Aeschylus. Onomatopoeia, the recapitulation of phylogeny by ontogeny (or vice versa), may also be involved per se and of itself in the explication of these gaseous globules.

Yours in Hegelian omelette,  
The Boys in Academic 329

**ED'S NOTE:** And there used to be a rumor that the A. & M. English Department attempted to teach clear, natural language.

**AN OPEN LETTER TO MR. R. M. ADAMS**  
Mr. R. M. Adams,  
President of the Class of 1939.  
My dear Mr. Adams,

You may say it is none of my business to make such a suggestion as I am about to offer. You may be right. I comfort myself by thinking that you can always dispose of the idea simply by disregarding it.

Not long ago The Battalion had an article by Bill Murray about the College Library. The Library, it appears, could do wonders with \$200 a year, to be spent for the purchase of "the good popular fiction and non-fiction books". That figure of \$200 has stuck in my head ever since I first read it. It seems so small, and therefore so comparatively easy to come by.

Then I thought of you, and of the class you represent. You and your classmates have been four years at A. & M.—The College has come to mean something to you. It has done a lot for you, and perhaps you have wanted to do something for the College. What better could you do, I wondered, than to make it possible for the Library to buy the books it so badly needs, and that it could get for only \$200 a year?

I have heard of this plan. The senior class of a college, wishing to do something for the lasting benefit of the college, arranges to buy some sort of insurance policy, the proceeds to go to the college for the purpose the class has in mind. Perhaps you could use that plan. But it would take several thousand dollars to produce an income of \$200 a year, and it may be you'd not want to undertake to raise such a sum. (It has been done, I think; I'm told the trophy case in the Academic Building was the gift of a senior class.) Alternatively, you might begin what I should hope would develop into a custom. You might raise the \$200 needed for the year 1939-1940, and leave it up to future classes to follow your excellent example. After all, there are about 600 of your classmates, and \$200 to be raised by equal contributions comes to little more than the cost of a movie, per man. (This is my fourth year at A. & M.)

## THE BATTALION

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too. If you use this plan, call on me for my share.)  
But I leave the ways and means to you and your classmates. You may think the whole idea is terrible. I just thought I'd mention it.  
Cordially yours,  
ROBERT P. LUDLUM

### On National Affairs

**Adolf Hitler Again**  
By DR. R. P. LUDLUM

Last week I sketched the career of Adolf Hitler. It is all very well to outline his rise to power in such a summary. But a Hitler (or a Huey Long) does not gain power through sheer charm or the possession of a loud voice. Forceful men may alter circumstances somewhat, but they can only mold circumstances, already in existence, that are favorable to their purpose. What underlying forces existed in Germany, favorable to a personality and a program like Hitler's? There were several. First, a great inflation had ruined the lower middle class. A subsequent deflation had hit the upper middle class. Both groups were looking for a savior. Second, Hitler was supported by the wealthy industrialists. But they did not originate his movement and set him up as a "front man"; they backed him after they saw his strength. Third, the republic was weak. Demagoguery flourished in the republic, and its own officials did not support it wholeheartedly. Fourth, there were the personalities of Hitler and the men with whom he had to deal—especially, perhaps, the senility of Hindenburg. Unless these conditions, or conditions similarly auspicious for Hitler, had existed, he would not have become Leader of the German nation. (There's a lesson for America there.)

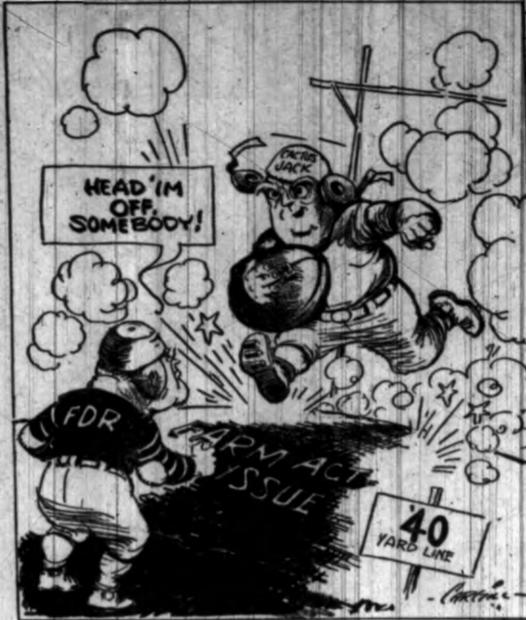
What are Hitler's characteristics as a man? He has no imagination, except a political one, no culture, no learning, and no poise. His private conversation is in the form of oratory, and he is upset if anyone interrupts him. He has no close friends now, and he never has had more than one or two. He is not loyal to his close supporters; indeed, he has had many of them murdered when they dared to differ with him. But he is not brave. He lies without scruple. He does not exercise. He does not drink, he does not smoke, he cares nothing for money, he cares nothing for clothes, he cares nothing for women (but he is not homosexual). He was reared a Roman Catholic, but he pays no attention now to religion as a personal matter.

