

**THE BATTALION
Editorial Board**

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EDITORIAL

CAMPAIGNS CONCLUDE

Battles and oddities entertained voters

Congratulations! We survived. The red, white and blue banners have been put into storage until 1996, the mud was left to dry and babies can rest peacefully in their cradles without being accosted by overzealous candidates — at least for a little while.
 Nonetheless, the 1994 election season, in true political form, embodied all the excitement and drama of a supermarket tabloid. The neck and neck race between Gov. Ann Richards and George W. Bush occupied the spotlight. Bush berated Richards for being soft on crime and not helping education, while Richards accused the young Bush of riding on his Daddy's political coattails and of being an incompetent businessman. In the Texas senatorial race, Sen. Kay Bailey Hutchison battled the aftermath of a public investigation of possible mis-handling of public funds. Personal battles between candidates grew in ferocity and vigor. But, at Texas A&M, students embraced the opportunity to proclaim their party loyalties.
 Texas wasn't the only site of political excitement and scandal, the 1994 election proved entertaining, if not downright ridiculous, throughout the nation. A Hawaiian candidate vanished. A bank robber ran for the Montana Legislature. And, the token dead candidate planned to return from the

afterlife to seek re-election in West Virginia.
 Election 1994 asked voters to consider important questions on crime, education, prison systems, immigrant rights, and whether the Bush or Kennedy family will have more relatives in office.
 As in any good election, candidates were quick to point out their superior qualifications. For example, Joseph Brennan, the Democratic candidate for governor in Maine enticed voters with the fact that he had "more experience with firearms than any other gubernatorial candidate."
 If the candidates were eager to tout their personal virtues, they were quicker to point out the deficiencies of their opponents. In Alaska, Republican Jim Campbell, who is partially bald, attacked Democrat Tony Knowles for having "good hair" like President Clinton.
 While elections often entertain the population with oddities and humorous partisan battles, they are supposed to be serious events. The emphasis society places on the "image" of a politician often leaves the candidates looking like groveling children at a candy store, begging for votes. As a voting public, we should want people with integrity and intelligence in office. But, there is always 1996 to look forward to.

History must include everyone

Students will benefit from more accurate textbooks

I am taking a Black History class and loving every minute of it. The class is wonderful (I highly recommend it) and vastly enlightening. This experience is very different from the ones I encountered from elementary to high school.

AJA HENDERSON

Columnist



What usually happened was that during Black History month, my teachers would put a bookmark in her book, stop the "real" lesson and start distributing hand-outs on slavery and black figures. Then, we learned a neat little phrase for buzz names like Martin Luther King, Harriet Tubman and Rosa Parks. Martin Luther King—I *Have a Dream*. Harriet Tubman—*North Star and Underground Railroad*. Rosa Parks—*"You're not getting this seat" and the Montgomery Boycott*. Then, as soon as March rolled around, the teachers would tell us to open our books: It was time to "get back down to business."

I never felt right about all of this, I always felt like something was missing, like I was not getting the whole picture. Now that I am older and have matured intellectually, I look back and realize that the reason I never felt quite right about American history is that my history, from both the Black and female standpoints, was in the text, but not integrated into the text. Yes, slavery was touched upon, and the Civil Rights movement was even given a couple of pages. Still, it didn't flow. It was as if the pieces of the puzzle were there but were not synthesized. The history I was taught not only failed to synthesize Blacks into the text, but also women and other minority group members, as well.

This will soon change. Last week, the National Standards for United States History released a teachers' guide for the fifth to twelfth grade levels. This guide adds the viewpoints of women, Blacks, Native Americans and ordinary folks to United States history textbooks.

The key to this whole thing is that these added views are not just brushed upon in the books or inserted in the form of some glossy insert, but rather are "folded into the American landscape," according to Newsweek magazine. Gary Nash, the codirector of the project, said, "History comes alive with these stories. America's beginnings were not just a simple

tale of Americans meeting savages, it was really far more messy and far more interesting."

Speaking of "messy," the debate surrounding these changes in the way American history is taught is just that. Critics gripe that this new curriculum is loaded with political correctness. The biggest enigma of all is that Lynne Cheney, the former head of the National Endowment for the Humanities (NEH) and the woman who appointed the panel during the Bush administration, is complaining that the National Standards paint a picture of America that is "gloomy."

The history experts who compiled this work counter the political correctness argument with the reasoning that it is not full of political correctness, but rather correct history. They further contend that most of the debate surrounding this issue is missing the point. The point, they say, is to get away from teaching history as just a spiel of one great person to another.

