

THE BATTALION
Established in 1893

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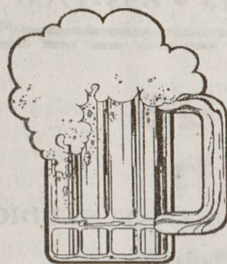
EDITORIAL

PI PUNISHMENT

Local law enforcement officials should not punish responsible drinking.

Last year, the number of public intoxication citations issued by the College Station Police Department increased by over 60 percent.

While it is absolutely necessary to punish those individuals who carelessly drink and drive, those students who act responsibly after drinking too much should not be punished. Many students choose to walk home or call a ride to pick them up. These students are acting correctly, but ironically, local police are reprimanding them for it, by issuing PIs to people sitting on a curb or walking down the street.



Law enforcement officials should realize that just because students have been drinking, they are not necessarily going to be irresponsible and reckless. Students can drink and, at the same time, act in a mature fashion, realizing the consequences of their actions.

Those students who are responsible enough to not get behind the wheel of a vehicle should be praised

instead punished.

The number of drinking and driving accidents has become a serious problem on all of our nation's campuses. It is inevitable that some students will drink, but if they help curb the number alcohol-related deaths by acting responsibly and not driving, police should consider their actions positive instead of negative.

Anyone who is drunk, causing harm and are disturbing the peace should be punished. Students who are under the influence of alcohol and are posing a threat to either themselves or others certainly should be punished by law enforcement officers. They deserve to be issued public intoxication citations because they are not acting in a mature, responsible manner. But public intoxication citations should be limited only to these individuals.

The local police departments should re-evaluate the purpose of public intoxication citations and be sure that they are issued in a responsible and effective manner — to those who deserve them.

tion rates for minorities. The latter two goals seem suspiciously like an outcome-based system, where the very good ends of equal opportunity and perhaps even equal access are grouped together with the unjust and unworkable outcome equalization, such as would be a faculty ethnic quota system. Though the concept of justice is lost on today's secular world, it must be shown that a system can be fair, even "diverse," but unjust. In the process of increasing minority faculty, qualified non-minority candidates may be rejected and thus lose their equal opportunity for employment — ethnic discrimination. Since there are apparently fewer minority Ph.Ds per capita than non-minorities, market forces would dictate that you would either have to pay them more, and/or otherwise choose them, without basis, over equally or more highly qualified non-minority candidates to disproportionately increase their numbers. Attempting to equalize graduation rates is even more preposterous for similar reasons. Would the administration have to lower standards for the particular ethnic group — white, black, whatever — that needs to have its graduation rates raised? What other possible program could the university implement to achieve such a goal that was workable, let alone just?

The Regents should spend their time encouraging minority young people to get advanced degrees, thus increasing their presentation in academia naturally, instead of instituting a reverse discriminatory social engineering program to equalize faculty representation and graduation rates in the A&M system.

In addition, they may wish to allocate more money for remedial education, thus bringing the disadvantaged of whatever color up to the standards that have been chosen for the whole, instead of "dumbing down" the standard selectively, which benefits neither the University nor the one for whom the standard is being relaxed.

Steve Cunningham
Class of '97

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, clarity and accuracy. Letters may be submitted in person at 013 Reed McDonald. A valid student I.D. is required. Letters may also be mailed to: The Battalion - Mail Call Fax: (409) 845-2647 013 Reed McDonald E-mail: Texas A&M University Batt@tamvm1.tamu.edu College Station, TX 77843-1111

Equity 2000 plan not needed

In an age of political correctness, affirmative action and the fear of offending some special interest group, Texas A&M has once again succumbed to the agents of liberalism.

The A&M Board of Regents' recent vote to support the Access and Equity 2000 Plan has paved the way for more affirmative action and quota plans for this University to follow.

According to the plan, A&M — by the year 2000, would increase the enrollment of minority students in undergraduate and graduate studies to equal that of white students. The plan also seeks to hire more minority faculty and staff.

