

# grab bag

By Glenn Dromgoole

## Student unrest: Part 6

The Berkeley demonstrations in the fall of 1964 and the anti-war, anti-draft protests last fall have left many Americans with a bad taste in their mouths for any kind of student activism.

With television sets beaming peace marches, civil rights demonstrations and draft card burning right into their living rooms, the public has associated practically all student protest endeavors with the bearded group. They have overlooked the potential and actual good that much student unrest causes.

These same adults follow devoutly their favorite college athletic team, hardly realizing that student unrest was responsible for the birth of intercollegiate athletics back in the 19th century.

They do not know that Alexander Hamilton began his public career as a student agitator.

They criticize civil rights activism which is not the invention of the present college generation, but rather a holdover from student debates 40 years before the Civil War.

They don't take into account the many youths like Joe Barela, student at Fresno (Calif.) City College, who organized and convinced the Fresno mayor to proclaim an Operation Lifeline Week to provide food and clothing for Viet Nam orphans.

They forget about the thousands of college youth working in poverty camps and the Peace Corps, serving the United States' vital needs at home and working to promote better understanding abroad.

All these activities are student protests against a society that students say has become increasingly self-centered.

Or, at least that's the way some of the students see it. Others take a more commanding approach, some frown on their fellow students' actions and others just don't care.

**SOCIAL UNREST:** It prevails on nearly every campus today.

From public demonstrations to alley speeches to soap-box orations to dormitory bull sessions to private conversations, students analyze and criticize the society in which they live.

Among their favorite topics are the Viet Nam War, the draft, civil rights, sex, religion, the war on poverty and narcotics.

Who are these social protesters? What are they like?

"Today's young Americans are a generation of conscience, of conviction, of involvement in the issues of today," Vice President Hubert Humphrey has said.

His high praise has been tempered somewhat by others who urge college youth to combine wisdom and energy.

The Christian Science Monitor has stated: "Youth's promise lies in youth's ability to carry through its hopes and plans with vigor and enthusiasm whenever these plans are tempered by wisdom and knowledge . . . Together youthful enthusiasm and wisdom are an unbeatable combination."

**LIFE MAGAZINE:** "For the first time the students are pushing out to move the world in new directions. Some of the new campus activists are professional authority baiters, some are social outcasts, some just fuzzy-minded. A solid majority, however, are serious and hard-headed, challenged by the poverty, discrimination and materialism they see around them."

The Nation: "Their revolt is not only against capitalism but against the values of middle-class America; hypocrisy called Brotherhood Week; assembly lines called colleges; conformity called status; bad taste called Camp, and quiet desperation called success."

The New York Times: "On the one hand, there is the academically well prepared, sophisticated but permissively brought up mass of students who resent being neglected, computerized, IBM-processed but also resent being supervised. They want the personal attention without rules about personal conduct."

"On the other hand, there is a relatively small group of students, possibly including the Communist activists and nihilists . . . who have perfected the technique of attention-getting and disruption — at least partly because of the depersonalized neutralization of the great mass of uncommitted and uninvolved students."

**ROBERT O. SCHULTZ,** dean of students at Brown University, draws an analogy between the Negro revolution and current student ferment:

"Similarly, Negroes and students have been passed over and forgotten . . . until recently," he was quoted in Moderator Magazine.

"It was the Negro and the student who forced others to look their way — sit-ins at Greensboro, the rallies at Berkeley."

"Integration was accomplished for Negroes in the Korean war, for students in the fight for civil rights."

"Both are impatient, seldom show gratitude for token change, are anti-establishment."

"Whites have shown extreme paternalism toward the Negroes in the same way that the 'in loco parentis' policy has controlled students."

Often, neither group is prepared for the new responsibilities that they gain . . . the burden of guilt rests with whites, and likewise, with administration."

But it's more interesting to see what students are saying about their own role in the social protest.

"IT'S NO LONGER fair," says Fresno's Barela, "to push college students into an ivory tower. We can and will show awareness of problems and attempt to do something about them."

"The real question we should ask," comments a Bowdoin student, "is how can we find a more appropriate way for protest to be heard and weighed in the process of making long-term policy?"

For this student, the answers will not be satisfying, for society has always had a way of listening to and enduring student outcries without inflicting any change.

"Our generation," says Angel Castillo Jr. of Stetson University, "is confronted with obsolete church-oriented ethics and morals which fail the test of our intellect; it is lost in an indifferent world where the individual is inevitably overpowered by the sheer realization of his ultimate insignificance and thus turns to unusual methods of identity-quest and inward satisfaction, such as drug intake."

