Originally Processed With FOIA(s):
S

FOIA Number:
S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13667
Folder ID Number: 13667-001

Folder Title:
Texas A&M 5/12/89 [OA 6263] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	19	1	1

NOTE : FOLDERS FOR A&M SPEECH SHOULD BE TRANSFERRED FROM OA 8489

Anything highlighted, but not marked off, was confirmed by Phil Zelikow (x5646) in NSC

Davis/Martin/Rice
Title: Aggie4
May 10, 1989/10:00 p.m.
Version: NINE

PRESIDENTIAL REMARKS: "BEYOND CONTAINMENT"
TEXAS A&M COMMENCEMENT ADDRESS
FRIDAY, MAY 12, 1989/2 p.m.

Ron Smith
409-846-2297

Thank you. I am delighted to be back among my fellow Texans and friends. ((And for those of you who are Democrats, there is no truth to the rumor that Phil Gramm and I are ready to take our Elephant Walk . . .))

My sincerest congratulations go to every graduate, and to your parents. In this ceremony, we celebrate nothing less than the commencement of the rest, and the best, of your life . . .

When you look back to your days at Texas A&M, you will have a lot to be proud of -- a university that is first in baseball . . . and first in service to our nation. Many are the heroes whose names you call in Muster. Many are those you remember in Silver Taps.

Robert Smith
VP TxA&M
409
845-1911

Stephanie Blessey's briefing memo and Student Orientation ("HOWDY!") Guide and Don Ioff x6266 Alumni

We are reminded that no generation can escape history. Parents -- we share a fervent desire for our children, and their children, to know a better world, a safer world. Students -- your parents and grandparents have lived through a world war, and helped America to rebuild the world. They witnessed the drama of

postwar nations divided by Soviet subversion and force, but sustained by an Allied response most vividly seen in the Berlin Airlift.

Wise men . . . Truman and Eisenhower, Vandenberg and Rayburn. . . Marshall, Acheson and Kennan, crafted the strategy of containment. They believed that the Soviet Union, denied the easy course of expansion, would turn inward and address the contradictions of its inefficient, repressive and inhumane system. And they were right. The Soviet Union is now publicly facing this hard reality.

Containment worked. Containment worked because our democratic principles, institutions and values are sound, and always have been. It worked because our alliances were and are strong; and because the superiority of free societies and free markets over stagnant socialism is undeniable.

We are approaching the conclusion of an historic postwar struggle between two visions -- one of tyranny and conflict, and one of democracy and freedom. The review of U.S.-Soviet relations that my Administration has just completed outlines a new path toward resolving this struggle.

Our goal is bold -- more ambitious than any of my predecessors might have thought possible. We now recognize that

forty years of perseverance have brought us a precious opportunity. Now it is time to move beyond containment, to a new policy for the 1990s -- one that recognizes the full scope of change taking place around the world, and in the Soviet Union itself.

In sum, the United States is determined that this policy has as its goal the integration of the Soviet Union into the community of nations. As the Soviet Union moves toward greater openness and democratization -- as they meet the challenge of responsible international behavior -- we will match their steps with steps of our own. Ultimately, our goal is to welcome the Soviet Union back into the world order.

The Soviet Union says it seeks to make peace with the world, and criticizes its own postwar policies. These are words we can only applaud. But a new relationship can not be simply declared by Moscow, or bestowed by others. It must be **earned**.

It must be **earned** because promises are never enough. The Soviet Union has promised a more cooperative relationship before, only to reverse course and return to militarism. Soviet foreign policy has been almost seasonal -- warmth before cold, thaw before freeze. We seek a friendship that knows no season of suspicion, no chill of distrust.

We hope perestroika is pointing the Soviet Union to a break with the cycles of the past -- a definitive break. Who would have thought we would see the deliberations of the Central Committee on the front page of Pravda, or dissident Andrei Sakharov seated near the councils of power? Who would have imagined a Soviet leader who canvasses the sidewalks of Moscow and Washington, D.C.? These are hopeful -- indeed, remarkable -- signs. Let no one doubt our sincere desire to see perestroika continue and succeed. But the national security of America and our allies is not predicated on hope. It must be based on deeds. We look for **enduring**, **ingrained** economic and political changes.

While we hope to move beyond containment, we are only at the beginning of our new path. Many dangers and uncertainties are ahead. We must not forget that the Soviet Union has acquired awesome military capabilities. That was a fact of life for my predecessors. That has always been a fact of life for our allies. And that is a fact of life for me.

As we seek peace, we must also remain strong. The purpose of our military might is not to pressure a weak Soviet economy, or to seek military superiority. It is to deter war. It is to defend ourselves and our allies, and to do something more -- to convince the Soviet Union that there can be no reward in pursuing expansionism. . . **to convince the Soviet Union that reward lies in the pursuit of peace.**

Western policies must encourage the evolution of the Soviet Union toward an open society. This task will test our strength. It will tax our patience. And it will require a sweeping vision . . . Let me share with you my vision. **I see** a Western Hemisphere of democratic, prosperous nations, no longer threatened by a Cuba or a Nicaragua armed by Moscow. **I see** a Soviet Union that pulls away from ties to terrorist nations -- like Libya -- that threaten the legitimate security of their neighbors. **I see** a Soviet Union which respects China's integrity, and returns the Northern Territories of Japan; a prelude to the day when all the great nations of Asia will live in harmony.

But to fulfill this vision, the Soviet Union should take positive steps, including:

FIRST: Reduce Soviet forces. Although some small steps have already been taken, the Warsaw Pact still possesses (number) over 30,000 more than twice as much 100,000's more tanks, (number) more artillery and (number) more troops in Europe than NATO. They should cut their forces to less threatening levels, in proportion to their legitimate security needs.

SECOND: Adhere to the Soviet obligation -- promised in the final days of World War Two -- by supporting self-determination

for all the nations of Eastern and Central Europe, and by abandoning the Brezhnev Doctrine. One day it should be possible to drive from Moscow to Munich without seeing a single guard tower or a strand of barbed wire. **In short, tear down the Iron Curtain . . .**

THIRD: Work with the West in positive, practical -- not merely rhetorical -- steps toward diplomatic solutions to regional disputes around the world. I welcome the Soviet withdrawal from Afghanistan and the Angola agreement. But there is much more to be done around the world. We're ready. **Let's roll up our sleeves and get to work.**

FOURTH: Achieve a lasting political pluralism and respect for human rights. Dramatic events have already occurred in Moscow. We are impressed by limited, but freely contested, elections. We are impressed by a greater toleration of dissent. We are impressed by a new frankness about the Stalin era. **Mr. Gorbachev, don't stop now.**

FIFTH: Join with us in addressing pressing global problems, including the international drug menace, and dangers to the environment. We can build a better world for our children.

As the Soviet Union moves toward arms reduction and reform, it will find willing partners in the West. We seek verifiable,

stabilizing arms-control agreements with the Soviet Union and its allies. However, arms control is not an end in itself, but a means of contributing to the security of America, and the peace of the world. I have directed Secretary Baker to propose to the Soviets that we resume negotiations on strategic forces ~~((and nuclear testing))~~ in June. And, as you know, the Soviets have agreed.

Our basic approach is clear. In the Strategic Arms Reduction Talks, we wish to reduce the risk of nuclear war. In the companion Defense and Space Talks, our objective will be to preserve our options to deploy advanced defenses when they are ready. In nuclear testing we will continue to seek the necessary verification improvements in existing treaties to permit them to be brought into force. We will continue to seek a verifiable global ban on chemical weapons. We support NATO efforts to reduce the Soviet offensive threat in the negotiations on Conventional Forces in Europe. And, as I've said, fundamental to all of these objectives is simple openness.

Make no mistake, a new breeze is blowing across the steppes and cities of the Soviet Union. Why not, then, let this spirit of openness grow, let more barriers come down. Open emigration, open debate, open airwaves . . . Let openness come to mean the publication and sale of banned books and newspapers in the Soviet Union. Let the ((number)) of Soviet Jews who emigrate this year

Jonathon Mayhew 647-8696 State Dept Soviet Desk

9-88 thru 11-88 >2,000
12-88 3,600
1-89 2,700
2-89 2,400
3-89 4,000
4-89 4,991
> 14,000+ x3 ~52,000 projection
>19,000 > last yr
19,292
18,900 - Israeli

be followed by any number who wish to emigrate next year. Let openness come to mean nothing less than the free exchange of people, books and ideas between East and West. And let it come to mean one thing more . . .

Thirty-four years ago, President Eisenhower met in Geneva with Soviet leaders who, after the death of Stalin, promised a new approach toward the West. He proposed a plan called "Open Skies," which would allow unarmed aircraft from the United States and the Soviet Union to fly over the territory of the other country. This would open up military activities to constant scrutiny and, as President Eisenhower put it, "convince the world that we are . . . lessening danger and relaxing tension."

Press Conf Geneva 1955 July 20th

President Eisenhower's suggestion tested Soviet readiness to open their society. The Kremlin failed that test. Let us again explore that proposal, but on a broader, more intrusive and radical basis -- one which I hope would include allies on both sides. We suggest that those countries that wish to accept this invitation meet soon to work out the necessary technical details, separately from other arms-control negotiations.

Such surveillance flights, complementing satellites, would provide regular scrutiny for both sides. Such unprecedented territorial access would show the world the meaning of the

concept of openness. The very Soviet willingness to embrace such a concept would reveal their commitment to change.

Where there is cooperation, there can be a broader economic relationship. But economic relations have been stifled by Soviet internal policies. They have been injured by Moscow's practice of using the cloak of commerce to steal technology from the West. Ending discriminatory treatment of U.S. firms would be a helpful step. Trade and financial transactions should take place on a normal commercial basis.

And should the Soviet Union codify its emigration laws in accord with international standards and implement its new laws faithfully, I am prepared to work with Congress for a temporary waiver of the Jackson-Vanik amendment, opening the way to extending Most Favored Nation trade status to the Soviet Union.

((After that last point, I can just imagine what you are thinking. It had to happen . . . your last day in college had to end with another political science lecture . . .)) In all seriousness, the policy I have just described has everything to do with **you**.

Today you graduate. You will start careers and families. And you will become the leaders of America in the next century.

What kind of world will you know? Perhaps the world order of the future will truly be a family of nations.

It is a sad truth that nothing forces us to recognize our common humanity more swiftly than a natural disaster. I am thinking of Soviet Armenia, just a few months ago . . . a tragedy without blame, warlike devastation without war.

My son took our 12-year-old grandson to Yerevan. At the end of a day of comforting the injured and consoling the bereaved, father and son sat down together amid the ruins and wept. How can our two countries magnify this simple expression of caring? How can we each convey the goodwill of our people?

Forty-three years ago, a young Lieutenant by the name of Albert Kotzebue (KOTS-bwew), class of 1945 at Texas A&M, was the first American soldier to shake hands with the Soviets at the banks of the Elbe River. Once again, we are ready to extend our a hand. Once again, we are ready for a hand in return. Once again, it is a time for peace.

Thank you for inviting me to Texas A&M, and I wish you the very best in the years to come.

# # #

5697

FIRST: ~~Reduction of~~ Soviet forces. The ~~Soviets~~ possess 35,076 (number) more tanks, 28,942 units of artillery, (number) more ~~submarines~~ and 18,247 armored infantry fighting vehicles ~~ARMED troop carriers in EUROPE than~~ ~~missiles~~ than ~~(the United States or~~ NATO). They should cut their forces to less threatening levels, in proportion to their legitimate security needs.

SECOND: ~~Renunciation of~~ the principle that class conflict and a permanent is ~~an~~ inevitable source of international tension.

THIRD: Adherence to the Soviet obligation -- promised in the final days of World War Two -- to permit self-determination for all the nations of Eastern and Central Europe.

FOURTH: ~~An authoritative renunciation of~~ the long-standing policy known as "The Brezhnev Doctrine," the ~~excuse by which the Soviets have enforced~~ their system on states struggling to be free ~~themselves from~~ its stifling embrace.

FIFTH: Work with the West in positive, practical -- not merely rhetorical -- steps toward diplomatic solutions to regional disputes around the world. I welcome the Soviet withdrawal from Afghanistan and the Angola agreement. But the United States and the Soviet Union together can do more, much more, to settle disputes around the world.

openness come to mean the publication and sale of ((Darkness at Noon?)) in the Soviet Union. Let it come to mean the sale of newspapers -- like Le Monde, like The New York Times -- on newsstands in Moscow, as in every other major capital in Europe. Let the ((number)) of Soviet Jews who emigrate be followed by ((1XX,000)) more. Let openness come to mean nothing less than the free exchange of people, books and ideas between East and West. And let it come to mean one more thing . . .

Jeff Glassman 647-8670

Thirty-four years ago, President Eisenhower met in Geneva with Soviet leaders who, after the death of Stalin, promised a new approach toward the West. He proposed then a plan called "Open Skies," which would allow unarmed aircraft from the United States and the Soviet Union to fly over the territory of the other country. This would open up military activities to constant scrutiny and, as President Eisenhower put it, "convince the world that we are . . . lessening danger and relaxing tension."

Let us explore anew that

President Eisenhower's suggestion tested Soviet readiness to open their society. The Kremlin failed that test. ~~I now renew~~ ~~the~~ proposal, but on a broader, more intrusive and radical basis, one which would include the alliances on both sides.

I invite not only the Soviet Union, but also Moscow's allies in the Warsaw Pact, and our allies in the North Atlantic Alliance, to agree to open their skies and provide needed support

Davis/Martin/Rice
Title: Aggie
May 5, 1989
Version: Two

PRESIDENTIAL ADDRESS: TEXAS A&M COMMENCEMENT ADDRESS
FRIDAY, MAY 12, 1989/2 p.m.

Thank you. I am delighted to be back in College Station, among my fellow Texans and friends. ((And for those of you who are Democrats, there is no truth to the rumor that Phil Gramm and I will later participate in an Elephant Walk.))

My sincerest congratulations go to every graduate, and to your parents. In this ceremony, we celebrate nothing less than the commencement of the rest, and the best, of your life . . .

I remember when I graduated, in 1948, thrilled to be striking out on my own, driving my red Studebaker across the prairie roads. I didn't know exactly what I was looking for in Texas. But I did know one thing -- whatever I would do, whatever I would become, destiny was in **my** hands. Your dreams, your destiny, are now in **your** hands, and this is an exciting -- even frightening -- realization.

But dreams are hard won, and no generation can escape history. I came of age in the mid-century of American greatness. I, along with your parents and grandparents, witnessed the drama

of a world torn by war, divided by Soviet subversion and force, but sustained by an Allied response that began with the Berlin Airlift. Wise men . . . Truman and Eisenhower, Vandenburg and Rayburn . . . ((Kennan?)) Acheson, Marshall and Dulles, crafted a strategy of containment. They believed that the Soviet Union, denied the easy course of external expansion, would ultimately have to face up to the contradictions of its inefficient, repressive and inhumane system. And they were right.

We are entering a new age today because this strategy works. This is no mere propaganda victory. Our strategy works because our principles, values and institutions work. Our strategy works because of the durability of the Alliance, and the unity of the Allies. The superiority of democratic capitalism over stagnant socialism is an idea tested by reality, a truth that can no longer be credibly denied.

We approach the conclusion of a historic struggle between two visions --(one of an international order composed of free and prosperous states,(and one of conflict and ideological conquest. The wise policies of the past enable us to stand at the threshold of winning this struggle. We can embark on an agenda more ambitious than we might ever have dreamed in the dark days of the Berlin Blockade, and the Soviet invasions of Hungary, Czechoslovakia and Afghanistan. We can move, step by step, beyond containment to ~~seek to~~ integrate the Soviet Union into the

international system which it has sought to undermine, and from which it STILL stands apart.

The Soviet Union has said it seeks rapprochement with the international order, and has criticized its own post-war policies. These are words we can only applaud. But a new relationship can neither be simply declared by Moscow, or bestowed by others. It must be **earned** through the demilitarization of Soviet foreign policy and reinforced by behavior consistent with the principles to which the Soviets subscribed in 1945, and have repeatedly violated ever since.

Many times before, the Soviet Union has signaled a desire for a more cooperative relationship, only to reverse course and return to militarism. True, we hope the spirit of perestroika is leading Soviet Union to a true watershed. But our national security is not predicated on hope. It must be predicated on deeds. We seek the fundamental restructuring of Soviet institutions, behavior and military forces.

The transformation of the Soviet Union from a source of instability to a productive member of the family of nations is our long-term goal. To achieve this, will require patience and creativity equal to that of the leaders of the early Alliance. But imagine what kind of world we could create. Imagine an Eastern Europe that is reconciled to its Western neighbors.

Imagine a Soviet Union ideologically reconciled to the West. Imagine all nations peacefully conducting business under the banner of freedom.

To achieve this, the Soviets must boldly move forward. I call on the Soviets to:

*** Take a bold step, and reduce Soviet forces to smaller and less threatening levels, until they are in proportion to their legitimate security needs.

The United States, of course, will continue to seek verifiable arms-control agreements with the Soviet Union and its allies. We seek agreements that reduce numerical levels of weapons, and to exhibit those that remain. When weapons are visible, so are motives. So we seek to build confidence by making each nation "transparent" to the other. But arms control is not an end in itself. This government seeks arms-control proposals that are consistent with our overall defense strategy. ((Insert announcement of the setting of arms-control talks.))

*** The Soviets must take a bold step and adhere to the their obligation that dates from the final days of World War Two to permit self-determination for the nations of East-Central Europe. Moscow must authoritatively renounce the long-standing policy known as "The Brezhnev Doctrine." The United States will

not seek bilateral discussions with Moscow to agree on a new set of principles for the evolution of East-Central Europe. I simply challenge the Soviet Union to encourage freely contested elections in this region.

*** They must take a bold step and institutionalize political pluralism and respect for human rights. Until now, economic relations have been hindered by Soviet internal policies. But if the Soviet Union codifies emigration laws in accord with international standards, and maintains the current levels of immigration, I am prepared to work with Congress and the American people on a one-year waiver of the Jackson-Vanik amendment.

*** They must take a bold step and reduce threats to the security of every nation from the spread of ballistic-missile technology; nuclear, chemical and biological weapons; and terrorism.

*** They must take a bold step and renounce the principle that class conflict is an inevitable source of international tension. They must take a bold step out from under the shadow of a failed ideology, and into the broad daylight of modern life.

*** They must take a bold step and accept with the United States and the world community responsibility for addressing

pressing global problems, including the international drug menace, and dangers to the environment.