I am assuming the plan means to increase enrollment and hiring, percentage wise based on the percentages of minorities in Texas or the nation.

However, it wouldn't be surprising if their actual goal is to have an equal amount of minorities as non-minorities enrolled at A&M.

While this would be ludicrous from the standpoint that the minority population in the nation is not equal that of non-minorities, it nevertheless falls under what liberals call "equality."

This plan is nothing more than a means of continuing affirmative action programs, which have been under fire by Republicans in Congress and many citizens who are sick of the government telling us that minority groups are severely discriminated against and need a "step up" to even the playing field.

By supporting this plan, A&M has effectively taken a step backward in its mission of equality as well as quality.

Texas A&M prides itself on striving for the utmost excellence, but in supporting this plan and those similar we are talking out of both sides of our mouths.

This University should enroll stu-

ZACH HALL
COLUMNIST



dents and hire faculty based on their qualifications, their dedication to A&M and their desire to see themselves and A&M grow.

In doing this A&M will undoubtedly enroll and hire a diverse and large amount of minorities.

Granted the percentages may be less — or even more — than the percentages of minorities nation-wide, but A&M should strive for quality not quantity.

To say there are not many qualified minorities out there is asinine. If they want to come to A&M, they will come, but we don't need to go searching for minorities just to have higher percentages so we can fill someone's quota system.

About a month ago I attended a meeting titled "White Men Need Not Apply." The topic of the meeting was how affirmative action benefits the workplace.

Of the three quest speakers, all said that they hired or recruited people based on their qualifications. All said that their companies could not afford to hire under-qualified applicants.

I asked that if this was the case, then what they were actually saying was that there is really no need for affirmative action. None would touch the question, instead they all sat there dumbstruck — too scared to admit that affirmative action has outlived its usefulness.

It appears that the Regents, in actuality, have created another bureaucracy within the University which will spend millions of dollars doing unneeded research and paperwork.

They have created new positions for people to run around, crunch numbers and juggle statistics with the goal of progressing their outdated, unwanted, liberal political agendas.

Another aspect of the plan that I take opposition to is the idea that A&M must

graduate minorities for the benefit of Texas. A&M is under no obligation to graduate anyone minority or non-minority. Students graduate because they have achieved the requirements for graduation; they have attained the amount of knowledge that their college has deemed sufficient to graduate.

If the University is going into the business of "graduating" students to fill quotas, then the University needs to re-evaluate its mission; and I need to re-evaluate my choice of University.

Before you slam down the paper and make your way to The Battalion to demand my resignation, realize that I am not writing this article because I have some personal dislike or vendetta against minorities.

The Access and Equity 2000 plan is an insult to minorities and non-minorities. It breeds discrimination, lower quality and sacrificed standards

I, however, believe in the old — and quickly fading — philosophy of working and striving for the highest quality and standards of achievement, whether it be a university or a person.

The Access and Equity 2000 Plan does not promote this. It instead is an insult to minorities and non-minorities as well. In its push for "equality" it breeds continued discrimination, lower quality, and sacrificed standards.

It is time that we quit ignoring what those in charge are trying to push on us, and stand up against ludicrous plans such as the Access and Equity 2000 Plan.

Zach Hall is a sophomore mechanical engineering major

MAIL CALL

New design of former students sticker a dud

I have been at A&M for four years now and am looking forward to graduating this May.

With graduation comes the responsibility of all good Ags to go by the Clayton Williams, Jr. Alumni Center and pick up an Association of Former Students sticker.

Well, I decided to go by and get my sticker a little early. To my horror, I found out that someone changed the design of the sticker!

I am really disappointed with this new design, as are most people that I have talked to.