This much does not describe an admirable man, or one likely to make a mark in the world. Where is Hitler's strength, then? It lies in his perfect single-mindedness, in the kind of stamina which results from devotion to a fixed purpose, in his acute political sense, and in his ability somehow to bind men to him and to give them faith in him and in his destiny. Perhaps a man apparently so unattractive should not be able to attach men to him, but Hitler does. And he has a strong grip on the mass of the German people. This grip comes from the final source of his strength, his ability as an orator. It is curious, but true, that although Hitler is a poor speaker, he can manage a crowd as you and I control the movements of our fingers.

Let us turn from Hitler the man to Hitler the Leader. What are his policies? The core of his whole policy is to develop a mighty nation, with himself at the head of it. This requires several lesser policies. It requires a big and efficient army and navy. Hitler is developing them. It requires self-sufficiency, or Hitler thinks it does. He is seeking expansion into areas where wheat may be grown and oil may be found, and he may press the question of obtaining colonies for Germany before long. It requires the weakening or the destruction of all the enemies of Germany, present and potential. Hitler has weakened France, perhaps fatally. He is constantly watching Russia, winning away her allies, throttling what trade she has, depriving her of military advantages when he can. Everyone knows what has happened to the smaller countries. It requires a unified nation, or so Hitler thinks. Hence the concept of an Aryan race, superior to all others, and of course not including the Jews. The "Aryans" could be united in hoarding and beating the Jews—not to mention in appropriating their property. The Jewish question is convenient politically, too, because it can be trotted out and a great stir made over it whenever Hitler wants to take the minds of the people off of other and perhaps more dangerous issues.

How long will Hitler remain in power? I have an idea it may be longer than we like to think. Dictatorships are no brief; Mussolini is approaching his twentieth year in power. Of course, Hitler may be assassinated, but dictators take precautions against such a possibility, and Hitler is more careful than most. The people may get tired of him. Every year that passes, though, enables the Nazis to educate more and more of the people to their way of thinking. Hitler may make an unsuccessful venture in foreign policy, and his people may rise vengefully and cast him out. Any one of the possibilities may lie far in the future.

### AND NOW, THE DUST BOWL CLASSIC!



### KNOW YOUR COLLEGE

BY BILL MURRAY

Did you know that Texas A. & M. is now the largest strictly military school in the world? Well, it is. According to the latest survey, we are the largest military institution of the M-C class existent.

Colleges maintaining units of the Reserve Officers Training Corps are divided into several classes, chief of these being the C-C and the M-C. A class M-C college or university is one which grants degrees, graduates students at an average age of not less than 21 years, requires all students to pursue military training throughout the course and to be habitually in uniform, constantly maintains military discipline, and has as objectives the development of the student by means of military training and the regulation of his conduct in accordance with disciplinary principles. Most colleges having R. O. T. C. units merely require the wearing of the uniform and the observance of military discipline at the classes and drills in military science, which is taught in these schools as just another course rather than as an integral part of the entire life of the students and of the college. A. & M. is one of the comparatively few colleges that may be considered as strictly military, and it is considerably larger than any other college of this type.

In other words Texas A. & M. has more boys living together in dormitories, wearing uniforms, and observing military discipline than any other school in the world.

