

Man to Man

By JOE TINDEL

That final semester, awaited by most of the Class of '58 is finally here.

For some it means the accomplishment of nearly four years of sweat, work and hardship filled with experiences which will be of utmost benefit in later years.

The four years have been what each man has made them. Some will have an education other than a degree and some have worked hard for themselves and their school to merit that degree and education.

Only a few months remain. In those few months many things can and probably will happen to test the benefits of these four years. The final judgment of each man's merit can only come after these months pass and the ultimate goal of graduation is reached.

Aggies, the enrollment figures look serious. What caused the abnormal drop? Is it something anyone can do anything about? It seems to me and many others I've talked to that each one of us should closely and objectively examine the situation and try to determine the cause.

More and more letters every day cross my desk asking: What's wrong with Texas A&M? They come from exes, mothers, interested Texans and other friends of our great school.

It's time we made an all-out effort to answer these questions for those that ask. I suggest a study be made by top student leaders on the campus which would result in definite recommendations to improve the college.

Think about it and let's talk about it.



State Capital NEWS

By Vern Sanford

AUSTIN—By 1962 the first wave of the state's "war babies"—probably hundreds of thousands of them—will be seeking a college education in Texas.

Time to get ready for them is now, says the Commission on Higher Education.

Created by the Legislature in 1955, the Commission has spent some two years getting organized and gathering facts. Now, says the Commission's director, Dr. Ralph T. Green, it is ready to start making some "firm recommendations," beginning with its meeting Feb. 10 in Denton.

Commission has the responsibility for studying the needs and problems of all 18 state supported colleges and universities and making recommendations and appropriation requests for them to the Legislature.

Commission staff has done extensive research in areas of professor's salaries, how many students take what courses and possible need for more branches and courses in certain areas.

Several cities have been actively demanding senior college status for their junior colleges. Commission is to have recommendations on this later.

At present, says Dr. Green, Texas' 18 state colleges have some 77,913 students. By 1962, he predicted, they will have 102,000.

Statewide, the possibilities are even more overwhelming. There are some 160,000 students in both state and private colleges now, said Dr. Green, but by '62 there will be an estimated 320,000 prospective college students.

Exact figures are not possible, of course, he said, but "there's no getting around it, the kids are there. It's almost frightening to foresee this tremendous volume and know, too, that standards must be raised to meet demands for improved scientific and technical training. But with good planning, we can do it."

POLIO PLUMMETC—Best news from the State Health Department recently is the 1957 polio figures—lowest in a decade.

Total for 1957 was 734 cases, just a little over half the 1956 total 1,307 and less than one-fourth the peak year of 1952 (3,984).

Department officials said they expect a continued, but more gradual decline, as more people take the vaccine. Shots are not likely ever to stamp out the disease completely, they said, since the vaccine does not prevent non-paralytic polio.

SCHOOL QUESTION TO GO OUT—Some 25,000 manuals are to be mailed in a massive study of Texas public schools.

LETTERS TO THE EDITOR

Editor,
The Battalion:

Keep up the fight to make A&M co-educational. There can be no question that the all-male policy has held our school back while the rest have doubled and tripled.

The step to make military training compulsory was another step backward. It sometimes seems that our board of directors is bent against any progress.

Sincerely,
Dr. Charles R. Tubbs, '43

changed for the good. Today the college ranks very high in conduct and education. In those days there were no occupations or enterprises in which young women could avail themselves. Today they have 4-H Club training in fattening cattle, sheep, hogs and goats for contests—and have achieved great admiration for their efforts—in addition to the right to vote and serve on juries, be delegates to a political convention, and they stand today on the pinnacle of admiration by

Texas State Constitution provided in Art. VII, Sec. 13 established by an act of the legislature passed April 17, 1871, "made and constructed constituted a branch of the University of Texas for instruction and in agriculture, the mechanical arts and the natural sciences connected therewith."

The University of Texas was provided for in Sec. 10, Art. VII of the Constitution "for the promotion of literature, science, etc."

Editor,
The Battalion:

I see by today's Houston Chronicle you have been greatly insulted by some of the students at the college, because you favored the admission of Miss Ann Adams and other white young ladies to the A&M College—interfering greatly with your rights, liberty and speech, to publish your opinions on the subject, in violation of the Bill of Rights of the Constitution of the U.S.A. and Texas.

I attended A&M in the session 1889-1890—at that time it was quite rough—but times have

I attended the University of Texas in fall, 1890, and there were many young ladies there,

and it was a fine place for a young man to learn social affairs and admiration for the young ladies.

Now if A&M is a branch of the University of Texas, why can't they have the same rights and privileges? A&M, being a branch, is the same as the limb of a tree, being a part of the tree.

I note Mr. Jack Finney's statement in the Chronicle, "this is a male institution." I want to know where there's any law in Texas that it is a male institution. I know it has been so through custom for many years. I note "custom" is a "long established practice considered an unwritten law."

Art. VII, Sec. 14. University

for Colored—"A college or branch university for the instruction of the colored youths of the state." The word youth applies to young persons "as she retains her youth." Prairie View is co-educational. Why can't A&M be co-

educational? I hope you will maintain your stability and right of free speech, and I admire you and wish you success.