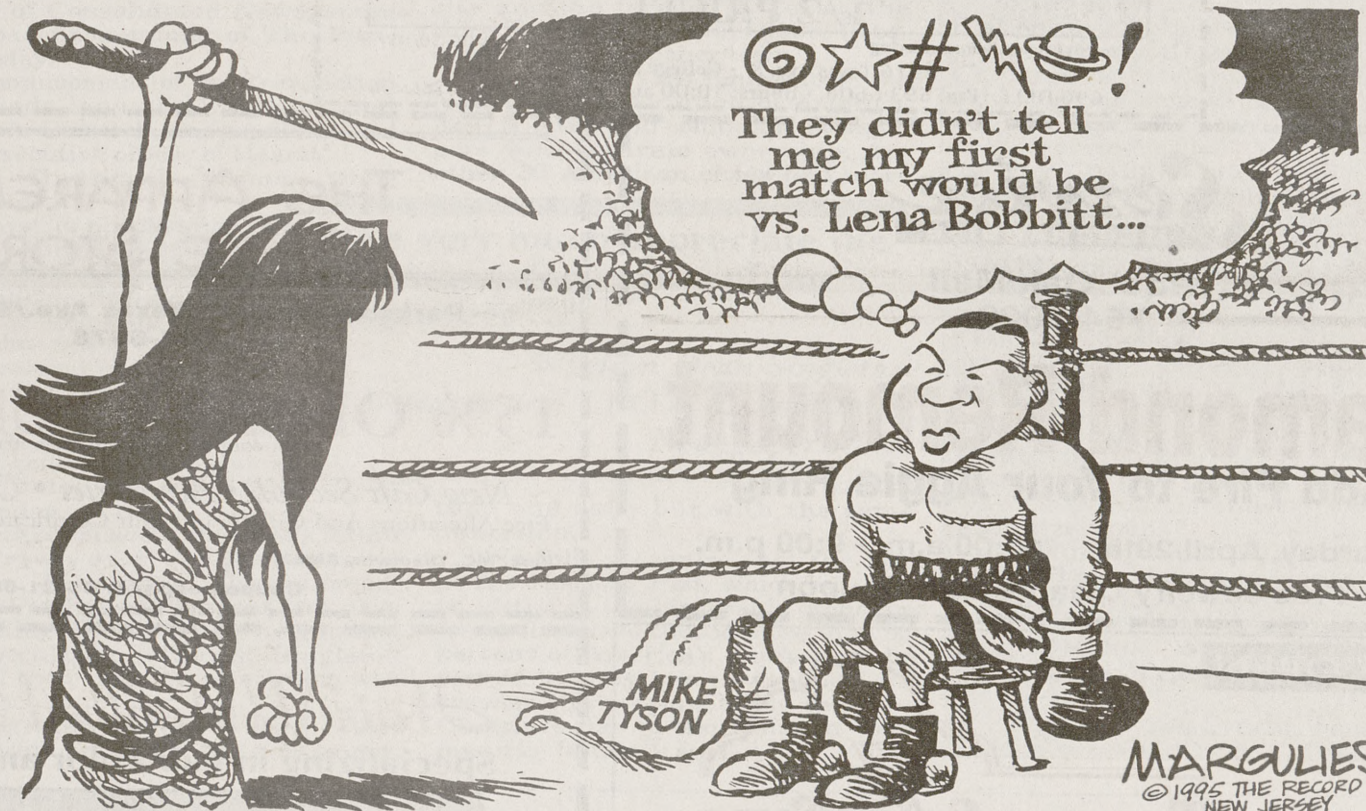
I have two questions. First, "Why?" What was wrong with the old sticker?

I think that it was much more professional looking. The lettering of the new sticker looks too much like something you would find in a cartoon. Second, "When?" When is this new sticker going to be axed and the old one brought back? I am a proud Aggie and want the world to know it. So, whomever made the decision to change the sticker doesn't have to admit who he is, just admit it was wrong and do something about it!