*** They must take a bold step, and settle regional disputes around the world. The Soviet Union should cease to undermine regional stability and join us in positive steps toward diplomatic solutions.

I challenge the Soviet Union to cease arms shipments to Nicaragua, and carry out its pledge to refrain from exporting revolution.

I challenge the Soviet Union to respect the legitimate security concerns of Israel and other Middle Eastern states by a restraining military assistance to Syria and Libya, and by vigorously opposing terrorism. Toward this end, the Soviet Union should recognize Israel.

I challenge the Soviet Union to demilitarize the Northern Territories of Japan, a start toward undoing a historic wrong. I challenge the Soviet Union to join the United States in seeking stability in the Persian Gulf, diminishing tensions on the Korean peninsula, encouraging Vietnam to withdraw expeditiously from Cambodia, limiting arms supplies to Angola and Ethiopia, and joining in the accelerated work on the Namibian accords.

But if we are moving beyond containment, we are still far from the day when the Soviet Union will be reconciled to the international system. We are only at the beginning of our path; and many dangers and uncertainties lie ahead. The world you will know in the next forty years will change in ways beyond our power to imagine. Like explorers, we must draft our own maps to chart the course of the future. But there are a few cardinal points by which we will navigate. Even as we seek peace, we must remain strong in a perilous world. We will not abandon a philosophy of peace through strength. The purpose of our military might is not to put pressure on a weak Soviet economy, or to seek military superiority. It is to defend ourselves, and to do something more -- to convince the Soviet Union that there is no point in turning back to expansionism.

But if the Soviet Union joins us in developing a more cooperative relationship, then our economic ties will surely broaden. American investment and commerce will grow if the Soviets create a domestic environment more congenial to free enterprise.

True, the prospects for a major expansion of U.S.-Soviet economic relations are limited, in part, by economic conditions in the Soviet Union. Nor will we relax export controls. The Soviets must refrain from using the cloak of commerce to steal technology and spy on the West. Trade and financial transactions

must take place on a normal commercial basis, without subsidies. And the Soviets must lift discriminatory treatment of U.S. firms. But the United States is ready to do business on a reciprocal basis.

Ultimately, our hopes for a more cooperative and sustainable relationship with the Soviet Union rests on democratization. We support perestroika. Where possible, the United States will promote democratic values and ideas within the Soviet Union -- not in the spirit of provocation or destablization -- but to lay a firm foundation for better relations, and a planet at peace.

We imagine the day when the lovely face of Europe is unscarred by barbed-wire and brick walls. We imagine the day when Europeans can drive from Prague to the Normandy coast, and under the Channel to London, without being stopped at a single guard post. And we imagine the day when the shadow of war will lift from the world; and regional -- even local -- disputes will no longer be escalated by outside powers into bloody wars.

If we succeed, the peasant of El Salvador will no longer have to brave bullets to cast a ballot. The Dinka tribesman will no longer roam the Ethiopian desert, fleeing civil war only to find starvation. And the families of Beirut will emerge from their bunker-basements into the light of a new day.

Many quote the famous utterance of Winston Churchill on the Soviet Union, as a "a riddle wrapped in a mystery inside an enigma." But few remember the rest of what Churchill said. "The key" to the Soviet Union, said Churchill, is its "national interest." It is in the national interest of the Soviet Union today to open itself to the world, throw off the dead weight of excessive armament and join us in leading Mankind into a new millennium.

A new breeze is blowing. The talent of the Soviet people, once unleashed, will again blossom into a thousand expressions of genius. The great soul of that nation, once rediscovered, will enrich the world.

Forty-three years ago, a young Lieutenant by the name of Albert Kotzebue, a Texas A&M graduate, was the first American soldier to shake hands with Soviets when the allied armies met at the banks of the Elbe River at the end of World War Two. Once again, it is a time for peace. Once again, it is a time for bold steps. Once again, we extend our hand across the Elbe . . .

We do so for you, for the world you and your children will know. Thank you for inviting me to Texas A&M, and I wish you the very best in the years to come.

Davis/Martin/Rice
Title: Aggie4
May 10, 1989/3:30 p.m.
Version: SEVEN

PRESIDENTIAL REMARKS: "BEYOND CONTAINMENT"
TEXAS A&M COMMENCEMENT ADDRESS
FRIDAY, MAY 12, 1989/2 p.m.

Thank you. I am delighted to be back among my fellow Texans and friends. ((And for those of you who are Democrats, there is no truth to the rumor that Phil Gramm and I are ready to take our Elephant Walk . . .))

My sincerest congratulations go to every graduate, and to your parents. In this ceremony, we celebrate nothing less than the commencement of the rest, and the best, of your life . . . Whatever you do, whatever you become, your dreams and destiny are now in your hands.

When you look back to your days at Texas A&M, you will have a lot to be proud of -- a university that is first in baseball . . . and first in service to our nation. Many are the names of heroes called in Muster in the foxholes of France, and on Corregidor. They are with us today in the spirit of Silver Taps. And they are all heroes . . . Texas heroes.

We are reminded that no generation can escape history. I came of age in mid-century, when America helped to win a war and

rebuild a world. I, along with your parents and grandparents, witnessed the drama of postwar nations divided by Soviet subversion and force, but sustained by an Allied response most vividly seen in the Berlin Airlift. Wise men . . . Truman and Eisenhower, Vandenberg and Rayburn. . . Marshall, Acheson and Kennan, crafted the strategy of containment. They believed that the Soviet Union, denied the easy course of expansion, would ultimately have to face up to the contradictions of its inefficient, repressive and inhumane system. And they were right.

Today, because containment worked, we could present at the creation of a new age. This is no mere propaganda victory. Containment has worked because our democratic principles, institutions and values are sound. It has worked because our alliances are strong; and because the superiority of free societies and free markets over stagnant socialism is a truth that can no longer be denied.

We approach the conclusion of a historic postwar struggle between two visions -- one of conflict and ideological conquest, and one of the peaceful association of free states. The wise policies of the past enable us to stand at the threshold of winning this struggle. The review of U.S.-Soviet relations that my Administration has just completed outlines an ambitious agenda. It is more ambitious than any my predecessors might have

ever dreamt in the dark days of the Berlin Blockade, and struggle against aggression in Korea, the Soviet invasions of Hungary, Czechoslovakia or Afghanistan. Forty years of perseverance has brought us a precious opportunity. We can now contemplate moving beyond containment to integrate the Soviet Union into the world family of nations. Let a new era begin. Let it be an era of reconciliation . . .

But understand this -- the Soviet Union is changing its values. We are not. The Soviet Union has stood apart from -- and in opposition to -- the world. We have not. It is the Soviet Union which must reconcile itself to free values and free nations. If they do, we will welcome them with enthusiasm. In this way, the doctrine of reconciliation can succeed where the Spirit of Geneva and Detente failed.

The Soviet Union says it seeks to make peace with the world, and criticizes its own postwar policies. These are words we can only applaud. But a new relationship can not be simply declared by Moscow, or bestowed by others. It must be **earned** through the demilitarization of Soviet foreign policy, and reinforced by behavior consistent with the principles of the U.N. charter subscribed to by the Soviets in 1945, and repeatedly violated in decades since.

The Soviet Union has signaled before a desire for a more cooperative relationship, only to reverse course and return to militarism. Soviet foreign policy has been almost seasonal -- warmth before cold, thaw before freeze.

We hope perestroika is pointing the Soviet Union to a break with the cycles of the past -- a definitive break. Who would have thought we would see the deliberations of the Central Committee on the front page of Pravda, or dissident Andrei Sakharov seated near the councils of power? Who would have imagined Soviet contested elections, or a Soviet leader who takes his case to the sidewalks of Moscow and Washington, D.C.? These are hopeful --indeed, remarkable -- signs, and let no one doubt our sincere desire to see perestroika succeed. But the national security of America and our allies is not predicated on hope. It must be based on realism, on deeds. Therefore, we look for nothing less than permanent changes in Soviet behavior, and the restructuring of its military forces. We look for guarantees that economic and political changes we now see will become enduring and difficult to reverse.

While we hope to move beyond containment, we are now only at the beginning of the path toward the reconciliation of the Soviet Union with the West. Many dangers and uncertainties lie ahead. We must not forget that the Soviet Union has acquired awesome military capabilities. That was a fact of life for my

predecessors. And that is a fact of life for me . . . and for our allies.

As we seek peace, we must also remain strong. We will not abandon the policy of deterrence. The purpose of our military might is not to pressure a weak Soviet economy, or to seek military superiority. It is to deter war. It is to defend ourselves and our allies, and to do something more -- to convince the Soviet Union that there can be no reward in pursuing expansionism. . . and in fact, quite the contrary.

Western policies must be designed to encourage the evolution of the Soviet Union toward an open society. This task will require of us strength, patience and vision . . . Let me share with you my vision. **I see** a Western Hemisphere of democratic, prosperous nations, no longer threatened by a Cuba or a Nicaragua armed by Moscow. **I see** a Soviet Union that contributes to moving the Middle East toward peace, not confrontation; and pulls away from ties to terrorist nations -- like Libya -- that threaten the legitimate security of their neighbors. **I see** the Soviet Union returning the Northern Territories of Japan; a prelude to the day when all the great nations of Asia will live in harmony. **I see** a Soviet Union respectful of China's integrity, moving toward improved relations based on mutual respect.

But to fulfill this vision, the Soviet Union must follow a clear path, including:

FIRST: Reduce Soviet forces. Some small steps have already been taken. But the Warsaw Pact still possesses (number) more tanks, (number) more artillery and (number) more armored troop carriers in Europe than NATO. They should cut their forces to less threatening levels, in proportion to their legitimate security needs.

SECOND: Renounce the principle that class conflict is an inevitable and permanent source of international tension.

THIRD: Adhere to the Soviet obligation -- promised in the final days of World War Two -- to permit self-determination for all the nations of Eastern and Central Europe.

FOURTH: Specifically abandon the long-standing policy known as "The Brezhnev Doctrine," the enforcement by the Soviets of their system on states struggling to be free of its stifling embrace.

FIFTH: Work with the West in positive, practical -- not merely rhetorical -- steps toward diplomatic solutions to regional disputes around the world. I welcome the Soviet withdrawal from Afghanistan and the Angola agreement. But the

United States and the Soviet Union together can do more, much more, to settle disputes around the world. I am ready to work with Mr. Gorbachev toward this end.

SIXTH: Achieve a lasting political pluralism and respect for human rights. Dramatic events have already occurred in Moscow: limited, but freely contested, elections; a greater toleration of dissent; a frankness about the Stalin era. And I applaud them for that. But our hopes for a more cooperative relationship ultimately rest on democratization and the institutionalization of the rule of law within the Soviet Union.

SEVENTH: Join with us in addressing pressing global problems, including the international drug menace, and dangers to the environment.

As the Soviet Union creates the conditions for reconciliation, it will find willing partners in the West. We seek verifiable, stabilizing arms-control agreements with the Soviet Union and its allies. However, arms control is not an end in itself, but a means of contributing to our overall national security strategy.

To this end, I directed Secretary Baker to propose to the Soviets that we resume negotiations on strategic forces and

nuclear testing in June. I am pleased to announce that the Soviets have agreed.

Our basic approach is clear. In the Strategic Arms Reduction Talks, we wish to reduce the risk of nuclear war. In the companion Defense and Space Talks, our objective will be to preserve our options to deploy advanced defenses should when they are ready. In nuclear testing we will continue to seek the necessary verification improvements in existing treaties to permit them to be brought into force. We will continue to seek a verifiable global ban on chemical weapons. We support NATO efforts to reduce the Soviet offensive threat in the negotiations on Conventional Forces in Europe.

Simple openness must be an essential principle of this transforming relationship. It has always been the guiding principle of the democracies, and we are pleased that the Soviet Union now says it seeks a new era of openness. And make no mistake, a new breeze is blowing across the steppes and cities of the Soviet Union.

Why not let this spirit of openness grow, let more barriers come down. Open emigration, open debate, open airwaves . . . Let openness come to mean the publication and sale of ((Darkness at Noon?)) in the Soviet Union. Let it come to mean the sale of newspapers -- like Le Monde, like The International Herald-

Tribune -- on newsstands in Moscow, as in every other major capital in Europe. Let the ((number)) of Soviet Jews who emigrate this year be followed by ((1XX,000)) more next year. Let openness come to mean nothing less than the free exchange of people, books and ideas between East and West. And let it come to mean one more thing . . .

Thirty-four years ago, President Eisenhower met in Geneva with Soviet leaders who, after the death of Stalin, promised a new approach toward the West. He proposed then a plan called "Open Skies," which would allow unarmed aircraft from the United States and the Soviet Union to fly over the territory of the other country. This would open up military activities to constant scrutiny and, as President Eisenhower put it, "convince the world that we are . . . lessening danger and relaxing tension."

President Eisenhower's suggestion tested Soviet readiness to open their society. The Kremlin failed that test. Let again explore that proposal, but on a broader, more intrusive and radical basis -- one which would include the alliances on both sides. We suggest that those countries that wish to accept this invitation meet soon to work out the necessary technical details.

Such surveillance flights, in unison with satellites, would provide constant scrutiny for both sides. Such unprecedented

territorial access would show the world the meaning of the Western concept of openness -- a concept as central to Western values today as it was in President Eisenhower's time. The very Soviet willingness to embrace such a concept would reveal much of the Soviet commitment to a fundamentally different relationship.

If the Soviet Union joins us in a more cooperative relationship, we will join them in broadening economic ties. But economic relations have been stifled by Soviet internal policies. They have been injured by Moscow's practice of using the cloak of commerce to steal technology from the West. Ending discriminatory treatment of U.S. firms would be a helpful step. Trade and financial transactions should take place on a normal commercial basis.

And should the Soviet Union codify its emigration laws in accord with international standards and implement its new laws faithfully, I am prepared to work with Congress for a temporary waiver of the Jackson-Vanik amendment, giving the Soviet Union Most Favored Nation tariff treatment; and also the repeal of the Stevenson amendments, which limits credit for U.S. exports and export-import credits.

((It had to happen . . . your last day in college had to end with another political science lecture . . . In all seriousness, the agenda I have just described has everything to do with **you**.)

Today you graduate. You will start careers, you will start families. And you will become the leaders of America in the next century. What kind of world will you know? The day must come when the two halves of Europe are reconciled and united, when Europeans can drive from Moscow to the Normandy coast without seeing a single guard tower, or a single strand of barbed wire. The day must come when the Berlin Wall comes down, when the voices of all Europeans can be heard in free elections. The day must come throughout the world when the first instinct is to settle regional disputes by discussion, not by violence.

It is a sad fact of life that nothing forces us to recognize our common humanity more swiftly than a natural disaster. I think of Soviet Armenia, just a few months ago. I think of a tragedy without blame; of the devastation of a war without an enemy.

My son went to Yerevan with our 12-year-old grandson. At the end of day of comforting the injured and consoling the bereaved, father and son sat down together amid the ruins and wept. Can we capture that moment? Can we convey our goodwill? Can we convince the Kremlin that they have nothing to fear from the United States?

Forty-three years ago, a young Lieutenant by the name of Albert Kotzebue, class of 1945 at Texas A&M ((. . . in the true Aggie spirit . . .)) was the first American soldier to shake hands with the Soviets at the banks of the Elbe River. Once again, it is a time for peace. Once again, we show our goodwill. I am ready to hold out my hand to the people of the Soviet Union.

I am a man of this century. But the next century is yours, another American century in which you and your children can know a better world. Thank you for inviting me to Texas A&M, and I wish you the very best in the years to come.

# # #

became a branch of the Texas A & M College System in 1917, and the name was changed to John Tarleton Agricultural College. James Thomas Davis was dean from 1919 to 1945. During the administration of Eugene Jody Howell (1945–1965) the college became a part of the newly organized Texas A & M University System. The name was changed to Tarleton State College in 1950. The academy division was discontinued in 1953. The school became a four-year college in 1959. The first baccalaureate degrees were awarded in 1963, and the awarding of master's degrees was authorized in 1969. William Owen Trogdon was president from 1965 to 1982. In 1973 the name was changed to Tarleton State University. On the 120-acre campus are fifty buildings, including the Administration Building, Tarleton Student Center, Clyde H. Wells Fine Arts Center (1982), Dick Smith Library, equine science facilities, and eight student residences. The university owns 1,900 acres of agricultural land; it operates a 700-acre livestock farm and horticulture center.

Tarleton State University is a public, coeducational, residential and commuter university under the Texas A & M University System. It operates on the semester academic calendar with summer sessions. In the 1980s there were more than 3,500 students and a faculty of 160. The university is organized into schools of Agriculture and Business, Arts and Sciences, Education, and Graduate Studies. Degrees offered are bachelor of applied arts and sciences, arts, business administration, music, science, and social work; master of education, arts teaching, science teaching, and business administration; and associate in nursing. There is a cooperative program in engineering with Texas A & M University.* Students may enroll in the Army Reserve Officers' Training Corps program. Among student organizations are the Student Senate, three national honorary societies, and three national service fraternities. Students publish *J-TAC* weekly newspaper and *Glassburr* yearbook. The university is a member of the Texas Intercollegiate Athletic Association and competes in men's football, golf, and cross-country; women's volleyball and gymnastics; and men's and women's basketball and track. The Dick Smith Library has more than 150,000 volumes. The university is accredited by the Southern Association of Colleges and Schools. Barry B. Thompson became president in 1982.

REFERENCES: Robert Walker, Tarleton State University; J. Thomas Davis, *John Tarleton, Founder of Tarleton College* (Stephenville: Tarleton College, 1933).

Texas A & M University. College Station, Texas 77843 (713) 845–4331. On April 17, 1871, the Texas legislature established the Agricultural and Mechanical College of Texas as a land-grant, military school for men under the terms of the Morrill Act of 1862. The college was located at College Station near Bryan in Brazos County, Texas, on July 20, 1871, on a 2,416-acre site. Main Building was constructed in 1875 and Steward's Hall in 1876. Thomas Sanford Gathright was elected the first president (1876–1879), and a faculty was selected in July 1876. The college was opened on October 2, 1876, with 6 students; there were 46 students enrolled in the first term and 106 at the end of the first year. The office of president was abolished in 1883, and chairmen of

the faculty headed the college to 1890 when William Lorraine Bringhurst served as acting president; he was succeeded by out-going governor of Texas Lawrence Sullivan Ross, who was president from 1891 until his death in 1898. The curriculum, which had been reduced to three years in 1879, was extended to four years in 1887. The Texas Experiment Station was established as a branch of the college in 1888. Schools of Agriculture and Engineering were organized in 1911. Main Building was destroyed by fire on May 27, 1912; Academic Building was erected on the site. William Bennett Bizzell was the first long-term president from 1914 to 1925. The Texas Agricultural Extension Service was established in 1914 and the Texas Forest Service in 1915. The School of Veterinary Medicine was founded in 1916.