Given all of this debate, you might wonder why these new standards have been issued in the first place. Some Ags might even be jumping up and down, damning Clinton right about now. This idea did not start with the Clinton Administration, though, but rather in those of Reagan and Bush. A 1983 Carnegie Foundation Report revealed that American students were lagging far behind their foreign counterparts in key subjects. The American public lifted its voice for reform, reform, reform!

A committee was formed, and new guidebooks for art, geography and US history are awaiting approval from a Clinton-appointed panel. Now that the reforms are on the table, some folks are either singing a different song or claiming that they never sang at all.
 Whether you see these new standards as "reforms" depends on where you stand as an individual on this issue. I believe that no student, whether black, white, yellow or red, benefits from a fragmented history lesson that treats certain groups as inserts or as mere supplements. I think that it is ludicrous to equate American history with the words "white history."
 We are all Americans, so doesn't that make your history mine, and mine yours? By integrating women and minorities in the history texts and not just randomly mentioning them here and there, American students will rise to the caliber of their foreign counterparts and gain a more accurate picture of the making of our great nation.

Aja Henderson is a sophomore finance major

Dishonesty serves as part of everyday life

Elections are over, and we've been duped again. Many we elected yesterday have been dishonest in one way or another. Whether it was a mere distortion of the facts or a blatant lie, we've been duped.

MICHAEL LANDAUER

Columnist



friends can get away with anything if they just tell me what they've done to my face.

To this day one of my best friends is a guy who admitted he had mugged with a girl I was dating. I

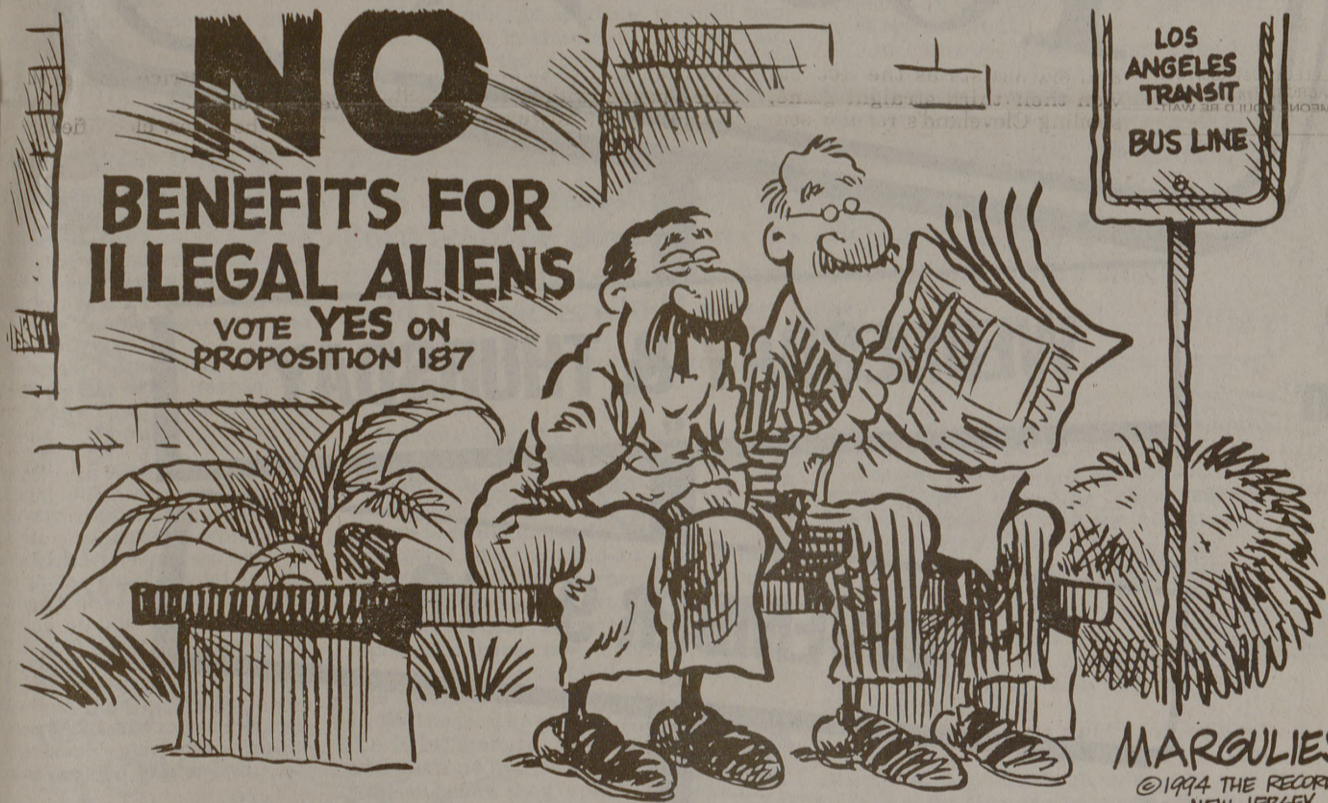
thought he was a jerk for going behind my back, but I respected the fact that he had the guts to tell me what he had done. My best friend took great joy in showing me how my actions had been dishonest and hypocritical.

