Student Insurance

Can Save Semester

Many causes have been at the bottom of students' having to leave A&M during a semester. However, there is one reason that occurs more frequently than one would imagine

year because their bank account or their parents' bank account is drained to pay the expense of doctor and hospital bills after an accident. Inexpensive accident insurance offered by the student welfare committee of the Student Senate

Committee chairman, Allan Peterson, has expressed concern that the number of students taking advantage of

not necessary for them to purchase the inexpensive student

accident insurance, because they are insured under a policy

held by their family. However, if these students will check,

some of them will probably learn that because they have reached a certain age or for other reasons, they may no

longer be included in the family policy. This is often true of group policies set up within offices or plants for the con-

It would be a tragedy for some student to have to drop from school, because he didn't have insurance that could

have been obtained for the price of a few cartons of cigarettes or a couple of dozen malts.

There are probably many students who feel that it is

the insurance has fallen during the past two years.

Any number of students are forced from school each

BATTALION EDITORIALS

that could be easily avoided.

venience of employees.

can prevent such unfortunate event.

CHICAGO (IP) - Undergrad- the precocious specialist and the uate programs should embody "the timeless idea of a liberal education," be susceptible to change, challenge the student, and four years to discharge this avoid pressures to adopt practices duty.' which are "preposterous . . . in the sober light of our real business," Alan Simpson, dean of the College at the University of Chi-

Liberal education, said Simpson, is a matter of intellectual tools, literary skills, some breadth of knowledge, some grasp of standards, and some sense of style. He said he would "cheerfully sacrifice any number of interdisciplinary courses in the senior year for one successful course — or experience — in English composition."

Stressing the need for "a liberal education at the college level," Simpson warned of the "squeeze produced by the college-level courses in high schools and the pre-graduate courses in college. Let them (the colleges) by all means build on better standards from below; but let them also

future citizen. And let them insist that, in the future as in the past, it will noramally take them

On the role of change in education, Simpson said course content will change as a result of increases in knowledge; and teaching methods may change as a result of technical advances. However, he noted that the College at UC has so far been affected "very little" by the "proliferation of tubes and tapes and teaching machines.'

Education must also be concerned with and aware of the larger, more general problems of a changing world, said Simpson. One of these problems is "the domestication of science within the general culture."

Another major issue is "education for an emerging world community." Here Simpson suggested that "the systematic study of some culture other than our own (be) made a perscribed part of defend their duty to civilize both everybody's general education."

of the world's cloves.

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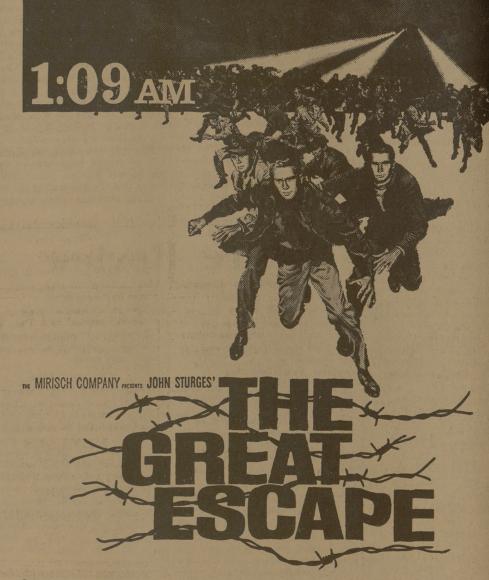
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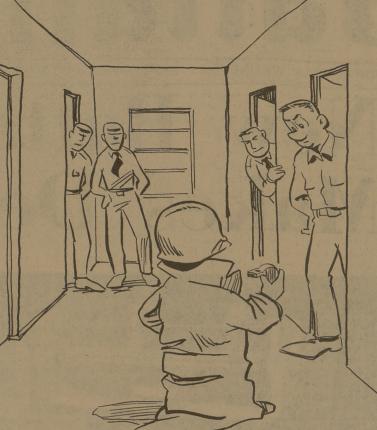
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"How can I be whistle-jock if I don't practice?"

## Silver Taps

There are few places in today's world where 8,000 will stop to observe the memory of one, even if the one had been known by all of the 8,000.