Yours truly,
Edward W. Roberts

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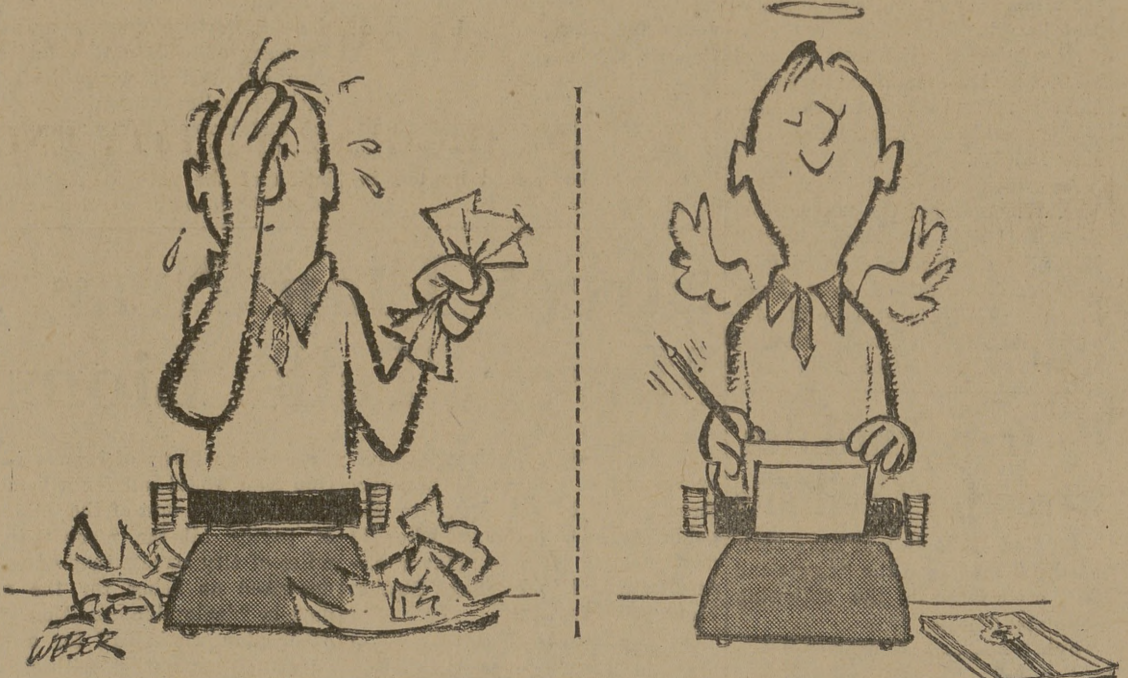
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On Campus with Max Shulman

(By the Author of "Rally Round the Flag, Boys!" and "Barefoot Boy with Check.")

A SCHOOL AWAY FROM SCHOOL

Students majoring in science, like all other American students, have a wild yearning for culture, but, alas, when a student is after a degree in engineering or math or like that, he simply does not have time to take all the liberal arts courses his heart pines for.

And what is being done about this unhappy situation? I'll tell you what: Enlightened corporations everywhere are setting up on-the-job liberal arts programs for the newly employed science graduate—courses designed to broaden his cultural base—for the enlightened corporation realizes that the truly cultured employee is the truly valuable employee.

Take, for example, Lambswool Sigafos. A week after his graduation, Lambswool reported to Mr. Femur, the personnel director of an enlightened corporation engaged in the manufacture of cotter pins and wing nuts. "How do you do?" said Lambswool. "I'm Lambswool Sigafos and I've come to work."

"Sit down," said Mr. Femur, chuckling kindly. "Have a Marlboro."

"Thank you," said Lambswool. "I like Marlboros. I like their filter and their flavor."

"Me too," said Mr. Femur, blinking humanely. "And I like their flip-top box. When my flip-top box of Marlboros is empty, I use it to keep fish hooks in."

"Know what I do when my flip-top box of Marlboros is empty?" asked Lambswool.

"What?" said Mr. Femur, sniggering graciously.

"I buy some more Marlboros," said Lambswool.

"A sound idea," said Mr. Femur, vibrating fetchingly.

"But enough chit-chat. Come along to the campus."

"Campus?" said Lambswool, puzzled. "But I've come to work. Take me to my drawing board."

"This is an enlightened corporation," said Mr. Femur, yodelling viciously. "First you must get your cultural base broadened."

Mr. Femur took Lambswool to the training campus, which looked like any other campus. It had ivy-covered buildings, dormitories, fraternity and sorority houses, a stadium, a deer park, and a moat. Lambswool was given a roommate, a beanie, and copies of the company hymn and rouser, and the enlightened corporation proceeded to fill the gap in his culture.



The Corporation Proceeded to fill the Gap in his Culture

First he was taught to read, then to print capital letters, then capital and small letters. Then there was an attempt to teach him script, but it was ultimately abandoned.

From these fundamentals, Lambswool progressed slowly but steadily through the more complex disciplines. He was diligent, and the corporation was patient, and in the end they were rewarded, for when Lambswool finished, he could play a clavichord, compose a triolet, parse a sentence, and identify the birthstone for every month of the year.

His lengthy schooling finally over, Lambswool was assigned to an important executive position where he served with immense distinction. . . . Not, however, for long, because one week later he reached retirement age.

Today, still spry, he lives in St. Petersburg, Florida, where he supplements his pension by parsing sentences for tourists.

Here's a sentence that's easy to parse: Subject—you. Verb—get. Object—a lot to like in a Marlboro, whose makers bring you this column throughout the school year.