## Battalion <br> EDITORIALS

Are We Blinded by Tradition?


$$
\begin{aligned}
& \begin{array}{l}
\text { We often proudly say that we do not } \\
\text { want to be like Oklahoma A. \& M. or Purdue }
\end{array} \\
& \text { or L. S. U. When we say this, are we just } \\
& \begin{array}{l}
\text { taking a prejudiced "my way is best, because } \\
\text { it's my way" point of view, or do we base this } \\
\text { opinion on comparative studis of }
\end{array} \\
& \begin{array}{l}
\text { opinion on comparative studies of our work } \\
\text { with that of those other institutions? Most }
\end{array} \\
& \begin{array}{l}
\text { of us will have to admer institutions? Most } \\
\text { prejudice and not speak from } \\
\text { from comparative study. }
\end{array} \\
& \text { for some heavy criticism during the recent } \\
& \begin{array}{l}
\text { investigation. The defense usually is that } \\
\text { we turned out } 29 \text { generals, so we can't be } \\
\text { wrong. We are certaily }
\end{array} \\
& \text { guced by a small Texas A. \& M. College that } \\
& \text { was quite different from the giant university } \\
& \begin{array}{l}
\text { Charges have been made by older gradu- } \\
\text { ates that hazing in their days was much less }
\end{array} \\
& \text { severe than today, even though hazing was } \\
& \begin{array}{l}
\text { more taken for granted then in all schools } \\
\text { than it is today. Is this true? Have we }
\end{array} \\
& \begin{array}{l}
\text { piled one traditional form of hazzing on an } \\
\text { other until the load has grown too great }
\end{array} \\
& \text { body doesn't like hazing, let him go some- } \\
& \begin{array}{l}
\text { where else." This is a state school, and the } \\
\text { boy who doesn't want to be hazed has just } \\
\text { as much right here as the ones who loveit- }
\end{array} \\
& \text { in their upper class years. }
\end{aligned}
$$

 ject to some form of belittlement, and it is
reasonable to expect that somif form of "or-
inetation" will be practiced hore as long as inetation" will be p
there is a school.

the full amount of technical training offered
by A. \& M. into four years. Yet the obvious step, now being taken by many other techni-
cal schools, of adopting a five-year curricucal schoois, of adopting a five-year curricu-
lum, is not easy to put into practice here be-
cause of the four-year military system cause of the four-year military system, and
the desire of cadets to stay with their class
regardless of educational problems. The fiveyear courses will probably have to be adopted
anyway, but they will be a new strain on the
already The four - year system backfired, of
course, this year, when ony four cadets
graduated with almost 700 veterans. The
other seniors are coming bagk to earn their commissions. A worthy goal, but it empha-
sizes what strange things the military basis
does to the educational progmam.
Today A. \& M. is divided against itself.
Students are divided, ex-students groups Students are divided, ex-sfudents groups
have split, even Aggie mothers have started
pulling each other's hair. Plenty of ex-
planations have been offered and fought ov er, but an important one has seen pretty well
overlooked-"growing pains."
A. \& M. still has the skeleton of a fresh-
water school with 800 pupils, on which has been superimposed the flesh of a giant uni
versity. We have become tig in size, and
there isn't much we can do about it except become bigger in mind and concept. If it
becomes neessary to break away from tra-
dition, we must do it, painful though such a step would be to many. As jong as A. \& one would dare make such a a suggestion. Bu
something collapsed at A. \& M. last season It now appears that tradition alone is no
enough on which to run a college. Some o
the world's most tradition-filled universitie are actually some of the mpst advanced in
their educational programs. Tradition i allowed to give color, but
growth. We might to hook to to the examper oo
such schools as Che Harvard in America. Thefr traditions g even deeper than ours, yet those schools ar

## Study of a College Prexy

| finished reading this criticism of a college | compromise in the college <br> almost the college's undoing |
| :--- | :--- | :--- |
| president: |  |
| The man! |  |

about him inevitably engendered controversy
"His refusal to compromise Susal to treat tolerantly those who opposed him . . . were among the major mistakes of
"He drove through a magnificent reform
program'... his accomplishments were great program... his accomplishments were great Ynd enduring. Yet he drove so hard, so
flatly refused to delegate authority, and
broke with so many friends that when the inevitable reaction set in, he was unable to

## cisw ${ }^{2}$



## 5

c. Hord

Princeton! The critic: Prof. Arthur S. Link
Oops, My Mistake
cope with the new



Druids Probably Responsible
'Sack' Is Man's Best Friend, But It Threatens Civilization


Portrait of an Editor


MODEL CLEANERS

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$\qquad$


$\qquad$
Sliderule Enters Field of Music
inpering tarm incomenowithout
teens, themes without fuarn
Observatory Move In Capital Same As Hunting House

## Tho nations, tringet tray




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## Letters

## summer ingrta

arar Editor:
It semens aty that during the


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## ER

## ditor: Quibr: <br> it boin enoush to De stationed  went  <br> Nitalit bogin adrve to move <br>  <br> Buldinge moitic stic mid