It is not important that we know who he was or from where he came. It is only important to know that he was one of us—a Texas Aggie.

We felt the importance of this fact when we heard two Aggies discussing the Silver Taps of Tuesday night. One asked the other if he had known the Aggie. They both said they had not. However, they both had been standing tall and straight as the rifles were fired and Silver Taps floated across our campus. It had been enough that the ceremony was for

# 'Discussion Break' Tried Among University Group

Intercollegiate Press

BOSTON — It will probably never replace the "coffee break," but at Boston University a unique "discussion break" has captured the interest of a small but enthusiastic group of students, faculty and staff personnel. The the break is know officially, is a plan designed primarily to create a broad intellectual environment and bring down some of the barriers to communication between students, faculty and administrative personnel in areas not usually considered academic.

For six consecutive weeks, professors and students meet in informal discussion groups on a first-name basis. Each weekly jects of discussion are chosen by members spontaneously. Each group has 12 members, two of periences.

whom serve a co-leaders. Coleaders are chosen upon the basis of their previous experience in the program. The role of the participating leaders is to probe, summarize and help the group evaluate its progress.

The leadership function, however, is shared by everyone in the informal education program, as group. Consequently, the participating leaders perform the role of participant observers. They acquire the various functions of leadership which are required as the group proceeds in its discus-

An integral aspect of the overall program is the participating leaders' workshops. These workshops are conducted weekly for a period of six weeks and are attended by group leaders. They are meeting is for 90 minutes. Sub- designed to explore some of the problems encountered by participating leaders during group ex-

#### Admission Requirements Raised For UT Students AUSTIN (IP) - Admission in high school vocation courses.

changes which went into effect at the University of Texas this year require that a student's high school record contain somewhat more "meat" in academic sub-

In the College of Arts and Sciences, two years of a foreign language will be required for registration. However, a student who satisfies all entrance requirements except the one in foreign language will be admitted with a "deficiency," to be made up under rules prescribed by the

Arts and sciences students also will have to present credits for two years of natural sciences and two years of social studies. The previous requirement allowed a student to enter the College of Arts and Sciences with two credits each for two of three groups - foreign language, natural science and social studies.

In the College of Business Administration, three years of mathematics, instead of two, will be necessary for admission. In the College of Engineering, four years of mathematics, instead of three and one-half, will be an enrollment prerequisite. New engineering students also must have completed two years, instead of one, in natural science.

only two, instead of four, credits dents in each class.

A slight change in College of Fine Arts admission standards will call for the addition of from one-half to one credit in some

fine arts subjects. The University's freshman class of 1963 was the first required to present 16, instead of 15, credits of high school course work. The Texas Education Agency has approved 16 credits as the graduation standard in every accredited Texas high school.

#### **Profs Petition** For More Work

An unusual request, more work for the same pay, has been granted to teachers at Shimer College of Mount Carroll, Ill., by the school's trustees. Shimer faculty members petitioned trustees to allow each teacher the right to determine his own teaching load.

At the same time, trustees also approved a faculty petition that classes should average 19 students, with a maximum of 22. At Shimer, where the discussion group method of teaching is pre dominant, teachers have been concerned about some classes in which enrollment has reached 30.

Under the new system, each Students entering the College student will increase his course of Arts and Sciences and the Colload to about nine class periods a lege of Fine Arts may present week, but will have fewer stu-

**STARTS** 

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Members of the Student Publications Board are James L. Lindsey, chairman; Delbert McGuire, School oof Arts and Sciences; J. A. Orr, School of Engineering; J. M. Holcomb, School of Agriculture; and Dr. E. D. McMurry, School of Veterinary Medicine.

MEMBER: The Associated Press Texas Press Assn.

subscriptions are \$3.50 per semester; \$6 per school year, \$6.50 per criptions subject to 2% sales tax. Advertising rate furnished The Battalion, Room 4, YMCA Building; College Station, Texas.

News contributions may be made by telephoning VI 6-6618 or VI 6-4910 or at the editorial office, Room 4, YMCA Building. For advertising or delivery call VI 616418

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