**ED SCHWARTZ,** syndicated college columnist and Moderator writer, wrote: "I huzzaaed at the sit-ins, not simply because the cause was just; not simply because the time was overdue; but because the tactic was so brilliantly original."

While students keep an eye on the world — surprisingly to no one's relief — they are reminded to stay in touch with local issues.

Paul Goodman, writing his "Thoughts on Berkeley," said, "In my opinion, the chief political action of students would, at present, be intramural — humanizing and making cultural the academic community."

Stanford professor W. H. Cowley says student influence is more effective when focused on campus problems.

More and more, the students are beginning to concentrate their demands to local confines.

But as long as the issues exist, so will the social unrest.

Thursday: Campus unrest.

# The Battalion

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## Mustangs Gain Share Of Lead As Aggies Fall

### SMU Hands Cadets 82-65 Defeat In Dallas Tuesday

By GERALD GARCIA  
Battalion Sports Editor

DALLAS — Every Southwest Conference game the Texas Aggies have won this season has been played on a day when the weather was miserable.

The weatherman cooperated with the Aggies last night but the SMU Mustangs did not and in the process tied the Aggies for the Southwest Conference leadership by defeating A&M, 82-65.

Both teams now have identical 8-3 conference marks with three to play.

For SMU, it has been a long climb to reach the top. The Ponies started with a dismal 1-3 conference record, but now have registered seven wins in a row. One of the defeats suffered by the Ponies was handed by the Aggies in the conference opener in G. Rollie White which started the Aggies on a seven-game victory string of their own.

The big difference in last night's game was A&M's cold shooting in the first half which matched the icy weather outside Moody Coliseum, overflowed with 9,100 fans.

SMU raced to a 45-34 halftime lead, mostly on the brilliant defensive work of Carroll Hooser who held A&M scoring champion John Beasley to five points, and the hot shooting of the Mustang guards, Denny Holman and Bob Jones.

Holman connected on five of five from the field, while Jones hit on four of five attempts.

But the turning point in the game came late in the first half when the Ponies held the Aggies scoreless for three minutes and 57 seconds, and they poured in nine straight points.

A&M's Dick Stringfellow scored on a jump shot from the right wing with 6:35 left in the half and the Aggies did not score again until Stringfellow dropped two free shots with 2:38 left.

In the meantime, Holman, Hooser, Charles Beasley and John Higginbotham were hitting buckets for the Ponies as they fattened their lead to 41-33 with 2:03 to play in the first half.

The score was tied four times in the first half, at 2-2, 6-6, 15-15 and 17-17. The Ponies held their longest lead at the end of the half, 45-34, while A&M's longest lead was at 15-11 with seven minutes gone into the game.

A&M employed a pressing man-to-man defense at the beginning, but the quicker and faster Ponies punctured it so badly that the Aggies later changed to a 2-2-1 zone press which was as unsuccessful as the previous one.

SMU finished the first half hitting on 21 of 37 attempts from the floor for a 55.3 percentage, while A&M could only find the range on 12 of 37 shots from the floor for a 32.5 clip. John Beasley hit on only two of 11 attempts.

Besides Holman's five for five and Jones' four out of five, Hooser hit on four of seven first half attempts, Bob Begert connected on three out of seven and Higginbotham sank two out of two for the Ponies.

A&M, now losers of three of their last five games after playing the first round with an unblemished 7-0 mark, reduced the Ponies' 11-point halftime lead to six with 13:35 left, but baskets by Begert and Hooser put SMU out of trouble.

After Randy Matson's layup with 12:27 to play, the Aggies did not score again until Eddie Dominguez hit a jumper from the left side with 9:40 showing, but in the meantime the Ponies were going wild.

SMU increased their lead to as much as 19 points with two minutes to play.

Hooser topped all scorers with 20 points. Five other Ponies hit in double figures. Begert and Jones had 11, Charles Beasley sank 13, and Holman and Higginbotham finished with 10.

A&M's leading scorer was John Beasley with 18, while Matson hit 16 and Dominguez had 13. Matson also grabbed 15 rebounds to take rebounding honors.

The Ponies finished the game hitting at 48.5 clip on 32 of 66, while the Aggies could only connect on 24 of 66 for a 36.4 percentage. Both teams took 24 foul shots, the Aggies hit on 17 and SMU sank 18.

Even though the Aggies were trounced by the Mustangs, the conference schedule still favors A&M. The Aggies will host Rice and Baylor and play Arkansas in Fayetteville, while SMU must play Texas and TCU on the road and Texas Tech in Dallas.



**RANDY GOES UP, BALL GOES DOWN** . . . as Bob Begert blocks an attempted two-handed dunk by Matson in Tuesday night's game in Dallas. John Beasley (45) and Carroll Hooser (25) vie for position under the basket.



