

grab bag

By Glenn Dromgoole

Student unrest: Part 4.

Today's students are more aware, the liberals say. They are radical, claim the conservatives.

And just as "liberal" and "conservative" are often undefinable terms, so are the tags they place on campus youth.

These generalities — along with such categories as the "New Breed," the "New Left" and the "Young Radicals" — have been devised to describe college students who are supposedly more interested in the world in which they live.

Many a writer has attributed the numerous student protests and demonstrations to this "awareness" or "radical" spirit, but few have delved into why today's youth are seemingly more interested in reforming their society.

There could be several reasons, several contributing factors to the general unrest that critics say prevails among the "New Breed."

1. AN INCREASING number of college students. More people are seeking higher education than ever. University and college enrollment more than doubled in the last decade, reaching 5,435,000 last fall.

"A little learning is a dangerous thing" and the exposure to a little learning continues to soar to new heights. Along with this fantastic enrollment increase comes a proportionate share of "radicals," although many critics seem to believe the proportion is much higher than in past generations.

However, some disagree. Gordon F. Lewis, Vermont sociologist writing in Saturday Review, said:

"I doubt that the proportion of 'concerned' students today is significantly greater than at any other time since World War II. The proportion of 'committed' college students changes very slightly, if at all, from year to year."

A recent survey conducted by the Educational Testing Service asked 13,000 entering freshmen if they would rather subscribe to the "fun and games" attitude or the "non-conformist" philosophy while in college. The freshmen responded 13-1 in favor of the former.

But what about the older students? As they mature, do they become more "aware?" Professor James L. Jarrett, also writing in Saturday Review, seems to think so — and so do many others.

Jarrett said students are more concerned than formerly with a variety of matters, especially certain social conditions in our society and the policies and operations of the academic institution.

Whether the proportion is increasing or not, at least the number of concerned or committed students is growing.

2. STUDENTS TODAY have more to be concerned about. College youth are caught up in the computer age, the space age, the automation age and a revolutionary era in human relations.

Harrison Salisbury, assistant managing editor of the New York Times, claims this nation is undergoing a triple revolution in automation, civil rights and poverty — attempting to improve the society like no other nation ever has.

One result of this triple revolution has been dissent. Automation offers more efficient and less expensive means of production to management on the one hand, and a constant threat to labor on the other. Civil rights remains a hotly disputed topic — both in the north and south — and the war on poverty has its share of debate.

Add to that a physical war in Viet Nam, a war like none other fought in this nation's history, and it is easy to see why college students might become concerned. Whether they are "aware" or not depends on how much their concern encourages them to think and how little their emotions control their heads.

3. FINANCIAL DEMANDS of students are becoming more rigorous. College youth are constantly being pressured to subscribe to this magazine at a discount, this life insurance policy at a low rate, buy this after shave lotion, this automobile, this brand of cigarettes, this kind of clothes, etc.

Expenditures for teenagers have exceeded the \$14 billion mark annually, and college youth account for a quite a large proportion of it. The older students pay out a similar sum, often spending nearly as much during their last years in college as they do after graduation.

Students are earning more and more of the money themselves through parttime and summer jobs, causing them to incur greater shares of income taxes, sales taxes and gasoline taxes than other college generations.

They are also paying more poll taxes to help decide how their other taxes are spent. As they gain the right to vote, they also encounter some of its responsibilities. And instead of displaying the apathy of their mothers and fathers and uncles, they show concern.

4. EXTENSION OF academic freedom to freedom-to-learn. Since more students are helping foot the bills of their college education, they are demanding their dollars' worth.

Gone are the days of the one-way interaction between student and professor. What little one-way relations remain are constantly under fire from the student groups.

Students are demanding more of their teachers. Course and professor ratings by student are becoming more common.

The academic circles, although not quite elated about having their students rate them, are accepting the process.

5. INCREASING DEMANDS for earlier maturity. As the student gains more freedom, he also discovers greater responsibility. If he is allowed to live off campus — either by a liberal university policy or because of crowded dormitories — he finds that he must shift for himself more than he ever has.

He demands to be accepted as a mature individual and he protests attempts to keep him subdued. But in the process, he encounters some difficulty such as "the frantic career-drive, spurred by the anxiety of middle-class parents, leading to conformism, and willingness to submit to scheduled miseducation, credits and grading in order to get a diploma quick" writes Paul Goodman.

Therefore, a conflict evolves.

6. MORE RESOURCES at their disposal. The college youth has time and energy — and sometimes money — on his side. He is not forced to devote all his resources to the bare essentials of life. These are pretty well cared for. So he has more time to devote to his own particular pastimes.

Whether it be football, poker, reading or demonstrating, the student can apply his energies to his favorite endeavor.

Although often snowed under with studies, he has time to read newspapers, magazines, pamphlets and books. He is presented with all sorts of opinions — sometimes disguised as fact — and he finds himself faced with decision.

As he makes his choices, firms his beliefs, advocates his theories, he often finds himself caught up in protest to his society.

Tuesday: Individual unrest.