In 1917 John Tarleton Agricultural College (later Tarleton State University*) at Stephenville, Texas, and North Texas Agricultural College (later University of Texas at Arlington*) at Arlington, Texas, were acquired as junior branches of the college. The first annual rodeo was held on the campus in 1919. In 1921 the nation's first play-by-play football broadcast was aired from a campus amateur radio station. The School of Arts and Sciences and Graduate School were opened in 1924. Thomas Otto Walton served as president from 1925 to 1943. Doctoral programs in agriculture and engineering were authorized in 1936. Thirteen student dormitories were built in 1939. The Brazos County Plantation Farm was purchased in 1943. Eleven classroom buildings were added to the campus in 1947. The Texas Engineering Extension Service was established in 1948. Gibb Gilchrist was president from 1944 to 1948 and in 1948 became chancellor of the newly organized Texas Agricultural and Mechanical College System; he served until 1953. Frank Cleveland Bolton became president of the College Station campus in 1948; he served until 1950. Marion Thomas Harrington succeeded Bolton as president from 1950 to 1953 and 1957 to 1959 and succeeded Gilchrist as chancellor from 1953 to 1965. James Earl Rudder became president from 1959 and president of the system in 1965; he served in both positions to his death in 1970. Participation in the Corps of Cadets was made optional in 1954; it became compulsory again in 1958 and optional in 1965. The 1,991-acre Bryan Air Force Base was deeded to the college in 1962. Women were first enrolled on a limited basis in 1963. On August 23, 1963, the legislature changed the name to Texas A & M University. Colleges of Liberal Arts, Sciences, and Geosciences were added in 1965. The College of Business Administration was established in 1968 and colleges of Architecture and Environmental Design and Education in 1969. Jack Kenny Williams was president from 1970 to 1977. The university became a Sea Grant College in 1971. The College of Medicine was authorized in 1971; the initial class of thirty-two students was enrolled in 1977, and the first graduation was held in 1981. The Texas A & M University Press was established in 1974. Women were admitted to the Corps of Cadets in 1974.

On the 5,142-acre campus are more than 150 buildings, including Academic Building, All Faiths Chapel (1957), Kleberg Animal and Food Science Center

(1978), Langford Architecture Center (1978), Cain Athletic Hall, Biological Sciences Building (1950), Chemistry Building (1932), Civil Engineering Building, Cyclotron (1967), DeWare Field House, Engineering Building (1952), Halbouty Geosciences Building, G. Rollie White Coliseum (1954), Sterling C. Evans Library Complex, Medical Sciences Building, Memorial Student Center (1950), Oceanography and Meteorology Building (1973), Plant Sciences Building (1962), Rudder Tower (1973), System Administration Building, Teague Research Center (1967), Moore Communications Center (1972), University Center, Veterinary Medicine Complex, Zachry Engineering Center (1972), 37 student residence halls, and married student apartments. There is an eighteen-hole golf course.

Texas A & M University is a public, coeducational, residential and commuter, land-grant university operating on the semester academic calendar with a summer session. In the 1980s there were more than 35,000 students and a faculty of 2,950. The university is organized into colleges of Agriculture, Architecture and Environmental Design, Business Administration, Education, Engineering, Geosciences, Liberal Arts, Medicine, Science, and Veterinary Medicine; Graduate College; and School of Military Science. The College of Agriculture offers bachelor of science, master of science, agriculture, engineering, and education; and doctor of philosophy degrees. The college includes the Institute of Renewable Natural Resources, which offers programs in forestry, range science, recreation and parks, and wildlife and fisheries science. The Department of Wildlife and Fisheries Sciences operates the Caesar Kleberg Research Program. The College of Architecture and Environmental Design awards bachelor of science; bachelor of environmental design; master of architecture, urban planning, and landscape architecture; and doctor of environmental design degrees. The College of Business Administration confers bachelor of business administration, master of business administration, master of science, and doctor of philosophy degrees. The College of Education grants bachelor of arts, bachelor of science, master of science, master of education, doctor of education, and doctor of philosophy degrees.

The College of Engineering offers bachelor of engineering science; bachelor of science; master of science, computing science, and engineering; doctor of engineering; and doctor of philosophy degrees. There is a joint bachelor of arts/bachelor of science degrees program. It conducts the Center of Dredging Studies. The College of Geosciences awards bachelor of science, master of science, and doctor of philosophy degrees. The college conducts the Center for Tectonophysics. The Oceanography Department has facilities on Pelican Island at Galveston and operates R/V *Gyre* sea-going and R/V *La Mer* coastal research vessels and DRV/*Diaphus* 1,200-foot depth submersible. The College of Liberal Arts confers bachelor of arts; bachelor of science; master of arts, science, and public administration; and doctor of philosophy degrees. The College of Medicine grants bachelor of science and doctor of medicine degrees. The College of Science offers bachelor of arts, bachelor of science, master of science, and doctor of philosophy degrees. There is a combined bachelor of science/bachelor of arts degrees program in professional training and general education. The college includes the Institute of Statistics. The College of Veterinary Medicine awards doctor of veterinary medicine, doctor of philosophy, master of science, and bachelor of science in veterinary medicine degrees. It operates the Veterinary Hospital and Ambulatory clinics.

The Graduate School confers master of architecture, agriculture, arts, business administration, computing science, education, engineering, landscape architecture, public administration, science, and urban planning and doctor of education, engineering, environmental design, and philosophy degrees. The university conducts the Remote Sensing Center, Data Processing Center, Center for Urban Programs, Space Technology Division, Texas Agricultural Experiment Station, Texas Engineering Experiment Station, Texas Transportation Institute, Center for Energy and Mineral Resources, Texas Forest Service, and Texas Veterinary Medical Diagnostic Laboratory. The Free University offers a variety of instruction in fields not included in regular class offerings.

The School of Military Science conducts Army, Air Force, and Naval Officers' Reserve Training Corps (ROTC) programs. The Army program produces more officers than any other ROTC program in the United States and the Naval program is the largest in the country. Cadets operate KORP campus radio station. There are more than 400 student organizations, including the Student Government, many professional associations, 19 service organizations, and 40 national honor societies. Students publish the *Battalion* daily student newspaper and *Aggieland* yearbook, operate WSAC ham radio station, and participate in operation of KAMU-FM radio and KAMU-TV television stations. The university is a member of the Southwest Athletic Conference and competes in men's football and baseball; women's softball and volleyball; and men's and women's basketball, cross-country, golf, swimming, tennis, and track. The Sterling C. Evans Library has 1.2 million volumes and the Medical Sciences Library more than 42,000 volumes. The Texas A & M Consortium of Medical Libraries includes the Medical Sciences Library Learning Resource Unit of the College of Medicine at College Station and at Temple, Texas, the Media Center, Scott and White Memorial Hospital Library, and the Olin E. Teague Veterans Administration Center library. Among special collections are the Science Fiction Research Collection and Jeff Dykes Range Livestock Collection. The university is accredited by the Southern Association of Colleges and Schools. Frank Everson Vandiver has been president since 1981.

REFERENCES: Mary Jo Powell, Texas A & M University; Henry C. Dethloff, *A Centennial History of Texas A & M University, 1876–1976*, 2 vols. (College Station: Texas A & M University Press, 1975); Clarence Ousley, *The History of the Agricultural and Mechanical College of Texas* (College Station: A & M College of Texas, 1935); George S. Perry, *The Story of Texas A & M* (College Station: Texas A & M University Press, 1975).

Texas A & M University at Galveston. Galveston, Texas 97553 (409) 766–3200. In the late 1950s the Galveston Marine Laboratory was founded in Gal-

Services of Mead Data Central

29TH STORY of Level 1 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

September 4, 1984, Tuesday, PM cycle

LENGTH: 751 words

HEADLINE: Precede NEW ORLEANS

BYLINE: By TERENCE HUNT, Associated Press Writer

DATELINE: COLLEGE STATION, Texas

KEYWORD: Bush

BODY:

Vice President George Bush said today that Walter F. Mondale's opposition to the MX missile and B-1 bomber is tantamount to "giving up the store" before entering into arms control talks with the Soviet Union.

In a speech prepared for a student forum at Texas A&M University, Bush said Mondale "should take a lesson from labor negotiators. Before they go to the bargaining table they don't give up paid vacations, cost-of-living benefits and overtime pay.

"And we're not going to give up strategic weapons systems while the Soviets continue to build theirs up," Bush said. "That's not negotiating; that's giving up the store."

Bush was flying to College Station after a night in New Orleans and a visit to the Louisiana world's fair. Along the way he has been dogged by questions about President Reagan's remarks mixing religion and politics.

In his Texas A&M speech, Bush accented Reagan's military and foreign policies and singled out the American invasion of Grenada as "a proud moment in the history of the United States.

"Our opponents won't acknowledge the communist threat in Central America," Bush charged. "They have consistently opposed sending aid to the democratically elected government of El Salvador, have voted to cut off aid to the Nicaraguan freedom fighters."

Saying the Democrats have criticized Reagan for not holding a summit with Soviet leaders, Bush said Reagan "is the only American president to have three Soviets leaders in 3 1/2 years and the only president to be faced with such major events as the shootdown of KAL-007 and the brutal suppression of Solidarity in Poland."

The vice president said the United States is waiting for the Soviet Union to return to the bargaining table for nuclear arms negotiations.

LEXIS® NEXIS® LEXIS® NEXIS

Services of Mead Data Central

"But let me ask you a question," Bush said. "If you were a Soviet leader and you saw an election coming up in the United States between someone who you know is a tough negotiator and someone else who has already promised to cancel the MX, cancel the B-1 and who has called for a nuclear freeze ... wouldn't you wait it out till election day?"

Bush also planned to meet today with federal agents trying to crack down on drug smuggling across the border.

Later in the day he was traveling to Houston for a stop at the Johnson Space Center, where he was to talk by radio telephone with the space shuttle astronauts.

Bush officially opened his campaign Monday, and was quickly dogged by questions in New Orleans and the Chicago suburb of Lemont, Ill., about Reagan's religion-and-politics remarks to a prayer breakfast in Dallas two weeks ago.

Dismissing Mondale's criticism, Bush said:

"I don't think he's going anywhere with those charges. I've heard it _ bleating out there _ and I don't believe it and I don't think the American people are going to be put off the track by it."

Bush also inched closer to a debate with Democratic rival Geraldine Ferraro. "I'll make that decision pretty soon, maybe in a week or so," Bush said. "I'd look forward to it. ... I expect there will be one."

The vice president opened his campaign with a mile-long walk in a parade in Lemont, population about 6,000, sipping beer from a plastic cup and kissing babies along the way.

Later, Bush flew to New Orleans where he got a cannon salute and cheers from a big crowd at the world's fair.

Mondale has attacked Reagan for saying "politics and morality are inseparable. And as morality's foundation is religion, religion and politics are necessarily related."

Earlier this week, Mondale said Republicans had "raised doubts whether they respect the wall our founders placed between government and religion." He said that mixing religion and government "will corrupt our faith and divide our nation."

Replying to questions in interviews and news conferences, Bush said Mondale did not complain when the Rev. Jesse Jackson waged his campaign from church pulpits for the Democratic presidential nomination or when Jimmy Carter, whom he called a "fundamentalist Baptist, a man of deep conviction," openly practiced his religion.

Bush also said Mondale, the Democratic presidential nominee, had not objected in the past when the National Council of Churches adopted "the liberal side of most" issues in opposition to the Reagan administration.

"So, this is a born again issue," Bush said.

LEXIS® NEXIS® LEXIS® NEXIS®

Services of Mead Data Central

"I'd say that isn't true and I'd say it sounds a little desperate," Bush said of Mondale's charges.

"I think they're trying to make some political hay. It isn't going to work."

LEXIS® NEXIS® LEXIS® NEXIS

Services of Mead Data Central

37TH STORY of Level 1 printed in FULL format.

Proprietary to the United Press International 1984

May 5, 1984, Saturday, AM cycle

SECTION: General News

LENGTH: 220 words

DATELINE: COLLEGE STATION, Texas

KEYWORD: Bush

BODY:

Vice President George Bush said Saturday President Reagan is determined to preserve peace among the great powers and support democratic elements across the hemisphere.

''Big Brother may be all-powerful in Havana,'' Bush told graduates at Texas A&M University commencement ceremonies. ''But the United States will not stand idly by while Big Brother tries to extend his power and influence over our freedom-loving neighbors in Central America.

''We as Americans, as citizens of the leading nation of the Free World, have an obligation to protect and preserve that freedom not only for ourselves but for future generations. And let me assure you, with the leadership of President Reagan, we're not going to shirk that obligation,'' Bush said.

He told the graduates Americans have an obligation to protect and preserve freedom not only for themselves, but for future generations.

''War between the major powers of the world has been avoided,'' Bush said. ''And it will continue to be avoided, so long as the United States and our allies stand together, firm and strong, in defense of our freedom.''

Bush spoke during the last of three commencement exercises at A&M. About 3,300 degrees were awarded during the ceremonies at G. Rollie White Coliseum to the largest graduating class in the institution's history.

LEXIS® NEXIS® LEXIS® NEXIS®

Services of Mead Data Central

36TH STORY of Level 1 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

May 5, 1984, Saturday, AM cycle

LENGTH: 268 words

HEADLINE: Bush Refines Orwell Predictions

DATELINE: COLLEGE STATION, Texas

KEYWORD: Bush

BODY:

Vice President George Bush said Saturday the United States can avoid the doomsday predictions made by George Orwell in his novel, "1984," if the nation and its allies "stand together, firm and strong, in defense of our freedom."

"Big Brother may be all-powerful in Havana," said Bush, "but the United States will not stand idly by while Big Brother tries to extend his power and influence over our freedom-loving neighbors in Central America."

The vice president addressed graduates at the last of three commencement ceremonies at Texas A&M University, which awarded more than 3,300 degrees this weekend.

"No matter what any prophets of disaster and despair might predict, the future is bright," he said. "Never lose sight of the fact that we are the fairest, most decent country on Earth."

Bush said Americans have an obligation to protect and preserve freedom not only for themselves but for future generations.

"We as Americans _ as citizens of the leading nation of the Free World _ have an obligation to protect and preserve that freedom not only for ourselves but for future generations," he said. "And let me assure you, with the leadership of President Reagan, we're not going to shirk that obligation.

"War between the major powers of the world has been avoided," Bush said. "And it will continue to be avoided, so long as the United States and our allies stand together, firm and strong, in defense of our freedom."

Bush said the Reagan administration is determined to preserve peace among the great powers of the world, but also to support democratic elements across the hemisphere.

LEXIS® NEXIS® LEXIS® NEXIS®

Services of Mead Data Central

27TH STORY of Level 1 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

September 4, 1984, Tuesday, AM cycle

LENGTH: 834 words

HEADLINE: Precede COLLEGE STATION

BYLINE: By TERENCE HUNT, Associated Press Writer

DATELINE: HOUSTON

KEYWORD: Bush

BODY:

Vice President George Bush angrily attacked Democratic challenger Walter F. Mondale on defense spending and Central America on Tuesday but was forced later to correct one charge and hedge another.

In a speech to a fired-up audience of 2,500 students at Texas A&M University in College Station, the vice president claimed Mondale was advocating "drastic cuts in defense spending."

Later, at a news conference in Houston, Bush admitted he was not certain what Mondale had proposed for the Pentagon budget.

"I believe he's said he would cut from what we've recommended," Bush said. "But I will now stop so I don't get in any hot water and just wait and see if that point is correct or not.

"If I'm wrong, I'll apologize to him," Bush said. "I don't think I'm wrong."

Mondale has said he would increase military spending, but in smaller amounts than those sought by the Reagan administration.

Similarly, Bush backed away from an accusation that Mondale insisted on calling the Marxist regime in Nicaragua "liberals."

"He doesn't want to call them Marxists," Bush said of Mondale. "He calls them leftists, maybe not liberals. I don't know."

In his speech at College Station, Bush had criticized the Sandinista government in Nicaragua and shouted, "If you walk like a duck and you quack like a duck and you say you're a duck, you're a duck. They are Marxist-Leninists. They are not liberals as Mondale says."

In Houston, Bush visited the Johnson Space Center and spoke by radio telephone with astronauts on the shuttle Discovery.

Bush said he talked with Reagan recently about how science experiments on the shuttle can translate into practical benefits on earth. The vice president

LEXIS® NEXIS® LEXIS® NEXIS®

Services of Mead Data Central

said Reagan "was really fired up" before the current flight "so I imagine he'll be uncontrollable on this."

Bush did not back down on his criticism of Mondale for wanting to cancel the MX missile and B-1 bomber, which Bush said amounted to "giving away the store" before sitting down with the Soviets to negotiate arms control.

Claiming that the Kremlin knows Reagan is a tough negotiator, Bush said the Soviets will not return to the negotiating table until after the Nov. 6 presidential election in hopes of getting a better deal from Mondale.

Bush suggested Mondale should take a lesson about negotiations from labor leaders who support the Democratic candidate. "Before they go they don't give up the paid vacations and the cost-of-living benefits and the overtime pay.

"And similarly, we are not going to give up our strategic weapon systems while the Soviets are continuing to build theirs up," Bush said. "That's not negotiating. That's giving away the store, and this president simply is not going to engage in that."

Bush said the Reagan administration is waiting for the Soviet Union to return to arms talks, which Moscow abandoned last year.

"But let me ask you a question," Bush said. "If you were a Soviet leader and you aw an election coming up in the United States between someone who you know is a tough negotiator and with whom you may disagree ... and then someone else who has already promised before he sits down to cancel the MX missile and cancel the B-1 bomber and who has called for a nuclear freeze that would drastically lock in inferiority for our allies in Europe and who would drastically cut spending ... wouldn't you wait it out till after the election day?"

"The answer is clearly yes," Bush said.

Singling out the American invasion of Grenada, Bush said Reagan acted decisively while "it took Mr. Mondale 17 days to decide how he felt about the rescue operation ...