Ross E. Sanders
Class of '94
accompanied by 25 signatures

Equity 2000 dumbs down A&M standards

It seems that the higher education establishment cannot rid itself of the erroneous idea that diversity and equality should be principal ends of ascending humanity, the idea formulated by the high priests of our day — academicians (and their intellectual admirers, regents). Apparently the A&M Board of Regents has voted to support the Access and Equity 2,000 plan, whereby equal access, opportunity, education and employment to qualified people will be extended, beginning in September 1994. Some of the classical Utopian ideas to be materialized into policy include: faculty ethnic balance and equalizing gradua-



The Other 'Other Aggie Education'

I can remember his words plainly. One, I don't ever want to see you again after you leave this room.

Two, don't fall in love during college.

Yes, the dean of the College of Liberal Arts did have a way with words — but I understood what he meant.

His first bit of wisdom referred to maintaining your grades — if you did, you would never have a reason to see him again. Thankfully, I have not seen him since.

His second piece of advice, however, troubled me.

Three years later, I see the light. What a wise, wise man. It makes sense now.

But then, we were only a roomful of transfer students, hearing what we didn't want to hear. After all, it wasn't classes we were anxious about; it was that fabled college romance lingering in the distance that was on our minds.

It is a common perception that we will meet the person we eventually marry while in college. Maybe this is because the perception that we would meet that person in high school was shattered. Since college was the next step, hey, why not adapt the perception?

Our performance in college will either reward or haunt us for years after we graduate. But no matter how much we are forewarned, human nature just can't be sacrificed for our grades.

Ideally, it makes sense to lock ourselves in our rooms with our text books. But that's not much of a life. In reality, we hardly ever find ourselves in the same room as our books. If you have a significant other, then you know how hard it is to balance school with your relationship.

In my case, the only reading I was doing was of the letters from my girlfriend.

I found out that I had a problem while working on a story for a journalism class about people who play games on the Internet in the RCC, well into the night. The funny thing was that I too was in the RCC well into the night, writing email to my girlfriend who lived out of state — yes, the dreaded Long Distance Relationship, or simply LDR, for those of us in the know.

I realized that the things that I would be writing about in my story, that those who played games on the internet late at night were sleeping in the day, skipping their classes, also applied to me.

If it wasn't email, it was the phone. And if none of these, then it was daydreaming, not paying attention during class.

Adding up the minutes that appeared on the sincere note

KYLE LITTLEFIELD
COLUMNIST



that my friends at GTE had sent to me, I came to the conclusion that I spent more time working on my relationship than I did working in my classes.

What should I do, add a section on to my resume titled "Relationships?"

This is where you would see entries looking something like, "Relationship with Susie Smith, Summer of 1992—Fall of 1993."

At job interviews I could qualify my grades by explaining that when I got that 'C,' I was having problems in a relationship, much like how we told the college admissions adviser that we were sick when we took the SAT.

Well, it's the truth.

I think A&M is on the right track to emphasize participation in the "Other Education." But why stop at organizations and other extracurricular activities?

Why should we downplay our relationships? Time is the factor that makes both school and relationships successful.

A&M is on the right track to emphasize participation in the 'Other Education,' but why stop at extracurricular activities? Why should we downplay our relationships?

It may not be that large of a leap of faith to say that the same person who has a successful relationship relies on characteristics that are also used to succeed in school and later on in the job market.

For one, you have to be dedicated. If you aren't willing to spend time with your school work or your significant other, then you might as well not even try.

Two, you must be interested. A lack of interest might cause you to put your classes or your job on the back burner, and could just as easily break up a relationship.

But then we arrive at a contradiction. You must have your priorities straight. If you happen to be blessed or cursed — depending on where your priorities are — with a relationship where you cringe at the thought of being away from your source of happiness for even a moment, then you have to choose.

Do you strive for a 4.0, or do you struggle to maintain your relationship with the perfect 10?

Kyle Littlefield is a senior journalism major

Write the hell, Ags

Many people have responded to the Vanity Fair article that referred to Texas A&M University as "second-rate." If anyone would like to respond to the magazine by e-mail, Vanity Fair's address is listed below.

VFAIR@AOL.COM