Reveille Near Death See Story Column 3

The Battalion

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1966 Band Sweetheart Candidates



DONNA MATHIAS



PATSY READING



JANET WESTON



PATTY SLIGAR



NANCY TROTT

Connally Urges Officials To Bolster Local Rule

Governor Seeks More Cooperation

Gov. John Connally told state county officials this morning Texas must provide more effective and responsible government at the city and county level to combat charges that local government has outlived its usefulness.

The governor addressed the County Judges and Commissioners Conference this morning in the Memorial Student Center Ballroom.

Connally stressed the need for local cooperation with federal programs to realize maximum effectiveness of such programs.

Filing Still Open

Election Commission Chairman Harris Pappas reminded students Thursday that filing for six Student Senate positions left vacant from the fall term will continue through Monday afternoon in the Student Program Office.

Open positions include chairman of the Issues Committee and junior and senior representatives from the Colleges of Engineering and Geosciences and a student from third year veterinary medicine.

"There is no shortage of planning, and apparently no shortage of money, in the federal government," he said. "But every federal program requires maximum state and local participation and coordination if it is going to achieve its purposes with economy and efficiency."

"The counties and the cities must be prepared to give direction to these services rather than yield this responsibility to someone else."

The governor also touched briefly upon his recent quarrels with parts of the federal poverty program in Texas, notably the Job Corps project.

He emphasized that few problems arise where federal programs have clearly-defined areas of coordination with state and local agencies. He cited the Higher Education Facilities Act and the Elementary and Secondary Education Act as examples of smooth joint effort between federal and state government.

But the governor noted that in some parts of the poverty program local government throughout the nation has been completely bypassed or forced to struggle to retain any measure of authority.

"Such procedures not only promote inefficiency, loose coordination and greater expense," he added. "They also constitute a wedge in local responsibility with all of the inherent dangers to our established political system."

"We might as well recognize that there is a very real and very serious nationwide movement to undermine channels of governmental authority," he claimed.

Connally said advocates of this movement include some members of Congress, federal agencies and private organizations which he said seek to discredit local government.

"New federal programs give them the opportunity to advance their objectives," the governor said. "No matter how sincere and well-conceived a program may be, there are always some who want to use it to reduce the influence and responsibility of duly-constituted authority."



CONNALLY ARRIVES FOR SPEECH ... governor escorted by RV commander Weber

History Of Coeducation — 4

Appellate Courts Reverse 1958 Barron Suit Victory

By TOMMY DeFRANK
Battalion Managing Editor

The prevailing attitude toward coeducation for the A&M College began a slow yet revolutionary turnabout in the 1950's.

For more than 75 years most students, former students, administrators and the Bryan-College Station community dismissed with cynicism and ridicule the possibility of unrestricted admission of women into the school.

Yet in the late 1950's signs of a radical switch in sentiment toward the controversial issue became readily apparent.

The subject became a touchy issue on campus and a topic for continuous debate between students, although the Corps of Cadets generally remained violently opposed to coeducation. The Association of Former Students shared the same view.

However, various college officials and faculty members began viewing coeducation as a necessary step for survival in an era of mass education.

During the 1957-58 school year the Battalion editorialized in support of coeducation and the Bryan Daily Eagle backed the campus newspaper's stand.

Several prominent civic leaders also privately and publicly

began backing the possibility of coeducation.

And John M. Barron, the aggressive Bryan district attorney, brought the issue to a head in 1958 when he resumed the legal battle that had lain dormant ever since the 1933 coeducation lawsuit was denied by a Bryan district judge.

"My situation went back to the Depression in 1933, when my nieces and cousins couldn't get an education and the school was there with plenty of room available," Barron says today. "Under those circumstances I felt the all-male policy was arbitrary exclusion."

"But after talking to many college presidents and members of the Texas Commission on Higher Education, I believed with them that the great potentiality of A&M lent itself to a broader scope of education," he added.

"While the all-male status was fine until World War II, I felt the economy and scientific development of the nation required that a school as great as Texas A&M admit as many qualified students as possible, regardless of sex."

So Barron filed suit Jan. 29, 1958, on behalf of Mrs. Lena Ann Bristol and Mrs. Barbara Alice Tittle, in Judge W. T. Mc-

Donald's 85th District Court in Bryan.

He was assisted by his father, W. S. Barron, who had teamed with Col. C. C. Todd in the losing attempt to force coeducation through court order 25 years earlier.

The A&M Board of Directors, named as defendants along with A&M College System President M. T. Harrington and A&M Registrar H. L. Heaton, were represented by State Attorney General Will Wilson, Leon Passmore, his assistant, and J. A. Amis, legal counsel for the college.

The hearings began March 17, 1958, with attorneys for the defendants attempting to prove the writ of mandamus filed against the Board was invalid since the Legislature had enacted no laws requiring the admission of females.

A far more important contention, however, was that the authority over admission standards through powers delegated by the Legislature.

"The Legislature has vested the government, management and control in a separate Board and has imposed upon them, and them only, the duty of governing,

(See 1958, Page 5)