**BIG JOHN FINDS ROUGH GOING** . . . as four Mustangs put a bit too much pressure on the Aggie co-captain. Carroll Hooser (25), John Higginbotham (35), Denny Holman (15) and another Pony crowded in the early stages of Tuesday's game and Beasley was awarded two foul shots.

## ★ ★ ★ Aggies, Mustangs Confident Of Title

By LARRY R. JERDEN  
Battalion Associate Editor

One door is used to gain entrance to both dressing rooms in Moody Coliseum in Dallas, with a left turn leading to the home team and a right to the visitors'.

With one major exception, that 180-degree difference reflected the moods of the SMU and A&M cagers after one of the most heated games of the season Tuesday night.

But that was a very major exception.

As could be expected, the Mustangs were jubilant after their victory, and the Aggs very downcast, but they shared one common goal. They each expressed their desire, and confidence, of capturing the Southwest Conference championship.

"This game helped us a lot, it gave us the advantage of momentum, and I think we will go all the way. It was definitely our best game all year," said Carroll Hooser, the SMU captain and standout.

Praising his opponents, he added, "The Aggies are a great club, and the only time I knew we had it won was in the last minute. Beasley, of course, is tremendous, and Matson, well, he can do anything."

## Speaker Series To Begin With Sociologist Thursday

Reagan V. Brown, sociologist for the Agricultural Extension Service, will be first in a series of four speakers to be presented monthly in place of the now defunct Religious Emphasis Week.

Brown will speak Thursday at 7:30 p.m. in the All-Faiths Chapel. His topic is titled "The Bigger They Come."

Receiving both a B.S. and a M.S. degree at Texas A&M, Brown did do graduate work at Colorado, Cornell and Utah Universities, and is a member of the graduate faculty at Colorado State University.

Wounded during the Battle of the Bulge in World War II, he later served as county agricultural agent for three counties and helped build fodder seed into a million dollar business.

Brown is now responsible for community improvement programs over Texas, and has been called "Mr. Community Improvement."

Working with agents in over 900 communities, the program offers cash awards for projects that make a community a better place in which to live.

The effort is being accelerated through the Texas Community Improvement Program, sponsored by state electric companies and conducted by the A&M Agricultural Extension Service.

Brown is also past president of the Terrell Chamber of Commerce, Kaufman Lions Club and the Lockhart Businessmen's Club. He teaches the Men's Bible Class at the First Methodist Church in Bryan and has previously spoken in Nebraska as well as several Texas cities.

The next speaker will be Texas A&M Head Coach Gene Stallings sometime in March.

The monthly speakers' program replaces the old Religious Emphasis Week because of poor attendance and lack of support for the RE venture.

## History Of Coeducation — 6 Board Admits Coeds

By TOMMY DeFRANK  
Battalion Managing Editor

Eighty-six years of tradition at the A&M College of Texas came crashing down with a roar that shook the state April 27, 1963.

On the morning of that spring Saturday the A&M Board of Directors issued a brief statement smashing the all-male status of the college.

The Board statement released to the press said:

"Effective June 1, 1963, the Agricultural and Mechanical College of Texas will admit qualified women on a day-student basis to all graduate programs and to veterinary medicine."

"Effective June 1, 1963, the Agricultural and Mechanical College of Texas will accept on a day-student basis the wives and daughters of faculty and staff, the wives of students in residence and woman staff members to the undergraduate programs."

EVER SINCE the school was opened in 1876 it had been considered an all-male institution, although a handful of women students had enrolled during the regular session in isolated years of the school's first half-century of operation.

But no women had attended on a day-student basis for nearly 30 years.

So the announcement touched off a widespread round of protest, both on campus and throughout the state.

But for many persons the move was not unexpected.

Several incidents in the early 1960's seemed to indicate that the end might be near for the all-male A&M.

The changing viewpoint toward coeducation, championed by Bryan Attorney John Barron and Bryan Sen. Bill Moore in the 1950's, had also been adopted by Bryan's freshman legislator, Rep. David Haines.

Haines told a reporter in January, 1953, that he would push for a constitutional amendment making A&M coeducational.

HIS REASON for support of the amendment was to provide an opportunity for local girls to attend college at home.

"The girls in this area should be able to take advantage of what A&M has to offer if they want to go to college," he said.

"I went to A&M, my father went to A&M, and I would like for my daughter to go to A&M," he added. "It is a great disservice to women not to be able to attend A&M."

Two powerful and vociferous groups — the former students and faculty — had also begun leaning toward coeducation at this time.

The Association of Former Students hierarchy, which had long been wrestling with the conflict between traditionalists who (See DIRECTORS, Page 4)