Another friend of mine recently acted out of character and stole something. I felt that it was my duty to make him feel guilty, which was not difficult. Although he could not rectify his situation, he realized he was wrong and felt badly about it.

A few days later, he told me about a test he had gotten back that had been graded incorrectly. One of the mis-

takes affected a question he had honestly missed. He wanted to change his answer to the right one, and he could have gotten away with it. His score would have changed a whole letter grade. It's hard to do the right thing in that situation, but he did.
 He told me how surprised he was that the temptation was so strong. He said that the more often you are dishonest, the easier it becomes. Many people don't smoke for that same reason. I have known friends who have done almost every drug there is but won't touch cocaine because it is too addictive. And yet we all dabble a little into dishonesty and expect to be able to quit at any time.
 It would be nice if we could live honestly at all times. Unfortunately, we are wimps. We like to leave things the way they are and hope no one ever finds out.
 I have fessed up to my dishonesty, and it feels good. We should not live honestly because of the Aggie Code or because we're afraid people will find out. We should try to be true to each other because we would want them to be honest with us.
 The less we have to hide, the less hiding we will have to do.

Michael Landauer is a sophomore journalism major



"We illegals want the same things you do... a safe place to live, good schools for our kids, a chance to be on the O.J. Simpson jury..."



Professors should stop wasting time, money

I just have one question for all of you diligent students out there. We are here at this University to obtain a well rounded education to help us better ourselves and our chances to find a job once we receive our piece of paper that say we have achieved little more than minimal standards of memorization of petty facts in the classes outside our major (a degree).
 Granted, in-depth learning is of obvious importance for classes that relate to our major, but doesn't it seem to y'all that some of these professors waste our time, our money, tax dollars and countless other university resources to provide us with information that is of no relevance in expanding our educational horizons or improving any part of our life.
 I'm not saying that we shouldn't be required to take most of these classes because I realize that a well rounded education is necessary and important, but why doesn't this University provide

overview/general exposure classes for non-majors in more areas.

We pay a lot of money to come to Aggie and attend this University. If the most important part of a class is one-day memorization for an exam, then these professors (no matter how few) aren't teaching anything at all!! What does their career consist of? Just dictation?

Campus map in course guide causes confusion

While searching for the location of a class in a building we have never heard of we discovered a few minor problems on the map (p. 42) in the Spring '95 course guide. For example, numerically, Heldenfels and the Psychology buildings are now next to Sbsa, Wisenbaker is now located in the Commons, and all classes scheduled in the Academic building will now be held in Walton Hall. Is this some kind of cruel Aggie joke? Is someone trying to confuse us? Our guess is it was printed in Austin.

Students thank prof for bonfire hospitality

As participants of Rebuild Bonfire '94, we would like to thank all of the A&M staff, professors and TA's for a time of understanding and leniency during these late nights and long days.

We would especially like to thank our Genetics 301 professor for allowing us to make up our exam after Bonfire.

It does not matter whether we are in the corps of cadets, residence halls, old or new students, we are all part of this awesome student body who joined together to keep the tradition of our "Burning desire to beat the Hell outta t.u." alive!

Lance Ferrell
 Class of '96
 accompanied by 8 signatures

Ben Krieger
 Class of '97

Renee Ramsey
 Class of '96

Jeannie Westmoreland
 Class of '96

The Battalion encourages letters to the editor and will print as many as space allows. Letters must be 300 words or less and include the author's name, class, and phone number. We reserve the right to edit letters for length, style, and accuracy. Address letters to: **The Battalion - Mail Call 013 Reed McDonald Texas A&M University College Station, TX 77843-1111 Fax: (409) 645-2647 E-mail: Batt@tamvm1.tamu.edu**