"We didn't wait until a crisis became a humiliation; our president acted. And I don't care what the handwringers or the opponents say, Grenada was a proud moment in the history of the United States."

On Labor Day, Mondale charged anew that Reagan was accelerating the arms race and said that Reagan was the first president since Herbert Hoover "not to see his Soviet counterpart."

Defending the president, Bush said Reagan "is the only American president to have three different Soviet leaders in 3 1/2 years and the only president at the same time to be faced with such major happenings as the stepped up aggression in Afghanistan, the brutalization of (labor union) Solidarity in Poland or the unconscionable shooting down of KAL 007."

Asked if his role in the campaign was to be point man for sharp criticism of Mondale while Reagan takes the high road, Bush said, "Oh, please. I don't think so."

LEXIS® NEXIS® LEXIS® NEXIS®

Services of Mead Data Central

In New Orleans, Bush said an 18-month federal strike force had met with "remarkable success" in halting the flow of drugs from South America to the United States.

"I know we've had some bumpy spots on the road but I think it is going very well," Bush told officials of the National Narcotics Border Interdiction System.

Since the operation began last year, Bush said agents have confiscated 938,000 pounds of marijuana, 2,199 pounds of cocaine, and 4.4 pounds of heroin, and arrested 248 people.

LEXIS® NEXIS® LEXIS® NEXIS®

DOUG GAMBLE

424 - 36th Place
Manhattan Beach, CA 90266
(213) 546-6409

May 5/89

TO: CHRIS WINSTON
2 Pages

TEXAS A&M

THE AIR FORCE ONE PILOT WHO FLEW US HERE, DANNY BARR, IS A TEXAS A&M GRADUATE. WHEN MOST PILOTS ARE PREPARING TO LAND, THEY RADIO TO THE TOWER THAT THEY'RE ON THEIR FINAL APPROACH -- BUT DANNY HOLLERS "HOWDIE, GIG 'EM AGGIES."

I KNOW YOU HAVE A TRADITION OF STANDING THROUGHOUT ENTIRE FOOTBALL GAMES. MY SPEECHES SEEM TO HAVE THE EXACT OPPOSITE EFFECT ON AUDIENCES.

THERE'S JUST ONE PROBLEM WITH ME ATTENDING NEXT SEASON'S GAME BETWEEN TEXAS A&M AND U.T. WHEN YOUR TEAM SCORES, A CANNON IS FIRED AND EVERYONE KISSES THEIR DATE. BUT I WAS GOING TO GO WITH PHIL GRAMM.

A COUPLE OF STUDENTS WERE ARGUING, AND ONE FINALLY GOT EXASPERATED AND SAID "OH GOD." THE OTHER ONE SAID "JUST LEAVE JOHN DAVID CROW OUT OF THIS."

IT'S A GOOD THING YOUR SCHOOL HAS THE LARGEST COLLEGE OF VETERINARY MEDICINE IN THE COUNTRY. SOMEONE TOLD ME THAT THIS TIME OF YEAR THERE ARE A LOT OF PARTY ANIMALS WHO NEED TREATMENT.

MORE...

TO: CHRIS WINSTON - TEXAS A&M (CONT'D)

I UNDERSTAND DESIGNS HAVE BEEN SUBMITTED HERE AT TEXAS A&M FOR A POSSIBLE BUSH PRESIDENTIAL LIBRARY. I PROBABLY SHOULDN'T PLAY FAVORITES, BUT I KINDA LIKE THE ONE SHAPED LIKE A HORSESHOE.

THE FAMOUS BONFIRE YOU BUILD HERE EACH YEAR LIGHTS THE TEXAS NIGHT FOR MILES AROUND. BUT THE BRIGHT GLOW OF KNOWLEDGE AND ACHIEVEMENT YOU CARRY FROM THIS PLACE TODAY, CAN TRULY LIGHT THE NATION AND THE WORLD FOR YEARS TO COME.

May 3, 1989

MEMORANDUM

TO: Mark Davis
Christina Martin

FROM: Stephanie Blessey

SUBJECT: Texas A&M

CAMPUS:

- Military Walk - connects north to south campus (the Sbisa cafeteria or engineering building to the quad or library) walk is covered by oaks
- Century Tree - branches reach ground, bench underneath
- Memorial Student Center - student union, 1,200 programs, student hang-out, in memory of Aggies who have died; tradition of not walking on grass surrounding building and taking off hats inside are taken seriously by the students.
- Quad - in oldest part of campus
- Dixie Chicken - local pub
- outside of Academic Building

TRADITIONS:

- Mascot - Reveille V
- all mascots have been buried outside of the stadium with a "perfect view of the scoreboard."
- Silver Taps - Memorial ceremony for any Aggies that have died that month. It takes place around the flag pole on the first Tuesday of every month. Family members are there, and Ross Volunteers play silver taps.
- Muster - a Silver Taps on April 21 for every Aggie who has died that year. A family member or friend holds a candle and says "here" for the deceased. Muster is held by Aggies across the world. On campus its held in Rollie White Coliseum.
- Bonfire built before U.T. game; world's largest; a tremendous engineering project that takes two months to build; "red hats" are the builders.
- "Howdie, Gig 'em Aggies" - an expression used on campus; would bring the house down in a speech.
- When football team scores cannon is fired and everyone kisses their date.
- 12 Man - In '22 E. King Gill a reserve who had left the team after regular season to play basketball dressed out for the game because there were so many injuries. He never played, but he was prepared and willing to do anything for his team. Now all students remain standing during football games as a "gesture of loyalty and readiness for duty." Good theme to work into speech.

- Yell Leaders - instead of cheerleaders are thrown into the pond after every winning game.
- Yell practice - pep rally they hold Midnight before a game or after the game if they lose. They practice after the game to show that they are still behind their team and want to prepare for the next challenge.
- Elephant Walk - p.5 Visitor's Guide

SPORTS:
- Baseball ranked 2nd in nation (behind MSU)
- Won U.T. games this year with a grand slam by John Byington (star player and hero on campus) in the 9th inning (see school newspaper)
- Randy Matson - gold medal in shot put
- Randy Barnes - silver medal in Olympics

FAMOUS PROFESSORS:
- Norman Bourlog - father of green revolution on Third World Countries -- won Nobel Peace Prize
- Sir Derrick Barton - won Nobel prize in chemistry
- Charles Plum - former V.P. of Standard Oil; great friend and mentor of students -- lent money to student to buy school ring; retired last year.

FAMOUS GRADUATES:
- Henry Csneros
- Tom DeFrank - White House Correspondent for Newsweek
- Danny Barr - pilot for Air Force 1
- George Mitchell
- Mike Halbutti
- Phil Gramm - faculty
- Joe Barton
- John David Crow - Heisman winner, Athletic Director
- Fred McClure - 1st black student body president at Texas A&M

ADDITIONAL INFORMATION:
- Parents of the Year - this years winners have sent 10 children to A&M; two were not their own.
- the graduation the President will address consists of all PhD and Master recipients, geo-sciences, and liberal arts graduates.
- Subjects
    - pioneers in engineering (largest engineering college)
    - Undergraduate fellows research with professors
    - top business school

CONTACTS:

- Dr. Bill Mobley (409) 845-2217
  President
- Mary Helen Bowers 845-4618
  Director, Educational Information Services
- Perry Eicher 693-6751
  student
- Robert Smith 845-1911
  Vice President

MEMORANDUM OF CALL

Previous editions usable

TO: CM

☐ YOU WERE CALLED BY– ☐ YOU WERE VISITED BY–

Mark Davis

OF (Organization)

☐ PLEASE PHONE ▶ ☐ FTS ☐ AUTOVON

☐ WILL CALL AGAIN ☒ IS WAITING TO SEE YOU

☐ RETURNED YOUR CALL ☐ WISHES AN APPOINTMENT

MESSAGE

RECEIVED BY	DATE	TIME
	2/11	1:46

63-110 NSN 7540-00-634-4018
☆U.S. GPO: 1986—181-246/40015

STANDARD FORM 63 (Rev. 8-81)
Prescribed by GSA
FPMR (41 CFR) 101—11.6

Political & Social

Gorbachev's Closing Speech at 25 Apr CPSU Plenum

PM2704112189 Moscow IZVESTIYA in Russian
27 Apr 89 Morning Edition pp 1, 2

["M.S. Gorbachev's Closing Speech"—IZVESTIYA headline]

[Text] Comrades! The political moment through which our society is living is most crucial. It demands a responsible political analysis and a responsible political assessment, a precise analysis and a precise assessment.

I see in this the value of today's discussion at the party's Central Committee plenum. Despite all the diverse and even contradictory opinions, I believe that by even the highest standards, it deserves to be described as a major discussion important to the Central Committee's activities and the party's work at a very crucial stage of restructuring.

Indeed, we are now addressing tasks of an historic scope. But people live today and they are interested first of all in the possibility of fast improvement in the real conditions of their lives. So the situation is contradictory.

This is why in politics it is very important to grasp the substance of problems and find such ways to solve them as will match reality as fully as possible.

This is the meaning of the party's political activity. And this binds the party to intensify even further its theoretical, political, ideological, and organizational work.

I identify with those who keep their heads and try to gain a good understanding of the complex dialectics of developments at this exceptionally difficult phase in our society's development; who seek to enrich the restructuring policy, the party's strategic course, and come up with tactics corresponding to this strategy; who are out to tackle the tasks of updating socialism.

I.

In this sense much food for thought has been offered by the past elections which became, as we now say, in effect a referendum, one in favor of restructuring. The elections unequivocally said yes to restructuring.

Generally, comrades, in political analysis we need to form correct judgments in order not to be led by emotion and excitement. This is a demand with which every serious party, especially a party like ours, should deal.

The elections demonstrated that the vast majority of Soviet people do not imagine their country's future without restructuring, without recovery and renewal based on socialist values. This is the main political result of the elections, as well as all the past 4 years of hard work.

And mind you—I would like to stress this—the elections took place in difficult, perhaps even extremely difficult, conditions.

The food problem is far from solved. It keeps us concerned and we dealt with all related issues at the last Central Committee plenum. The housing problem is acute.

There is a dearth of consumer goods in the shops. The list of shortages is growing. The state's financial position is grave.

Further sharp issues have arisen from, let us be blunt about it, the long-neglected need to perfect the Soviet multinational federation, and nationalist, extremist, and anti-Soviet elements are attempting to exploit this fact in a number of localities. They are being joined in these attempts by people who are political failures or, more frequently, ordinary careerists. All this is in evidence.

This gives all the greater importance to the indisputable fact that in this complex situation, where we heard predictions that people would not go to the polls and that even those who did would do so to vote against, Soviet people unambiguously expressed themselves for restructuring, reaffirmed their commitment to socialism, and backed the party's policy of continuously updating society.

We have yet to analyze the outcome of the elections in every respect and draw our conclusions. Obviously, on the eve of the Congress of People's Deputies, when we discuss issues related to its meeting, to the formation of the higher bodies of power and to their functioning, we shall return to these matters at a Central Committee plenum. It will be possibile to discuss this subject. There is a need to do so.

But we can say firmly even today that a further step of fundamental importance has been made in extending democracy. The elections demonstrated that restructuring has ceased to be a cause mostly for enthusiasts and trailblazers. We can say today that it has become a truly nationwide movement.

This is an extremely important political conclusion that I would especially like to stress. This is because without realizing it, it is hard to organize work correctly both in the center and in the republics and at the local level, both in the party and on the economic front—everywhere.

But to say only this is to say far from everything. A careful analysis of the election campaign and the results of the popular voting reveals that the Soviet people have pronounced themselves not just for restructuring but also for its further deepening, for greater resolution in its implementation, for a most rapid change for the better in all spheres of our life. And, I think, we see eye-to-eye on this conclusion. This idea was heard at the plenary meeting today.

In other words, the voters, having supported restructuring as a strategy and a policy, have given a rigorous and exacting evaluation of how the course of the party is being translated into reality; how the party, soviet, and economic bodies and the leading cadres are working and what results have been obtained. We ought to see that the people are not content with how the overdue problems are being solved in a specific city, district, region, republic, sector, and in the country as a whole.

I think many reasons that restructuring in some areas is not yielding the results on which we all counted are rooted in the activity of the central bodies. Speakers at the plenary meeting assessed many things correctly and from principled positions. Here, as they say, one can neither add nor subtract anything. It means much has to be considered in the Central Committee, the Politburo, and in the government so that their activity meets the scale of the tasks being tackled by the country.

But, speaking of this, I must also stress another thing. Of course, the responsibility of the center is indeed great and it should not be belittled. But the value of the current discussion at the plenary meeting of the Central Committee lies in that in the statements of many speakers one perceived an awareness of the role of the local and republican party bodies in tackling the overdue tasks.

The picture must be complete and analysis comprehensive. Without minimizing the responsibility of the center, I would like to draw your attention to this thought: The processes at work within restructuring are guided and arranged by us in such a way as to give more independence to the republics, the local bodies, and the economic organizations. This is borne out by any document concerning the economic and political reforms. Everything aims at delegating many of the rights from the center to the local level.

Many have already availed themselves of this new situation to embark upon intense work and to practically solve problems which took years to accumulate. In some regions, cities, and districts real headway has been made. People see this and evaluate this on its merits. Comrades have spoken about this correctly today.

Still, however, not everything is well in this area. And this is what I would like to say in this connection. The working people are well aware that solving the crucial problems will take time. I know this from my numerous contacts with workers, peasants, intellectuals, economic managers, and party workers. People understand this, but they are reluctant to put up with disruptions in the supply of things that are available in sufficient quantities. They are displeased with the organization of the work of the trade and services sphere and city transport, with the long-neglected sanitary condition of the cities, with the absence of resolute struggle against economic mismanagement, violations of the rule of law, with the ecological state of the cities and settlements, and with the attitude toward cultural monuments.

Many of these issues do not require any special decisions from the center, or a restructuring of the economic and political system; neither do they require capital investment. To this one also ought to add that many critical remarks have to do with the fact that people in different organizations still feel the old atmosphere, where every visitor is looked down upon as being very nearly persona non grata, an undesirable phenomenon.

The Soviet people are quite open to reasonable arguments. When a person who has asked a question is presented convincing arguments in a sincere fashion, and an attempt is made to involve him in the analysis of a particular situation, he agrees. But, when people encounter in many offices the same atmosphere that has evolved throughout decades, an unmitigated reluctance even to talk to them, this causes special resentment.

I consider it necessary to speak about this today. For the fact is that some have already gone as far as saying that, in a manner of speaking, both democracy and openness are very nearly a disaster. And the fact that the people have begun to act, that they no longer wish to remain silent and insist on their claims, is perceived as taking restructuring too far.

I for one, comrades, see this as a success of restructuring. This is also the view of the Politburo. We are moving toward the power of the people, involving the working man in all the economic and social processes. We are doing this by remaking him into the master at production, through democratic forms and new methods of economic management, through the election campaign, and through the revival of the soviets. This is precisely what we need. And this is why we have begun all this. So that man can feel normal and well in a socialist state. So that he can feel above all like a human being.

I think that if this course of events and such a turn in restructuring does not suit someone, this, comrades, is quite serious. There are some individual difficulties, there are disruptions, and there are failures. I will talk about this further on.

But there is a principled course. One about which Lenin said: Socialism is the creative endeavor of the masses. And it is through the new mechanisms and on the basis of political and economic reforms that we are indeed elevating man as the main motive force in every field of restructuring, in every sphere of life.

In search for all kinds of explanations, one can run into political absurdity and lose one's bearings. You can no longer view the present process from yesterday's standpoint or take a parochial view of things. What is needed is a political analysis, honest and based on principle. The only correct approach is the political approach from the

standpoint of socialism's interests and popular demand. This approach alone will lead us to correct conclusions, this and none other. And the correct conclusions will serve as the foundation on which to restructure our work.

Yes, comrades, the Soviet people voted unambiguously for restructuring, not as an abstract idea, but as an effective process rich in meaningful content and tangible results.

Yes indeed, the Soviet people have unequivocally voted for socialism, yet for a renewed and humanized socialism, a socialism that actually serves the interests of the people and elevates man.

Yes, the Soviet people voted in bulk for Communists, for the people who personify in their eyes the party of restructuring, which is asserting itself as the political vanguard of society under new conditions.

By their choice, the Soviet people have reconfirmed that they view the party as the only real and dependable political force capable of securing both the renewal of society and, at the same time, its consolidation.

What conclusions shall we draw for ourselves? What use shall we make of the new opportunities that have opened for the party which has received a vote of confidence? We must give a reply to all this, a sincere and honest reply, with readiness for maximum selflessness in work.

Such an analysis and such an approach in assessing everything that is going on in the country makes it incumbent upon us at the present plenum to direct our attention towards a number of aspects of the practical work of the party and all its cadres.

II.

First of all, it should be said that, despite all the difficulties that fell to our lot lately, we were able to impart to the economy a great social thrust. We understand, though, that so far only the first shifts have been achieved and much remains to be done.

The slowdown tendency in the economy's growth rate, judging by the major indices, has been checked. Shifts are beginning to show in the switchover to intensive development of the economy and the intensification factor is snapping into action ever more. The structural renovation is under way, though not exactly as we planned, but it got underway and has been felt to affect the scientific and technological renewal of production.

For all the complications, the economic reform is moving ahead. The economic situation of enterprises, amalgamations, and collective and state farms is being consolidated. A large scale restructuring of the system of economic management is taking place. New principles of external economic relations have been established.

Of special importance in the ongoing process of transformation is the people's changing attitude toward what they are doing. Their psychological makeup is being altered. A new type of working man is taking shape. Not only managers but also work collectives are affected. It is very important that within the framework of restructuring people have begun to change.

Encouraging in this respect is the desire of many enterprises to scale the steps of economic reform: from the first form of cost accounting to the second, and from the second to leasing.

I'd like to point out that, despite all difficulties, we are pursuing and will pursue the line for radical and fundamental restructuring of our entire national economy, which embraces production relations, science, technology, and economic management methods. We lay, thereby, groundwork for our economy to reach new frontiers. We should do this despite all difficulties and pressure from the specific situation of the present.

We are dissatisfied with what we have done in the economy. This is especially true of the end results. We know that the working people are also dissatisfied with the present situation in the economy. They have grounds for this.

At this time, comrades, one can easily yield to transient sentiments and step back from the charted course. This would be very dangerous, to retreat under the pressure of circumstances. We should have enough courage and ability to pursue consistently the charted line under difficult conditions.