There are a few not strictly military colleges and universities where military science is taught as in the C-C class described above, that are somewhat larger than A. & M. alone. But the latest Army and Navy Survey includes in the enrollment of those taking military science here the comparatively small R. O. T. C. enrollments of N. T. A. C. and John Tarleton College. These are branch colleges of Texas A. & M., and counting their number of military students we have about 5,400, which is several hundred larger than any other military school of any class. Below this number Illinois University, a C-C class institution, comes next.

But although we are a big military college, our R. O. T. C. counts not only in quantity but in quality—as attested by the fact that Texas A. & M. is one of the few institutions whose R. O. T. C. is awarded a blue star (worn on our blouses), which is awarded the highest ranking institutions teaching military science in the United States.

### PREVIEWS and REVIEWS

BY PAUL KETELSON

"Valley of the Giants", directed by William Keighley. Screen play by Seton I. Miller and Michael Fessier. From the novel by Peter B. Kyne.

**Cast of Characters**  
Bill Cardigan ..... Wayne Morris  
Lee Roberts ..... Claire Trevor  
"Fingers" McCarthy ..... Frank McHugh  
"Ox" Smith ..... Alan Hale  
Andy Stone ..... Donald Crisp  
Howard Fallon ..... Charles Bickford  
Ed Morrell ..... Jack La Rue  
Hendricks ..... John Littel

Much time could be spent in locating the different parts of this picture. It would take the whole story. Every scene shown in this picture is a good scene. There were no half way jobs done either by the technical crew or the actors.

The picture tells of an Eastern millionaire lumber pirate, played by Charles Bickford, who comes to California to defraud the homesteaders of their redwood timber acres, through a legal technicality he has discovered. He enlists the aid of Claire Trevor, a gambling palace proprietor, to help him rob Wayne Morris, an independent mill man, of his holdings—but instead she falls in love with Wayne. After a series of breath taking events, fires, train wrecks and the blowing

### What's Showing

Assembly Hall Saturday 12:30:  
"Listen Darling", with Freddie Bartholomew, Judy Garland and Mary Astor.  
Palace Thursday, Friday and Saturday: "Kentucky" with Loretta Young and Richard Greene.  
Assembly Hall 6:30 and 8:30:  
"Valley Of The Giants", with Wayne Morris, Claire Trevor, Frank McHugh, Alan Hale and Charles Bickford.  
Palace Saturday Preview:  
"There's That Woman Agsin", with Melvyn Douglass and Virginia Bruce.

### COLLEGIATE REVIEW

That large numbers of college students have less academic ability than the youth of their graduation who have become machinists and unskilled workers is disclosed in a pamphlet, *How Good Are Our Colleges?* just released by the Public Affairs Committee.

The pamphlet summarizes the results of the ten-year study plan of higher education in Pennsylvania made by the Carnegie Foundation for the Advancement of Teaching.

Only about half of the youth of outstanding ability are getting into college, the pamphlet declares, while at least one-fourth of the college students are below the average out-of-school youth in ability.

Colleges are shown to differ widely in the capacity of their students. In one extreme case all of the students in the sophomore class of one college ranked lower in an intelligence test than the dullest student in the sophomore class of a superior institution.

Nor do these differences appear to be due entirely to selection. Thirty-four students out of 106 high school graduates whose test scores were close to average went to colleges which ranked in the upper half of Pennsylvania colleges. The remaining 72 went to colleges in the lower half. When tested again after four years, the students who attended the top-

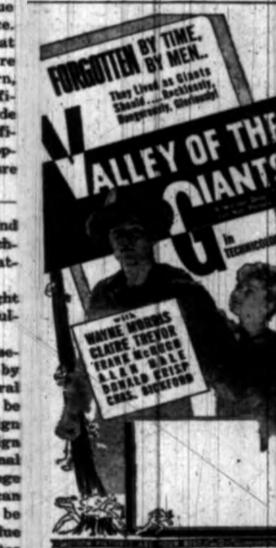
ranking colleges made scores which were superior to those in the low-ranking institutions by a margin equal to the normal differences between Sophomore and Senior years. Thus, the pamphlet comments, "if the kind of knowledge measured by these tests is the object of a college education, then it is about twice as expensive in time (and probably in money) to go to the less efficient institutions."



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Sat., Jan. 21 6:30 and 8:30



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