It is very important to impress every day on the minds of all working people the need for such an approach, and an understanding of the fact that fundamental changes are vitally important for us and that they will yield impressive results.

However, comrades, this does not mean that we can now disregard vital, priority problems which exist in society and which need a solution. This was discussed at the April (1985) plenum of the Central Committee and especially at the 27th CPSU Congress which recognized the need to conduct a vigorous social policy and to reorient our economy on the solution of vital problems in the life of people.

Specifically, the matter in question is (which was emphatically stressed at the June (1987) plenum of the Central Committee) the priority development of the agrarian sector in resolving the food problem, housing, and boosting production of consumer goods and services. Changes are taking place in all these areas. Other comrades and I have spoken about them. Relevant figures in this respect are being regularly published.

But we cannot help feeling concern, comrades, that these changes are not felt enough by people and that the situation, particularly on the home market, far from improving, became even more acute in many cases and, as I have already said, shortages are increasing.

We cannot help seeing that uneasiness is growing in society in this connection. People respond badly to shortages and to queues which take time and, to put it frankly, humiliate people. People regard this situation as a gap between words and deeds, as an inconsistency between promises and real changes in life.

Recognizing the validity of this dissatisfaction, we should ask ourselves: How could it happen that better indices of the national economy and higher labor productivity and growth in resources, which are taking place though not so quickly as we would wish, do not result in a better situation on the market, but on the contrary, the market falls into greater disarray? We should explain this to people and understand this ourselves so as to later transform this into policy and practical activities.

What happened? Of course, there were things that could not be foreseen—the Chernobyl accident, the decline of prices in the petroleum market, and some other things. But, comrades, this can hardly account for all that has taken place in the economy, particularly in the consumer market. What is then the value of our planned economy if unforeseen circumstances can strike it out of balance?

We should make a truthful, self-critical evaluation of our own activities—of the Central Committee, the government, and the central management bodies, and not only of them, but also of the republican and local bodies.

I should say, first of all, that we set about analyzing and evaluating the country's financial position with a considerable delay. In this, Comrade Melnikov is right. I can only add that Melnikov is right that we all did not know well the country in which we live. But this does not mean that we should give up energetic actions. Apparently, it was necessary to get down to work and we did it. But everything turned out to be much more complex than we thought and what seemed to be the case at the first stage.

Many decisons were taken without due account of the real state of finances and economic resources, although those decisions were prompted by urgent social requirements of society.

Really, can one say that the measures which were taken in housing construction were wrong? We began to step up the rate of housing construction. Or, take measures in the field of health care, for which we allocated an additional 6,000 million rubles. Or, measures concerning public education where the problems of both material basis and salaries were to be tackled.

Those were urgent matters which by that time became quite conspicuous. We increased the amounts of pensions for individual brackets of people, and grants for students and pupils.

All that could not be postponed and, besides, it was necessary at the same time to thoroughly determine the sources for financing the activities by slashing spending for other purposes. This was not done fully. Military spending, uncompleted construction, managerial costs, and expenditures on the realization of some large-scale projects and so on continued to grow.

Now everyone has a right to ask as follows: Where were the central economic agencies and the Central Committee members who headed them? We should now ask them in earnest about that. To a considerable extent this happened because the question of the country's financial position, the imbalance existing for many years, the budget deficit, and a de facto increase in the state debt was not raised by them in time and with the necessary pungency.

One should say straightforwardly that, owing to a considerable extent to laxity in the work of economic departments, as well as sectoral ministries, we turned out to be unprepared for ensuring an effective influence through economic levers on the processes of implementing the laws on the state enterprise, cooperatives, and individual labor activity.

On the one hand, production collectives were unable to show their enterprise and resourcefulness in real earnest within the framework of the new rights. On the other hand, the center found itself in such a position that it is now lacking the necessary levers for influencing the regulation of incomes and first of all a well-thought-out taxation policy.

We have been acting within the framework of the administrative system for so many decades that not only our practice but science, too, turned out to be helpless and failed to suggest immediately the necessary projects and measures which would help us to create the necessary mechanisms and ensure a transition to an efficient management.

The outcome of all that was that the major economic principle—the priority of the rise in labor productivity over the increase in wages and salaries—was seriously undermined. Negative trends in this field go on gathering strength so far rather than fade out. Last year the increment in wages and salaries in the national economy was 7 percent, that of labor productivity 5.1 percent. In the first quarter of this year the indicators were already 9.4 and 4.5 respectively, i.e. the rate of increase in wages and salaries was more than twice as high as the rise in labor efficiency.

In general the rise in labor productivity is quite good on the whole. This reflects an improvement in the economy and an acceleration of scientific and technological progress. But all this quite often comes to nothing, comrades, because wages and salaries are not made contingent on the end result.

This means, one should say straight, that the economic mechanism of cost accounting and self-financing has not yet been thought out and adjusted completely. This detracts from, if not to say undermines, the basic principles inherent in the adopted normative acts.

The Central Committee members know that the government has elaborated, following the discussion of these issues in the Politburo, and currently implements urgent measures to improve the finances. But I would like to caution right at once, comrades, against seeing in these urgent measures an exhaustive solution to the issue. What is all-important is to consistently and firmly push ahead the economic reform, enhance production efficiency, strictly abide by the profit-and-loss accounting principles, not to pay a roble without linkage with the quantity and quality of output.

I think that an open talk with the working people is needed here. We recognized it as necessary to draft a letter on behalf of the Central Committee so that people know the real situation.

Measures should be elaborated and effected on switching to wholesale trade. The latter should be shunted onto economically-grounded rails as we decided at the 19th party conference. And, certainly, work to refine economic levers shall be carried out without delay. I also bear in mind here the refinement of the tax policy, the credit system, etc. Very important documents on this score are under development.

This is, so to say, one side related to straightening out matters in the field of finances and building up efforts to carry through the economic reform. The other side, which is no less important but from the point of view of the consumer is the overriding one, is to boost food and commodity resources in the country, in general.

I am convinced that if we are consistent in effecting the agrarian policy, which was developed by the March plenum of the Central Committee, untie people's hands, give them the right to management on the land using for this purpose a variety of forms, and reshape the relations of ownership, we will achieve real progress. It is difficult to agree here with V.I. Melnikov's remarks.

Possibly, they concern regional problems of the Komi Autonomous Soviet Socialist Republic. But you work it out there. The plenum's decisions opened this opportunity, so use it. We have made considerable headway in tackling social issues in the countryside. Given all strain in the economy, we are nevertheless, consolidating also the material and technical base. So, there has been meaningful progress.

In general, comrades, the Politburo considers that if we are consistent in enacting the agrarian policy, which was developed by the plenum of the Soviet Communist Party Central Committee in March 1989, we will get a breakthrough in food supply before long.

I would like to return to what speakers at the plenum of the Central Committee have already talked out. Party organizations, government bodies, and our senior executives in the agrarian sector work in a different fashion. Hence, different results both in boosting agricultural produce output and food supply. Look at what a divergency can be traced throughout the country. By the way, if this was explained earlier by different climatic conditions, today this is attributed to a decisive extent to the standard of work, initiative, and the responsibility of local executives.

The experience of the Ryazan regional party organization demonstrates what can be achieved even in difficult conditions and how the situation can be modified. It was not all too easy there. But the working people perceived the regional committee's projects, supported by deed the real plans, the practical work of party and government bodies. The results are obvious.

Why did I mention this? Because I want to stress again and again that even in difficult regions, where agriculture is a shambles and where for years little was done to raise its efficiency and increase the output of farm produce, it is possible to achieve real, practical results within a short time through competent management using opportunities opening up before the agrarian sector.

Of course, every region has its own peculiarities and these dictate its own approaches. This is clear. But it is likewise clear that without pain there is no gain. We need specific plans worked out with popular involvement and we need a lot of effort by worker collectives, party organizations, and economic executives.

There is no alternative, comrades. There are no miraculous measures in existence, even if some people probably hoped for them. This is a lesson not only of all past history, but also the past few years.

I think that now that serious prerequisites have been created for the agrarian sector's work, measures mapped out by last month's Central Committee plenum are changing the situation drastically, enabling the countryside to make faster progress. The main thing is to decisively embark on the path of fundamentally overhauling economic relations in the village.

We need cardinal improvement also as regards saturating the market with consumer goods and services. The situation in the field worries the entire society. Wide-ranging, heated discussions are underway on this score. There is, as they say, more than enough, but for the most part perfectly justified, criticism in these debates. But many ideas of how to cut the knot are also being voiced. In their zeal different sides are trading both grievances and charges.

I do not want to get into the discussion now. One thing is clear, comrades, namely, that to a significant degree, all this is due to the fact that we do not yet have the necessary groundwork for producing goods in a sufficient amount and range.

We have set the task of laying down this groundwork without delay by modernizing and revamping light industry and the food industry, and also by markedly expanding the production of durables by heavy, especially defense, industries.

We should not just be firm but, I would say, also tough in maintaining this line and make those responsible answer for the fulfillment of planned programs.

We have begun this work. Our defense factories have already started turning out equipment for light industry and the food industry. We need several tens of billions of rubles worth of this plant. A great amount of work is to be handled in this respect by the standing agencies of the USSR Council of Ministers, in the first place those led by Comrades Belousov, Silayev, and Biryukova.

We have now made it a rule at the Politburo and the Presidium of the USSR Council of Ministers to systematically hear accounts by leaders of every rank by way of exercising control over their performance. We shall keep doing this, increasing everyone's accountability for the job at hand.

Normalizing the situation in the market is a problem that just cannot be solved—and this must be said most definitely—without the broadest and practical involvement of the republics, regions, and major industrial centers, especially in present conditions where rights are increasingly delegated to republics, regions, enterprises, and worker collectives.

In general, comrades, even today everything that concerns the agrarian sector, light industry, the food industry, trade, the service sector, medical services, education, etc. lies for the most part within the competence of republican and local organs. The process will develop even further when we discuss and adopt laws on regional cost accounting and local self-government.

It seems self-evident that broader rights mean greater responsibility. But in many cases we encounter a different approach, or, simply speaking, parasitism which has struck very deep roots in this country.

We must agree once and for all to unswervingly abide by the decisions of the 27th congress of the party and the 19th party conference that every republic, territory, and region should answer before its population for the conditions of life created for them, for the extent to which people there have been provided with food and medical services, for how matters stand in the public education sector, how good municipal services are, and of course, for the situation on the market of goods and services.

But many funds earmarked for these purposes are still not being absorbed locally.

Why am I again talking about matters that seem to be self-evident? The government is currently working out measures to increase the production of goods next year. Positive shifts are taking place in the positions of central ministries and their enterprises and in some, perhaps even most, republics.

At the same time the leaders of individual republics are evading searching for reserves to replenish the market. Yet these same republics are constantly and regularly asking for money to pay wages. This is not even yesterday's but the day before yesterday's banking on money emission. As they put it, this position is at least strange and, to use the party language, irresponsible, especially considering the real situation in the field of finances and in the market.

Of course, comrades, the problem of increasing the production of goods and services and normalizing the market also requires appropriate understanding, attitude, and concrete contribution on the part of production collectives. The party organizations should carry out a large amount of work in this respect.

Extensive rights given to the work collectives are not always—and comrades are right in emphasizing that—connected in people's minds with the awareness that only they themselves and none other can ensure their well-being through a rise in labor productivity and production efficiency.

One should look the truth in the face. Many have forgotten how to work. They have become accustomed to the fact that they are paid only for reporting to work on time. Society can no longer reconcile itself to this and this should be stated in full voice. So far only slogans and calls for leveling are being sounded in full voice in this country. During the election campaign many candidates for the posts of deputies thoroughly exploited this theme.

The normalization of the economy and finances urgently raises the question of resolute efforts against mismanagement. It is correct that facts of mismanagement are viewed by the working people as an undermining of restructuring. I believe that the way in which this question has been put is legitimate.

Really, for how long shall we speak of unfinished construction when billions of rubles go down the drain, and real dumping grounds of uninstalled equipment, which is also worth billions of rubles, are formed?

For how long shall we speak of gross miscalculation in the investment policy, in the construction of plants the advisability of which was not duly substantiated? For decades we have been speaking of huge losses in agriculture and transport, and ineffectual utilization of fixed assets in industry. And finally, for how long shall we put up with barbarous approaches to the utilization of natural resources, the approaches to which inflict a tremendous damage upon the economy and ecology?

Here are only several facts. At the beginning of the 5-year-plan period, there was a fundamental guideline to reduce the scope of capital construction and the scope of unfinished work. What takes place in actual fact? The scope of unfinished construction over the 3 years has gone up by 30,000 million rubles and now accounts for more than four-fifths of the annual volume of state capital investment. Last year alone the number of newly originated construction projects increased by 41 percent. One should ask: What do the State Planning and State Building Committees think of it? Where is Comrade Yu.P. Batalin, deputy chairman of the Council of Ministers? Does he have a stand on this issue? Such miscalculations cost the people a good deal.

Or take the following fact: Idle time of the fishing fleet of the USSR Ministry of the Fish Industry (headed by Comrade Minister N.I. Kotlyar) at sea in excess of the plan, owing to mismanagement and inefficiency, amounted to 13,500 days last year. A day of idle time for one ship costs 5,000 rubles. One can imagine what a huge loss the state has suffered from this apology for the management of the branch!

The enumeration of such hard-to-believe facts could be continued. You all know how acute is the question of the provision of medical institutions with single-use syringes and needles. Decisions to organize their mass production were made way back in 1986-1987. However, owing to the irresponsible attitude of ministers—Comrades N.A. Panichev, V.A. Bykov, and M.S. Shkabardnya—the decisions have not been implemented. Moreover, the Ministry of Medical Equipment and Biological Industry imported almost 30 million syringes without needles. The needles, in accordance with the state-placed order, were to be made by enterprises of the USSR Ministry of Instrument Making.

However, Comrade Shkabardnya did not ensure the conclusion of contracts and delivery of needles while the Ministry of Medical and Microbiological Industry did not find anything better than to send out syringes without needles to health care bodies throughout the country. And of course they are all now a deadweight at a time when medical institutions everywhere are still in dire straits.

How many just and wrathful words one had to hear about the shortage of detergents, for example. Matters went to such lengths that a palliative solution to the problem has now to be sought at the local level and, in point of fact, a domestic-industry production of soap and other detergents is being organized while the USSR Ministry of the Chemical Industry has been dragging out the construction of the Novomoskovskbytkhim complex for the 9th year. There are quite a number of such examples throughout the country.

The outcome of mismanagement which repeated itself from year to year was that a whole system of parasitic elements developed, propagated, and is getting fat on it. The system sows seeds of corruption, economic and criminal offenses, and anti-social morality around itself. The system defends the conditions of its parasitism, and in many cases not without success.

People see all these ugliest facts of mismanagement and justly demand a strict punishment of the culprits, not because of vengeance but to assert the realization that it is inadmissible and impossible to throw the people's resources to the winds.

I think, comrades, and this is the opinion of the entire Politburo, that we can no longer put up with mismanagement which literally compromises restructuring and does tremendous damage—economic and moral—to the whole of society.

I think that, following the plenum, facts of mismanagement should be considered both here at the center, and in the republics, regions, territories, cities, and districts. This should be done in public so that the people will know about all the measures taken.

The main thing is to put everything in order and I ask that it should be reported to the party's Central Committee what will be done in connection with all these matters. This also applies to the facts mentioned here. They should be considered, and most stringent measures should be taken to rectify the state of affairs.

III.

Comrades, to us, the Central Committee, it is undoubtedly very important to assess in time and clearly determine the role of the party and all its elements from primary party organizations to the Central Committee—not only in a long-term perspective but also at every specific stage of the development of society within the framework of restructuring processes.

This theme, I would say, was the main one today at the plenum of the party's Central Committee. The results of the elections introduced many disquieting elements into the discussion on the matter. It is essential to us every time and on the strength of strict realism to evaluate in time and correctly the development of the processes, their orientation, and the frame of attitude of the masses

so as to make the necessary decisions in time and to introduce this or that adjustment to our policy. And finally, it is of particular importance, in line with the requirements of life, to constantly refine the character, forms, and methods of party activities.

I do not agree with the extreme judgments that the party nearly loses its positions in the country or that it has turned into a discussion club and so on. Hints at weakness and indecision at the center are being made. I think some comrades, having found themselves at a turning point, lose confidence and cede their positions. This won't do.

But I regard pronouncements voiced here also as information which comrades wanted to bring to the attention of the Central Committee and the Politburo. This information was presented so as to draw attention to it. Therefore, I regard it in a party-motivated way. This has been a necessary discussion. If people show concern for the party, where else can one speak of that if not in the Central Committee?

I think the comrades acted correctly by telling how they view the current situation. The present-day situation is characterized by many important phenomena which seriously distinguish it from the preceding period. It provides a wealth of material for reflection and, what is the main thing, for drawing the necessary conclusions.

The elections helped to better spotlight the tendencies of interaction and interlacing of processes taking place in our society. What is the main thing in this respect? It is a rapid growth and deepening of democracy. And not only in the activities of political institutions but in all other spheres of societal life as well. I mean the economic, cultural, and social spheres.

And the main thing is, comrades,—and I want specially to single it out—a rapid growth of the people's self-awareness. It will be, without a doubt, justified to state today that we are virtually dealing with a sound constructive socialist process—with large-scale politicalization of the masses and the emergence of new millions of people in the arena of social activity. Many of the non-active people only recently were quite distant from politics or in general did not show any interest in it or paid no attention to it.

And more on this: While at the first stage the process of democratization was largely determined by the initiatives and practical work of the party, proceeding sort of from above, now the process is, to a decisive extent, characterized by a powerful movement from beneath—the movement of the broad masses of the working people themselves. This is the main thing.

We are saying with you: Let us learn to work in conditions of democracy! We knew that we had before us an unprecedented election campaign. And still not all of us proved to be ready to work in the new conditions.

The politicalization of public awareness changes the political situation in the country. The variegated experience of the masses is becoming an ever more active factor of societal life. All this is unusual for us, for those who have been working in the party, in public organizations for 20 to 30 years.

The sharp and open raising of many issues that have accumulated in society during the preceding decades is today a fact, and a very important one at that. On the wave of popular initiative and within the framework of the restructuring processes there have come into being and continue to emerge numerous public entities through which there is now surfacing all the variety of interests and mentalities of different social groups, their specific perceptions of what is going on in society. The fact is that what is happening is reflected variously by the different segments of the population. We can see this; these are real things. This is also a very substantial factor which characterizes the present situation.

I must say straightforwardly, comrades, that the party organizations, our cadres, have in many cases proven not ready for such a turn in the development of the democratic processes in society. The activity of some party committees and soviet bodies in their approaches, in their style, and in their methods of work, in understanding the processes at work, are not always keeping pace with life. This is also true of the Central Committee of the party and of its Politburo.

In general, there is, to some extent, shaping up a paradoxical situation—the party has initiated the democratization process, has done very much in order that these slogans be translated into reality. And this has received the support of the working man, of the entire people everywhere. And incidentally, the authority of the party has gained and is preserved because of this. Now, however, when the whole of society is on the move, when the process of democratization has spread in depth and become wider, when it is bringing out onto the surface of societal life new forces and new problems requiring discussion and solution, on this road we increasingly come across the inertia of old thinking, the desire to resort to old methods, to hold back the processes at work. It is here that the contradiction arises.

And some are even beginning to panic and very nearly perceive a threat to socialism, to all our accomplishments from such a wide scope of the unfolding democratic processes in the country.

No, comrades, today we must be concerned not with holding back the people's initiative and independent work. The task lies precisely in that the party should head the process of the growing public activity of the people, set the pace and strengthen the creative elements in it in the interests of a revolutionary renewal of the socialist society, in the interests of restructuring. This is where the crux of the matter is.

Some of our party committees have found themselves in the position of that commander whose regiment or division has launched an offensive, while he himself is still stuck in his trench, sliding back into it, unable to find a point of support to get out, and so he sits in the trench while it is time to catch up with the offensive.

If we act by leading the process of the growing public activity of the people—the cause of restructuring will go further along the road charted and the party will receive even greater support from the working people.

If we lose initiative, allow a lagging-behind—a serious, if not irreparable, damage will be done to the cause of restructuring, with the resulting additonal moral, social, political, and economic confusion.

This is precisely the understanding of the vanguard role of the party we ought to proceed from today. For this, however, the party itself must constantly evolve on the Leninist principles of democracy in the spirit of the requirements of the time.

From the very start of restructuring we said that the party had to learn to live and work in conditions of democracy. Now we say that at present it can act only in this, not in any other, way. This is the way in which the elected bodies of the party, the primary party organizations, the party's leading cadres, the party apparatus, every Communist ought to act.

It is these lessons that stem from an analysis of the work of the party in the present specific situation. We must resolutely throw aside any attempts to return to the old methods, to reject as erroneous the habits of seclusion, the "chairborne" methods of work of party committees.

Maybe today, as never before, the Leninist provision that the Communists must live in the thick of life, know it from A to Z, be able at any moment to unerringly gauge the mood of the people, their actual requirements, aspirations, and thoughts, to be able to earn the complete confidence of the masses by a comradely attitude toward them and the solicitous meeting of their needs—is of tremendous practical importance for us.

It is difficult to add anything to Lenin's provision. It is one thing, however, to know it, but to act so, with account of the specific situation at this sharp turn, at this turning point in the development of the restructuring processes, is a great art, requiring understanding and efforts.

In general, comrades, in our work we must count on living ties with the people, on political methods, on developing a continuous and meaningful dialogue with all forces of society. Such work among the masses has always been in the Leninist tradition. Therein lies the strength of the party, and it is by it that the party has always earned the broad support of the people. And vice versa, when there have been digressions from these Leninist provisions, when the party became inward-looking, divorcing itself from the masses and relying on administrative methods, it immediately weakened its influence as the political vanguard of society. And we know this well not only from history but from a not-so-distant past.

We ought to proceed from this experience, to firmly know and see that the main thing is to go to the masses and to work by political means—for therein lies our strength. I emphasize that it is not a sign of weakness, but a source of strength, of confidence in the rightfulness of our cause.

The party's dialogue with the working people is not a weakness or making the CPSU a discussion club. If it is weakness to conduct dialogue with all segments of society, then I do not know what courage is. People ought to be mobilized and persuaded to pursue restructuring and to reshape our society in the interests of man, of the whole people. This, rather than acting according to this scheme: to allow or not to allow, to let in or not to let in. All this has already passed away. This is a nostalgic yearning for authoritarian methods.

Strength and courage lie in the ability to lead people, to convince them by the force of logic of party ideals, fidelity to socialism, and to unite and consolidate people. Just try to do this without dialogue!

We also draw this conclusion based on the results of the elections. And we draw the same conclusion yet another time from the dramatic developments which took place on 9 April of this year in Tbilisi, capital of Georgia. The Politburo has given instructions to painstakingly analyze everything that has happened there. It is now already clear, however, that we must do everything, using political methods and the force of law, in order to prevent a repetition of similar developments. The deepening and broadening of the party's natural ties with the masses, the working people, their cohesion and unity are the guarantee of the success of the renewal of society that has begun, and of the success of restructuring.

It is precisely in this way that restructuring will receive a powerful creative impetus and acquire an irreversible character.

And at the same time it is the best, the most reliable defense against overt and covert opponents of both the conservative and leftist leanings. Either should be rejected and resolutely overcome. On this score, there have been many critical remarks from the working people to the party committees, to our cadres. The remarks are completely justified.

It goes without saying that, like any revolution, restructuring must be able to defend itself, using the force of conviction and the force of law. In this sense the shaping

of a rule-of-law state will create increasingly reliable guarantees for the democratization processes on the one hand, and, on the other, for defending the democratic change.

We must make maximum use of the legal levers in the development of restructuring, in the development of democracy, in increasing the initiative of every person. And that means the defense of democracy, and the defense of the rights and interests of every citizen.

We should comprehend that the more freedoms society grants to its citizens, the more refined should be law and order, and the stricter their observance. In the interests of restructuring, in the interests of the development of democracy, it should by no means be allowed that people's initiative be converted into willfulness, that the freedoms and rights of one part of society be achieved by infringing on the rights and freedoms of its other parts. And, the more so, the democratization of social processes should not be allowed to be used against our constitutional system.

If we have seriously embarked on the path of restructuring and greater democracy, we should develop within the shortest possible time and set in motion the mechanism of the defense of democracy. The current legislative activity and the recently published decree of the Presidium of the USSR Supreme Soviet, which on the whole was received with undertanding in society, aim exactly at this. But I concur with comrades who said here that some press organs have developed a kind of stereotype: As soon as some new document is published, they begin to oppose it, frequently without even going into the heart of the matter.

To further develop law-making work is one of the primary functions of the Congress of People's Deputies and the USSR Supreme Soviet.

Among the tasks which are the cause of particular concern for society one should single out efforts to combat crime. People write with anxiety and indignation to the Central Committee about the outbreak of violence, the cruelty and impudence of criminals, and the surge in theft, corruption, and grave crimes. By the way, the surge in crime is observed across the country. An especially alarming situation has formed in the Transcaucasian and Baltic republics, in Uzbekistan, Turkmenia, the Volga region, and the Murmansk and Rostov regions. Public order has deteriorated in Moscow and Leningrad.

Now, at the plenum, comrades, I do not want to go into a detailed analysis of the formed situation, although it deserves it. I would say that the commission of the CPSU Central Committee on the legal policy and our state law enforcement bodies have already been engaged in this on instruction from the Politburo. But, it seems to me, the following should be noted at the plenum of the Central Committee. Evidently, we had definite drawbacks here. From the very outset we had to bear in mind that any extension of democracy and humanization of life should go in parallel with an uncompromising struggle against criminal elements. But party and government bodies and also work collectives permitted a slackening of attention to these issues.

Law enforcement bodies, too, appeared not up to the task. Possibly, it seemed to some that greater democracy should create more humane conditions for criminals. In actual fact, within the framework of genuine democracy, criminal elements should feel worse by far, and citizens better by far. This is the formula.

We should set things right here. It is in the interests of the entire society, each work collective, and each citizen to do everything for our law enforcement bodies to act decisively, competently, confidently, and in full compliance with the law. Here, comrades, I think there can be no two views.

Naturally, we should enhance in every way the standard of competence of law enforcement bodies, to staff them with honest and uncorrupted people, and rid them of those people who appeared to be on their employment rolls by chance and do not deserve it. But, at the same time, if we want our laws to work, to protect us and the process of democratization, glasnost, and restructuring, law enforcement bodies should feel the constant support of society in fulfilling their not easy duty. And, certainly, we should show care about them both in moral and material terms.

Maintaining law and order and state and public discipline is a matter for all citizens, the entire society, and all work collectives. This is enshrined in our Constitution.

Comrades, in pursuing restructuring, we should certainly not allow self-satisfaction and self-complacency in evaluating the results of the party work. Wholesome self-criticism is needed not only in work collectives and party organizations, but also at the top level of party and state leadership.

We in the Politburo recognize in full measure the just nature of the demands that higher standards be imposed on Communist workers for the matter entrusted to them both in the center and in localities. The situation should be set right. We should do it.

All of us, members of the party leading nucleus, members of the Politburo, Secretariat of the Central Committee, members of government bear full responsibility for a political course leading to the renewal of the social setup. The might of the party leadership is in its collective nature.

But at the same time each member of the governing body of the party and the government bears his share of personal responsibility for some one or other section of work, especially for how the decisions of the Politburo and the government are being fulfilled.

In the present situation, demands addressed to party cadres should be as principled and strict as to all other executives. They should resolutely change the style of their work to be closer to people and to live with their problems, interests, and concerns. We should make personnel changes where they are necessary and where our common cause suffers without them, and we should not show any doubts in this respect.

In our country with its history and traditions, with its complicated multiethnic structure, with the commitment of Soviet people to socialist values and ideals, the party remains the natural political leader and the only real force capable of ensuring social stability on the basis of revolutionary changes and harmonization of the interests of various social forces, of giving a resolute rebuff to dangerous manifestations of nationalism and chauvinism, and of ensuring the inner unity and integrity of the Soviet socialist state. Last but not least, the main thing is to preserve the historic gains of socialism and to develop democratic and humanistic values inherent in it.

The party gained great prestige in the first stage of restructuring, offering the revolutionary course for the country's development. Nowadays the essence of its activities is in materialization of the policy of restructuring and in the practical work of every party organization and each Communist.

It was reported earlier that the plenum of the CPSU Central Committee and the Central Auditing Commission of the CPSU met the request of members of the Central Committee, alternate members of the Central Committee, and members of the Central Auditing Commission of the CPSU, who wrote an application for their resignation. At the plenum Gorbachev expressed profound gratitude to comrades for their work in the party elective bodies as well as good wishes to them. He said the following:

Comrades, we have made a very important political decision. It is important, above all, for the interests of the party, the people, the country, and socialism, important for the Central Committee itself and all comrades whom it concerns. Experience has brought us to the need of making this decision.

We see in the application of comrades to the CPSU Central Committee lofty morals, responsibility, and an understanding of their party duty. I would like to express once again my attitude and respect for this courageous move of our party and Central Committee comrades.

Their lives are connected with the destiny of the country, the party, and the people. Difficult experience fell to their lot in war and in peaceful years. The destiny of the country is also their own destiny. We value their support for the political course of restructuring. They talked about this again in their application to the Central Committee. We wish them good health and count on their participation in the ambitious undertakings which are taking place in our country.

Comrades, maybe it is appropriate now to speak of the following. One generation of party members has naturally to replace another. This process should be perceived as such. Its correct perception also presupposes that each generation makes its contribution to the history of the country and the people and that a new stage in the development of our state, our society, and the achievement of new frontiers is connected with each generation.

But we should see a human aspect in this quite objective process and not forget about it. On the one hand, our society should function in such a way (and we are heading toward this through restructuring) so as to create conditions for fruitful work and life for all generations, so as to ensure continuity. In this case we should constantly care about preparation of successors, since our society, as any other society, cannot develop normally without this. All necessary prerequisites should be created so that our young people will acquire education and the knack and experience of life, so that they will get broadly involved in the mainstream of work to fulfill tasks facing society.

On the other hand (and this also should be kept in mind), it is necessary that people who abandon active work due to natural reasons, should feel not only care and attention on the part of society, which is our duty, but also respect for what they did for the sake of the party, for the sake of people. And that also presupposes their support at this difficult time in man's life. In this case I have in mind all veterans: representativs of the working class, peasants and intellectuals, all war and labor veterans. Their experience is the most valuable asset of present and future generations. For history, as collective experience, is always made up, eventually, of the experience of concrete people.

Permit me on behalf of the party Central Committee and all participants in the plenum to wish the comrades sound health and all the best.

25 Apr CPSU Plenum Speeches, Discussion Reported

Summary of Plenum Discussions

LD2704012889 Moscow TASS in English 0115 GMT 27 Apr 89

[Text] Moscow April 27 TASS—A full-scale meeting of the Soviet Communist Party Central Committee was held on April 25, 1989.

FOREIGN BROADCAST INFORMATION SERVICE

Daily Report

WHITE HOUSE LIBRARY
AND
RESEARCH CENTER

Soviet Union

FBIS-SOV-89-080
Thursday
27 April 1989

SOVIET UNION

And Now for My Next Trick . . .

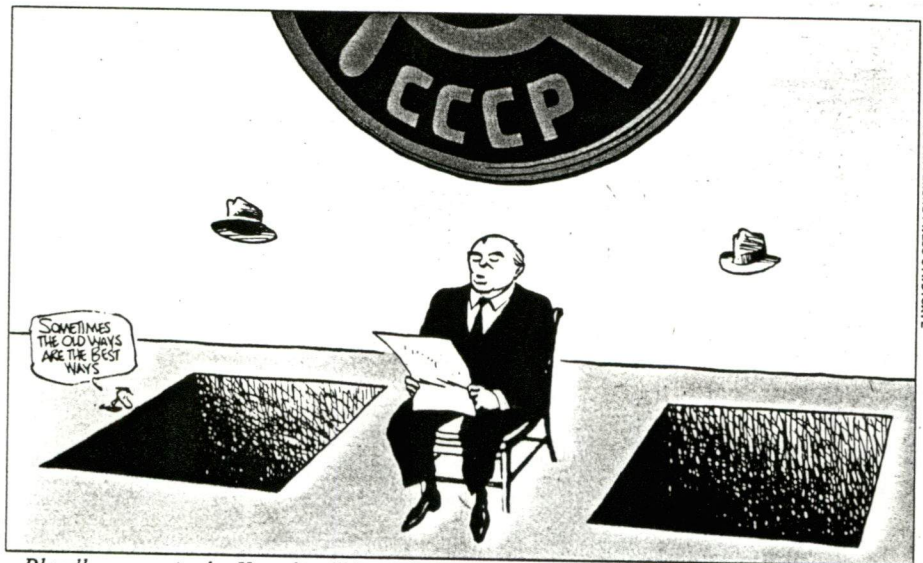
By purging 74 "dead souls" from the Central Committee, Gorbachev once again proves a political magician without peer

BY JOHN KOHAN MOSCOW

More than once, Mikhail Gorbachev has shown himself to be the most dazzling of political magicians. So when word spread that the Communist Party Central Committee had been summoned last week for a special plenum to discuss "organizational questions," many Soviets wondered just what the General Secretary had up his sleeve this time. Gorbachev did not disappoint them. Without resorting to repression, arrest or personal vilification, he gracefully purged 74 full members of the 301-member Central Committee. Never before in Soviet history had such a large housecleaning been executed so painlessly.

The departing Old Guard, dubbed the "dead souls" in a reference to Nikolai Gogol's 19th century novel, read like a *Who's Who* from the time of Leonid Brezhnev. Included were a former President, a former Prime Minister, five marshals, six generals and a portfolio of onetime Politburo members. What's more, they had "requested" to resign in an extraordinary statement that expressed "unanimous support for the political course of our dear party." As Gorbachev explained to the plenum, "One generation of party members has naturally to replace another."

That modest assessment downplayed the significance of a leadership shuffle that considerably strengthened the Soviet leader's position in his struggle against the party's conservative wing. In theory, the Central Committee functions as the party's most authoritative ruling body in the period between Communist Party congresses. It has the formal power to vote out the ruling Politburo, but it can replenish its own ranks only when a congress is convened. With the next regular congress scheduled for 1991, the Soviet leader had to be content, for the moment, with promoting 24 junior members of the present body from candidate to voting members. Though the Central Committee was thus downsized by 50 members, to 251, reinforcements are on the way. Since the last congress, in 1986, Gorbachev has changed party leaders in six out of 15 republics and 88 out of 150 regional and territorial party chiefs.



Bloodless coup in the Kremlin: "Now, if there are no further comments, let us continue . . ."

The plenum was the first major meeting since the March elections for the new Congress of People's Deputies, which holds its inaugural session on May 25. The strong showing by reformist candidates gave Gorbachev the proof he needed to persuade skeptical party functionaries that the solution to the country's economic woes lies in accelerating reforms, not braking them. "The elections unequivocally said yes to *perestroika,*" Gorbachev told the plenum. Added he: "We should have enough courage and ability to pursue consistently the line we have marked out under difficult conditions."

Speaking with the same bluntness heard at past party plenums, Gorbachev did not gloss over the country's continuing shortages in food and consumer goods, but he also contended that many Soviets had forgotten how to work and "had got used to the fact that they are often paid just for coming to work." His harshest words were targeted at bumbling bureaucrats. Gorbachev told how one ministry had imported almost 30 million medical syringes without ensuring that there were needles to go with them.

Gorbachev asserted that many in the party were "not always keeping pace with life," adding, "This is also true of the Central Committee of the party and its Politburo." He compared some party leaders with commanders who are straggling in the trenches when their divisions are already on the attack. Said he: "Some have already gone so far as to say in effect that democracy and *glasnost* are very nearly a disaster. The fact that people . . . no longer want to remain silent and insist on making demands is viewed as taking *perestroika* too far. I for one, comrades, see this as a success of *perestroika.*"

Gorbachev's feisty tone was matched by a barrage of frank criticism from the floor, which was later printed in full in the Soviet press. Yuri Solovyov, the Leningrad regional party boss who had lost his uncontested election race for the new legislature, charged that Kremlin initiatives like the antialcoholism campaign and the

END OF THE LINE


SOVFOTO

ANDREI GROMYKO
A familiar (if dour) figure to the West during his 28-year tenure as Foreign Minister, Gromyko, 79, became President in 1985 but was forced to resign that post last year.


SOVFOTO

NIKOLAI TIKHONOV
A Ukrainian metallurgical engineer and protégé of Leonid Brezhnev, Tikhonov, 83, rose to become Prime Minister in 1980 but was eased out in 1985.


SOVFOTO

SERGEI SOKOLOV
Named Defense Minister in 1984, Sokolov, 77, was forced to resign in 1987 after a German plane landed in Red Square.

program to foster cooperative businesses had been carried out with "inconsistency, haste and insufficient thought." Of *perestroika*, Solovyov said, the "minuses still significantly exceed the pluses." Moscow Mayor Valeri Saikin, another election loser, questioned whether democracy had not come to mean "everything is permitted."

One of the harshest blasts came from Vladimir Melnikov, the party boss from the Komi region, in the northeastern part of the Russian Republic. He charged that today's problems could not simply be attributed to past leaders. "We are duty bound to admit that many mistakes and miscalculations have been made in the years of *perestroika* too." In fact, he wondered if the real truth were being kept from Gorbachev by aides who were "clearly guarding the General Secretary from the severity of the situation."

With a final round of elections set for May 14, there was evidence last week that some local functionaries had not got the message from the first round of votes. In one district of the Russian city of Pskov, the local electoral commission chose the regional party boss again as its uncontested candidate, despite the fact that he lost his first bid at the ballot box. The liberals could at least claim a triumph in the second round of elections at the Soviet Union's Academy of Sciences. After weeks of debate, academy members finally voted Nobel Peace laureate Andrei Sakharov one of their 20 seats in the congress. Independent deputies and supporters of such unofficial groups as the popular front movements in the Baltic States have already gathered in Moscow to discuss forming a loose parliamentary bloc called the March Coalition. The group could attract as many as 10% of the members of the new Congress of People's Deputies, presenting Gorbachev with something akin to an organized opposition.

If the left may challenge the Soviet leader in the future, the conservatives are doing so right now, and Gorbachev showed last week that he could hold his own in the debate with them. In some ways, Gorbachev is the Teflon General Secretary, blaming others for the plodding progress of *perestroika* despite the fact that he has been in charge for more than four years. "Gorbachev's greatest strength may very well be his pragmatism," mused a Moscow intellectual. "He is not dogmatic about carrying out any set program. Instead, he maneuvers in and out of every situation like a clever fox." Nonetheless, with empty store shelves and seething ethnic tensions, many edgy Soviets are counting the days in hopes that the first session of the new congress will mark the point of no return on the path of reform. ■

ALLIANCE

A Nasty Spat Among Friends

A missile maelstrom threatens NATO's nuclear balance

The day was warm, so the four men sat for a while on the State Department's eighth-floor balcony, overlooking beds of red and yellow tulips. But the meeting was a good deal less pleasant than the surroundings. Across from West Germany's Foreign Minister Hans-Dietrich Genscher and Defense Minister Gerhard Stoltenberg sat a grim-faced American duo: Secretary of State James Baker and Secretary of Defense Dick Cheney. After the four-hour meeting, Baker declared himself "furious" that the Germans had come at all.

The nasty falling-out between normally amicable allies was the result of renewed German demands that the U.S. open talks with the Soviet Union on reducing Europe's short-range nuclear weapons, nearly all of which are deployed on West German soil. At one point, Genscher complained that his country would bear the brunt of a Soviet attack. An exasperated Cheney interrupted Genscher: "Look, if the flag goes up, we're all going to be obliterated, so we don't need to hear any of that."

Nonetheless, Chancellor Helmut Kohl did not back down, and last week formally proposed negotiations with Moscow. In the U.S. view, the German demands threaten the entire NATO strategy of nuclear deterrence. For 40 years NATO has relied on nuclear weapons to offset the Warsaw Pact's overwhelming superiority in conventional arms. The backbone of its land-based tactical nuclear force consists of 88 U.S.-made Lance launchers.

West Germans, who are increasingly opposed to such weapons, have become disillusioned with Kohl, who faces elections next year. To help Kohl with his political problems, the U.S. agreed to delay a decision on deploying an updated, longer-range Lance (up to 280 miles). In return, U.S. officials got the impression that Bonn would not press for missile talks with the Soviets until there is significant progress on limiting conventional arms.

But the next day, Genscher persuaded Kohl to renege on the agreement, mainly as a desperate ploy to win domestic political points. In London an angry Prime Minister Margaret Thatcher declared that "anything to undermine NATO will be damaging to the defense of liberty." The West Germans, though, have support from other NATO members, and diplomats suggested the likelihood of a compromise before the alliance's summit meeting in May. But NATO cannot discount the dominating figure of Mikhail Gorbachev. In the minds of many Europeans—if not in fact—Gorbachev has removed the Soviet threat with seductive arms initiatives, particularly his promise to make major unilateral cuts in Soviet army forces in Eastern Europe.

That withdrawal began last week, when 31 Soviet tanks were loaded onto flatbed cars in Hungary. Among those watching the pullout was Ilona Staller, a member of the Italian Parliament and a porno-movie star. Staller kept her clothes on when she posed with Soviet officers, and released a white dove of peace. Ominously, perhaps, the bird was crushed in the treads of a Soviet tank. —*By David Brand. Reported by James O. Jackson/Bonn and Christopher Ogden/Washington*



ERIC BOUVET—GAMMA/LIAISON

Hello, we must be going: a trainload of Soviet tanks prepares to leave Hungary last week

A dove of peace to symbolize overtures that are winning European hearts and minds.

MAY 8, 1989

$2.00



China's Angry Students

Fusion or Illusion?



How two obscure chemists stirred excitement—and outrage—in the scientific world

the CPSU Central Committee; and Frolov, vice president of the USSR Academy of Sciences.

The final speech was made by Mikhail Sergeyevich Gorbachev, general secretary of the CPSU Central Committee. The speeches in the debate and the final speech will be published in the press.

The CPSU Central Committee Plenum ended its work at this point.

Gorbachev Addresses Plenum

PM2604000189 Moscow PRAVDA in Russian 26 Apr 89 Second Edition p 1

["Report by M.S. Gorbachev, General Secretary of the CPSU Central Committee, at the 25 April 1989 Plenum of the CPSU Central Committee"]

[Text] Comrades! Within the framework of the question that has been put on the table for discussion at this plenum of the Central Committee, we will be examining the appeal of a group of members of the CPSU Central Committee, candidate members of the CPSU Central Committee and members of the Central Auditing Commission of the CPSU. Permit me to read out this document.

To the CPSU Central Committee and the CPSU Central Auditing Commission:

We, members of the CPSU Central Committee, candidate members of the Central Committee and members of the CPSU Central Auditing commission, request that the CPSU Central Committee Plenum examine our following appeal. We, having been elected to membership of the leading bodies of our party at the 27th CPSU Congress, have, in the period since the congress, reached our pensions by virtue of age or state of health. We believe that at the present time, when intense activity in participation in restructuring is required by all comrades belonging to the CPSU Central Committee and the CPSU Central Auditing Commission, it is necessary for us, in the interests of the cause, to lay down our powers as members of the Central Committee, candidate members of the CPSU Central Committee and members of the Central Auditing Commission.

Addressing this request to the CPSU Central Committee and the Central Auditing Commission, we express our unanimous support for the political line of our native party, its Central Committee and the Central Committee Politburo. We express deep and heartfelt gratitude to the Leninist party and its Central Committee for the high trust that has been shown to us and wish with all our heart for new successes in the revolutionary renewal of our society and in solving the tasks of restructuring. We assure the CPSU Central committee that we will continue to participate actively in the activity of the Leninist party.

What would one like to say in this connection on the instructions of the Politburo?

The present composition of the Central Committee and the Central Auditing Commission was elected by the 27th party congress, the same congress that worked out the political course toward restructuring and the renewal of socialist society. The implementation of this political course has led our society onto the path of profound revolutionary political, economic, social, and cultural transformations.

In this most responsible work, which is unprecedented in scale, on working out the policy of restructuring, a decisive role belonged to and still belongs to the party Central Committee which has in these years truly displayed great political courage, farsightedness, and realism in its appraisals, and has accomplished most serious intellectual work. This is indeed so, comrades. This has required of all members of the supreme leading body of the party high responsibility to the party, their own people, and to history.

The Politburo believes that all of this has proved to be within our powers and possible because the Central Committee has demonstrated profound loyalty to the political course of restructuring and has risen to the demands of the time.

But it should be emphasized in particular—and this is of fundamental importance not only from the point of view of assessing the past activity of the Central Committee, but also lessons for the future—that all our society, and especially the party and its Central Committee, have been faced with tasks that are exceptionally complex in terms of their scale and newness. Their examination and solution have taken place in an atmosphere of serious discussion, searching, and confrontation of opinions. During this period the Central Committee has been conspicuous for its unity in working out and adopting decisions and in implementing them.

Thanks to the cohesion and unity of the members of the Central Committee and the auditing commission, we have succeeded in carrying out immense work which has led our society to a new stage of restructuring, to the stage of putting this course into practice.

Yes, of course, this was no easy time, the time of adopting cardinal political decisions which are of fateful significance to the country, the party, and socialism.

Many of us have had occasion to go beyond the habits and stereotypes of our thinking. Still, at this most crucial time of the development of our society, the Central Committee has risen to the occasion on the main, fundamental issues.

At the same time, it is not just a matter of adopting decisions, but also of the immense work in the party, among the working people and in society which is being

carried out in implementing these decisions. For, comrades, we are talking about millions of people, about the country's present and future, and—taking into consideration the immense role which belongs to the Soviet Union in today's world, for perfectly understandable reasons—this exerts an imense influence on the whole world situation and on worldwide development as a whole.

I hope you understand that in saying all of this, I do not at all want to present the work of the Central Committee in rosy tones or better than it is in actual fact. No, we who are sitting in this hall know all of the real picture. I merely want, from work experience following the 27th congress, to single out the main thing in the work of the Central Committee which had a decisive significance for the forming and implementation of the political course for restructuring.

Life does not stand still. Restructuring, apart from economic, social and political decisions, is also accompanied by cadre changes. A very serious regrouping of forces in the party, and in society as a whole, is under way. It is dictated by new tasks.

I must tell you that before the 19th all-union party conference the question of giving the conference the right to decide organizational matters was raised. I think that at that time we made the right decision, and I believe that it can also be confirmed today. Above all we were striving to concentrate all of the conference's efforts on the tasks of deepening restructuring processes which had gotten under way in the country.

This entirely vindicated itself. The conference passed off at a high level and in terms of significance was a watershed in the development of the party and society.

What is more, the situation in the Central Committee at that time was different in that the number of members of the Central Committee who had departed from active work because of understandable reasons was comparatively small.

Now, especially after the conducting of the report-back and election campaign in the party, the situation, comrades, has significantly changed. Great changes which also required cadre changes have also taken place during that time in the state bodies.

What picture has taken shape in the party's central organs today? If one looks at the figures, I must say that of the 301 members of the Central Committee 83 are now pensioners; of the 157 candidate members of the central committee 27 are pensioners; and of the 82 members of the Central Auditing Commission 12 are pensioners. Thus, there are now 122 pensioners among the composition of the party's central organs.

The situation that has arisen now in the Central Committee—and this is also evidenced by conversations with many comrades from the composition of the Central Committee who have retired—is causing them concern, too. Proceeding from deep party convictions, party ethics, and simply what they can or cannot do as human beings, many of them quite rightly raise the issue that they feel awkward because they cannot take an active part in party and state work. But life in today's world, its dynamics and scope, and the tasks the Central Committee carries on its shoulders require much greater activeness.

As a matter of fact, this is precisely what our comrades say in their appeal to the Central Committee. They ardently support the party's political course and understand a need to step up the Central Committee's work aimed at developing the processes of retructuring further, but, at the same time, they cannot participate in it with the same activeness. This is a common opinion. Many members of the Central Committee and the Central Auditing Commission who are now on a pension have raised this issue both in private conversations and in discussions with the Central Committee's leadership. Their collective appeal to the plenum of the CPSU Central Committee and the CPSU Central Auditing Commission is the result of those feelings.

The things that we are voicing today are being discussed both among Communists and nonparty members in an atmosphere of broad glasnost and informedness of both the party and society.

This is an indication of the extent to which Soviet people support the party, the Central Committee, and the destiny of restructuring. They all realize that, since it was precisely with the activities of the party and its leading bodies that the start of restructuring was connected, so now it very much depends on them how restructuring will proceed further. During personal conversations and meetings people are discussing the subject, voicing their concern, and even putting forward their own proposals for resolving the matter.

That, in fact, is what I wanted to say in connection with the appeal from a group of our comrades who are members of the Central Committee, candidate members of the Central Committee, and members of the Central Auditing Commission.

How are we now to act?

The Politburo considers it possible to meet the request of the members of the Central Committee, the candidate members of the Central Committee, and the members of the Central Auditing Commission who wrote to the party's Central Committee, asking to be relieved of their powers. There are no statutory impediments of any kind on the subject. It does not require a secret ballot, since, according to the rules, this is to be conducted only in those cases where, for one reason or another, it is

necessary to remove someone from the composition of the party's Central Committee. In the present case, though, what is happening is that, for objective and weighty reasons, people are themselves resigning their powers, and we must approach their request with understanding. Such is the opinion of the Politburo.

As I have already said, the Politburo puts forward the proposal that the request of our comrades should be granted.

That, in fact, is the whole of my report to the plenum of the party's Central Committee. Let us consider it, let us tackle the question. What is the opinion of the members of the Central Committee and the Central Auditing Commission? I wish also to turn to those who signed the appeal—if any of them wish to speak, then by all means—and to all those attending the plenum.

Appeal of Outgoing CPSU Officials

PM2504212189 Moscow PRAVDA in Russian 26 Apr 89 Second Edition p 1

["At the CPSU Central Committee and the CPSU Central Auditing Commission"]

[Text] We, members and candidate members of the CPSU Central Committee and members of the CPSU Central Auditing Commission, request the Plenum of the CPSU Central Committee to examine the following appeal from us.

We, who were elected to the leading organs of our party at the 27th CPSU Congress, have since the period since the congress retired on pension for reasons of age or health.

We believe that at the present time, when intensive activity to participate in restructuring is required of all comrades belonging to the CPSU Central Committee and the CPSU Central Auditing Commission, it is essential, in the interests of the cause, for us to give up the office of members and candidate members of the CPSU Central Committee and members of the Central Auditing Commission.

In addressing this appeal to the CPSU Central Committee and the Central Auditing Commission we express our unanimous support for the political course of our dear party, its Central Committee, and the Politburo of the CPSU Central Committee.

We express profound, heartfelt [serdechnyy] gratitude to Lenin's party and its Central Committee for the high trust shown in us, and we wholeheartedly wish for new successes in our society's revolutionary renewal and the solution of the tasks of restructuring.

We assure the CPSU Central Committee that we will continue to take an active part in the work of Lenin's party.

Members of the CPSU Central Committee:

Aleksandrov, A.P.; Aliyev, G.A.; Altunin, A.T.; Antonov, A.K.; Arkhipov, I.V.; Afanasyev, S.A.; Bagirov, K.M.; Baybakov N.K.; Balmont, B.V.; Bakhirev, V.V.; Bashilov, S.V.; Borodin, L.A.; Vasilyev, N.F.; Vashchenko, G.I.; Gerasimov, I.A.; Gribkov, A.I.; Gromova, M.S.; Gromyko, A.A.; Gudkov, A.F.; Guzhenko, T.B.; Demidenko, V.P.; Demirchyan, K.S.; Demichev, P.N.; Dobrik, V.F.; Dolgikh, V.I.; Yegorov, A.G.; Yezhevskiy, A.A.; Yermin, L.B.; Zaytsev, M.M.; Zimyanin, M.V.; Ivanovskiy, Ye.F.; Karlov, V.A.; Karpova, Ye.F.; Klimenko, I.Ye.; Klyuyev, V.G.; Konoplev, B.V.; Korniyenko, G.M.; Kruglova, Z.M.; Kuznetsov, V.V.; Kulikov, V.G.; Kurkotkin, S.K.; Lomako, P.F.; Lutak, I.K.; Lyashko, A.P.; Makarenko, V.S.; Maltsev, V.F.; Mozgovoy, I.A.; Muravyev, Ye.F.; Nochevkin, A.P.; Ogarkov, N.V.; Odintsov, V.Ye.; Petrov, V.I.; Polyakov, V.N.; Ponomarev, B.N.; Ponomarev, M.A.; Prokopyev, I.P.; Ptitsyn, V.N.; Rakhmanin, O.B.; Rekunkov, A.M.; Rykov, V.N.; Savinkin, N.I.; Sokolov, S.L.; Solomentsev, M.S.; Terebilov, V.I.; Titarenko, A.A.; Tikhonov, N.A.; Tretyakov, P.I.; Trunov, M.P.; Fedoseyev, P.N.; Filatov, A.P.; Chervonenko, S.V.; Chernyy, A.K.; Shakirov, M.Z.; Shkolnikov, A.M.

Candidate Members of the CPSU Central Committee:

Antonov, N.A.; Burenkov, S.P.; Voronovskiy, G.P.; Glushkov, N.T.; Davydov, N.G.; Dementsev, V.V.; Yegorov, G.M.; Yermash, F.T.; Zhukov, G.A.; Kamalidenov, Z.; Komarov, N.D.; Konovalov, V.N.; Konstantinov, A.U.; Koshoyev, T.Kh.; Matafonov, M.I.; Mukashev, S.; Ruben, Yu.Ya.; Rybakov, A.M.; Sarkisyan, F.T.; Seidov, G.N.; Sklyarov, Yu.A.; Shapiro, L.B.; Shubnikov, N.M.; Yastrebov, I.P.

Members of the CPSU Central Auditing Commission:

Balykova, L.K.; Gilashvili, P.G.; Grebenyuk, V.A.; Yerpilov, P.I.; Yefremov, L.N.; Zverev, A.I.; Kapitonov, I.V.; Komarova, D.P.; Krivoruchko, L.L.; Sizov, G.F.; Songayla, R.-B.I.; Stepanov, V.T.

Medvedev Holds News Conference

LD2504195189 Moscow Domestic Service in Russian 1630 GMT 25 Apr 89

[Address by V. Medvedev, member of the Politburo and secretary of the CPSU Central Committee, at a news conference on the results of the CPSU Central Committee plenum, at the USSR Foreign Ministry Press Center in Moscow, on 25 April—recorded]

[Text] Today, as you have just been informed, a CPSU Central Committee plenum took place. It was called by the Central Committee Politburo to examine some organizational issues in the activity of the party's Central Committee. A report was delivered at the plenum by Comrade Gorbachev, general secretary of the CPSU

WHITE HOUSE LIBRARY
AND
RESEARCH CENTER

FOREIGN BROADCAST INFORMATION SERVICE

Daily Report

Annex

Soviet Union

The information printed on these Annex pages preceding and following the standard Daily Report cover bears the caveat FOR OFFICIAL USE ONLY. Users may detach the outer pages and treat the Daily Report as unclassified and unrestricted.

FBIS-SOV-89-079A
Wednesday
26 April 1989

Services of Mead Data Central

77TH STORY of Level 1 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

April 28, 1989, Friday, BC cycle

SECTION: Domestic News

LENGTH: 137 words

HEADLINE: Current Quotations

BYLINE: By The Associated Press

KEYWORD: Quotes

BODY:

"The people feel uncomfortable, alarmed, have lost their optimism." - Moscow Mayor Valery T. Saikin to Soviet leader Mikhail Gorbachev on the impact of widespread problems in their country, from remarks published by Pravda during a meeting of the Communist Party's policy-making Central Committee.

"Pay raises should be reserved for those who work." - Rep. Robert Kastenmeier, D-Wis., chairman of the House courts subcommittee, coming out against any proposal to increase wages for senior judges who do no judicial work.

"I grabbed a pretty sturdy tree in the ditch and I could feel the pressure pulling up on me. I felt the hair on my arms standing up." - James Wanner, a security guard at a Council Bluffs, Iowa, greyhound race track, on the force of a tornado that passed overhead.

LEXIS® NEXIS® LEXIS® NEXIS®

THE WHITE HOUSE
WASHINGTON

5/9

TO: Kristen Gear

FROM: TONY BENEDI
Deputy Director for Scheduling
Office of Presidential Appointments and Scheduling

- ☐ For Your Information
- ☒ For Your Action
- ☐ For Your Files
- ☐ As Requested
- ☐ For Your Comments and Suggestions
- ☐ Let's Discuss
- ☐ Please Return

COMMENTS:

Please send to correspondence when you are finished.

Thanks

ID# 034630

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

INCOMING

DATE RECEIVED: MAY 09, 1989

NAME OF CORRESPONDENT: DEAN C. CORRIGAN

SUBJECT: WRITES THAT THEY ARE LOOKING FORWARD TO THE VISIT ON MAY 13 89 AND ENCLOSES ITEMS WHICH MAY BE OF INTEREST

RECEIVED
MAY 09 1989
SCHEDULING
OFFICE

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION ACT CODE	ACTION DATE YY/MM/DD	DISPOSITION TYPE RESP	DISPOSITION C D	DISPOSITION COMPLETED YY/MM/DD
JOSEPH HAGIN		ORG	89/05/09			
REFERRAL NOTE:						
REFERRAL NOTE:						
REFERRAL NOTE:						
REFERRAL NOTE:						
REFERRAL NOTE:						

COMMENTS: IV 890513 890513 TX COLLEGE STATION

ADDITIONAL CORRESPONDENTS: MEDIA:L INDIVIDUAL CODES: ____ ____ ____

MI MAIL USER CODES: (A)_____ (B)_____ (C)_____

*ACTION CODES:	*DISPOSITION	*OUTGOING CORRESPONDENCE:
*A-APPROPRIATE ACTION	*A-ANSWERED	*TYPE RESP=INITIALS OF SIGNER
*C-COMMENT/RECOM	*B-NON-SPEC-REFERRAL	* CODE = A
*D-DRAFT RESPONSE	*C-COMPLETED	*COMPLETED = DATE OF OUTGOING
*F-FURNISH FACT SHEET	*S-SUSPENDED	
*I-INFO COPY/NO ACT NEC		
*R-DIRECT REPLY W/COPY		
*S-FOR-SIGNATURE		
*X-INTERIM REPLY		

REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE (ROOM 75,OEOB) EXT-2590
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.

34630

Scheduling re: 5/13/89

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843-4222

Office of
THE DEAN
(409) 845-5311

May 8, 1989

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

We look forward to your visit on May 13, 1989. Enclosed are items which may be of interest.

The first is a copy of a speech which I delivered at the December commencement exercises here at Texas A&M University. It will provide a perspective on the special challenges facing Texas education. Of course the rest of the nation is affected by changing demographics as well as a redefinition of the basics, but Texas is unique in facing these challenges now.

The second set of information relates to our Math and Science Teacher Scholar program. Dick Scobee, Commander of the Challenger, and his wife June started this program as members of our College Development Council. June Scobee, as you may know, received her doctorate in Educational Psychology here at Texas A&M University. The Math-Science Scholar program currently enrolls nine national merit scholars and fourteen valedictorians. We have received over $400,000 from the private sector to endow this program. The program attracts outstanding students while responding to the critical shortage of math and science teachers. By emphasizing

quality, rigorous standards, and a caring and innovative setting, we now produce more math and science teachers than any other university in the United States and more elementary and secondary school teachers than any other university in Texas. Also, our Principal's Center, supported with funds from the Peter O'Donnell Foundation and other private sector donors, recently received the award as the best Principal's Center in the nation. Our experience proves that quality begets quality.

We enthusiastically look forward to your address. We are very proud that you are coming to Texas A&M University.

Respectfully yours,

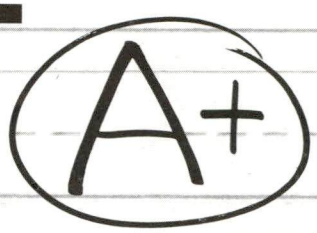
Dean Corrigan

Dean C. Corrigan
Dean

Attachments

DCC:tr

MATH-SCIENCE SCHOLARS



The Best and the Brightest

By Michael Courtney

The group of 37 Texas A&M University students includes seven high school valedictorians, four salutatorians and eight National Merit Scholars. These young men and women could do just about anything they want in life. They could be engineers, doctors or lawyers, but they say the thing they want to do most is to teach.

They're among the brightest students at Texas A&M — the dream of any school district — participating in the College of Education's scholarship loan program for students committed to teaching math or science.

"Teaching is the only thing I can imagine myself doing for the rest of my life. I thought about being an accountant, but decided I couldn't do that forever," says Alan Cannon, a Waltrip High School valedictorian and junior at Texas A&M in the scholarship loan program. He plans to teach math.

Susan Neitsch, a valedictorian from Madisonville High School who graduated with a 97.37 average and is now a freshman in Texas A&M's College of Education, says she believes teaching would be the most challenging profession she could enter.

"All through high school my friends said, 'Don't go into teaching, you could do so many other things,' but it's what I always came back to after thinking of other things," she says, adding she wants to teach high school physics.

Texas A&M currently produces more math and science teachers than any other university in the nation.

Denise Bevilacqua, a valedictorian from San Marcos High School and a junior, decided last spring to become a math teacher.

"I wanted to major in math, but hadn't really considered teaching. Then I met a lot of people who planned to be teachers and thought it would be a good idea for me too. Now I'm firmly committed to a career in teaching," she says.

Lucy Askew Wessels, a top graduate from Dayton High School who graduated from Texas A&M last spring and is currently teaching geometry at Brazoswood High School in Clute, says she didn't start out with a desire to be a teacher.

"I was majoring in chemical engineering and then co-oped [an off-campus work arrangment] one semester when I realized that was not what I wanted to do," she said. "I quit school for a while and was thinking about being a teacher.

"Now, I know in my heart this is what I should be doing. I don't know exactly how to explain it, but I enjoy being a teacher," she says.

"I feel well prepared for my job having come through Texas A&M's education program. I really enjoyed being in the College of Education. Everybody was so personal. Even people as far up as the dean knew students on a first-name basis. Everybody had a warm feeling towards each other," she adds.

The crisis in education — including quality of instruction and shortage of teachers — prompted Texas A&M officials to establish the loan program and, more recently, to create a new math/science center.

Both the loan program and the center were designed to attract bright young people, such as Alan, Susan, Denise and Lucy, into the teaching profession and to help improve the quality of education in math and science, says Dr. Dean C. Corrigan, dean of education at Texas A&M who estimates Texas will need 93,000 new teachers by 1990.

Texas A&M currently produces more math and science teachers than any other university in the nation, says Dr. Corrigan. Currently, 214 students are seeking certification in secondary mathematics education, up from 52 three years ago. A total of 338 students are seeking certification in secondary science education, up from 100 in 1982. But that's not enough to help meet the demand for good teachers and the

PARENTS' Weekend

Parents' Weekend — the time when Aggies traditionally show off the best of Texas A&M University to the folks from home — is just around the corner. This year's three-day celebration, set for April 11-13, promised parents a fun-filled and informative weekend of memorable events, says Amy Lister, who heads the Parents' Weekend Committee of Student Government.

Lister notes that almost every hour of the weekend has an event planned, although some activities were still tentative or times and places not finalized as of *Texas A&M Today's* publication deadline. While a complete schedule of Parents' Weekend activities will be available on campus April 11, the following schedule should help Moms and Dads begin to plan their activities during Parents' Weekend. Activities with an asterisk (*) were still tentative as of press time, and those with a dollar sign ($) have an admission charge and may require purchase of tickets in advance.

Friday, April 11

11 a.m., Federation of Texas A&M University Mothers' Clubs Boutique open, Rudder Exhibit Hall

1-5 p.m., Sterling C. Evans Library open house and tours

1:30 p.m., Mothers' Clubs meeting, Rudder Theater

3-5 p.m., Academic receptions at each college for students, parents and faculty members

7:30 p.m., MSC Variety Show, Rudder Auditorium ($)

7:30 p.m., Mothers' Clubs reception for parents and students, 145 MSC

8 p.m.-midnight, Residence Halls Association Casino, MSC ($)

Saturday, April 12

8:30 a.m., Mothers' Clubs coffee, Rudder Exhibit Hall

9 a.m., RHA Parents' Day coffee, location TBA

9:30 a.m., Mothers' Clubs meeting, Rudder Theatre

10 a.m.-noon, MSC Hospitality campus tours

* **1:30 p.m.,** Pre-game activities honoring the outgoing Aggie Parents of the Year, Kyle Field ($)

* **2 p.m.,** Varsity football intrasquad game, Kyle Field ($)

* **2 p.m.,** Texas A&M Invitational Track Meet ($)

4:30-6:30 p.m., Separate dorm and club activities

8 p.m., Singing Cadets Spring Concert ($)

Sunday, April 13

7-9 a.m., Corps' flower pinning ceremonies

9 a.m., Parents' Day Awards ceremony, Rudder Auditorium (includes presentation of Parents of the Year, Gathright and Weirus awards)

10:30 a.m., Parents' Day reception, Rudder Exhibit Hall

11 a.m., Parents' Day worship service, All Faiths Chapel

1:30 p.m., Ross Volunteer performance, Kyle Field

2:30 p.m., Corps of Cadets review and awards ceremony, Kyle Field

3:15 p.m., Fish Drill Team performance, Kyle Field

4:30 p.m., Parson's Mounted Cavalry performance, Polo Field

result is that school districts hire unqualified teachers on emergency permits to fill vacant positions.

"The crisis is not imagined or exaggerated but real. The situation in Texas is perhaps more serious than in any other state right now," says Dr. Corrigan.

The dean maintains the only way the teacher crisis will be solved is to attract quality students to teaching with incentives such as the scholar loan programs and better pay and improved working conditions to keep good teachers in the schools. Provided with endowments of more than $250,000 from foundations, individuals and businesses, the college's scholar loan program offers stipends of up to $2,000 per year for up to four years of undergraduate study.

"In true Aggie fashion, the students give something to get something. For every year an Aggie graduate teaches, a year of the loan is forgiven. The program serves the double purpose of attracting outstanding students and solving the teacher shortage," says Dr. Corrigan.

"Texas A&M is demonstrating that high quality students can be attracted to teaching if they are offered a rigorous, caring teacher education program that focuses on academic excellence," he says.

Among the 80 qualifying applicants for the loan program between 1983-86, including students currently enrolled at Texas A&M and those who have graduated and are currently teaching:

- 72 were members of the National Honor Society.
- 63 were in the top 5 percent of their high school graduating class.
- 22 were listed in Who's Who of American High School Students
- 26 were president or vice-president of a major school club or of their class.
- 42 had won honors of excellence related to or in their fields, such as sports, music, English or chemistry.
- 44 had won one or more scholarships.

The new math/science center will also help identify and recruit outstanding high school students to become teachers in those fields. It will assist in helping design special programs for public school students such as math and science fairs, competitions and summer institutes, Dr. Corrigan says, and will provide a highly visible entity for improving the in-service programs of career teachers and the curriculum at all grade levels for Texas school districts.

The center is administered by the Department of Educational Curriculum and Instruction in the College of Education with working relationships with Texas A&M's Colleges of Science, Agriculture, Engineering, Geosciences and Liberal Arts and with the Texas Engineering Experiment Station, headquartered at Texas A&M, through the Division of Educational Technology.

"With support from the private sector, the center will provide the coordinated resources needed for Texas A&M to achieve the goal of preeminence in math and science education and the application of technology to instructional improvement," says the dean.

Shuttle Commander Was Good Friend

When the space shuttle Challenger exploded 72 seconds into flight Jan. 28, Texas A&M's Scholar Loan Program lost a valued friend in Shuttle Commander Francis "Dick" Scobee.

The astronaut, a member of the College of Education Development Council and the husband of a Texas A&M doctoral graduate, was a dedicated supporter of teacher education and one of the founders of Texas A&M's Scholar Loan Program.

Included among Scobee's personal belongings in the shuttle on that fateful day was a computer disk containing a collection of poetry, Bible verses, autobiographical sketches and special messages—including a computerized version of the "Aggie War Hymn"—from the 37 participants in the Scholar Loan Program.

Scobee carried the special disk into space along with a bronze casting of the logo of the Scholar Loan Program. Had the mission returned, the program participants would have received copies of the disk and a commemorative paperweight cast from the mold. At Scobee's urging, the future math and science teachers planned to use the space souvenirs as teaching aids when fulfilling their obligations under the program.

The shuttle commander's interest in the College of Education dates back several years to when his wife was studying for her doctorate at Texas A&M. He became involved in College of Education activities during that time, and when he was asked to serve on the college's development council, he agreed.

The Scholar Loan Program's participants mourn the death of their special colleague with the rest of the nation and have established a scholarship in his honor. The students are attempting to raise $25,000 to endow the Dick Scobee Memorial Scholarship Fund, which will assist students pursuing careers as science and mathematics teachers.



"He will be sorely missed," said Dr. Dean Corrigan, Texas A&M's dean of education. "He was a friend of teachers and Texas A&M."

President Reagan joins tribute to Wayne Stark

Even non-Aggie President Ronald Reagan joined in a two-day tribute to J. Wayne Stark, informal godfather to scores of Aggie graduates who went on the excel in political, business and cultural careers and are now spearheading a drive to establish a $250,000 endowment to honor him.

Congressman Joe Barton surprised the normally unflappable Stark, his proteges and friends who gathered on campus from throughout the nation when he completed reading a letter and revealed it was from President Reagan.

While a non-Aggie by degree, the President left no doubt in his letter that he is pro-Aggie and attributes a lot of his good feelings about Texas A&M to Stark, 69, and his work at the University over a period of nearly four decades.

"This occasion is a moving testament to your lifetime commitment to the University," President Reagan said in the letter read by Barton, a 1972 Texas A&M graduate who later served as a White House Fellow. "For nearly 40 years — since 1947 — you have worked tirelessly for that great institution's education and cultural development. Because of your efforts, Aggies are among the best educated and professionally motivated graduates in the nation.

"A lasting monument to your achievements over the years is the Memorial Student Center, built largely because of your vision of determination," the President wrote.

Other testimonials to Stark at the banquet came from Barton; State Senators Kent Caperton and Chet Edwards; John Samuels of New York City, who was once described by *The New York Times* as the "cultural czar" of Manhattan; John Lindsay, who enjoys a similar distinction in Houston; Jack Rains, also of Houston, chairman of the board of 3-D International and widely regarded as a major behind-the-scenes political force; Abelardo Valdez of Washington, D.C., former White House chief of protocol; L. Lowry Mays of San Antonio, a communications executive and member of The Texas A&M University System Board of Regents; Tom Fitzhugh, a Houston attorney; and James Howell of the First Bank of Boston. All are Texas A&M graduates.

The J. Wayne Stark Endowment for MSC Enrichment, announced at the banquet, will help enhance programming in six areas that have long been of interest to Stark — the performing arts, the visual arts, major lecture programs, international travel, special leadership programs, and career and graduate student counseling.

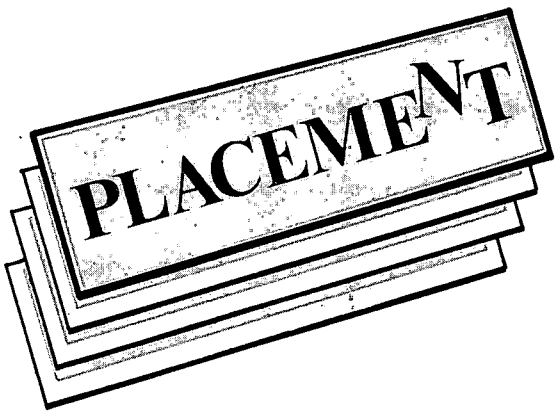
Ron Sasse is named director of student affairs

Ron Sasse, who served as associate director of student affairs at Texas A&M for the past seven years, has been promoted to director. He succeeds Ron Blatchley, who resigned the position during the fall semester to enter private business.

The 36-year-old Sasse has served in the Student Affairs Office for 10 years, having joined the University in 1976 as residence area coordinator. One year later he was promoted to assistant director, becoming associate director in 1978.

Sasse received the Distinguished Service Award from the Southwest Association of College and University Housing Officers in 1983 and currently serves as secretary to the Southwest Texas Higher Education Authority, an appointment he has held since 1981.

"Ron has been active in all areas of service to the students at Texas A&M," said Dr. John J. Koldus, vice president for student services. "He is easily approachable and has time to deal patiently with anyone's questions or problems — be they students, parents, staff or faculty. He epitomizes the best traits of the student personnel professional."



Corporate recruiters flock to Placement Center

Texas A&M continues to be a fertile hiring ground for prospective employers in most academic areas — particularly engineering and business — according to figures compiled by the University's placement office.

The placement center's primary objectives are to bring degree candidates and prospective employers together for job interviews, to provide career counseling and to assist graduates in preparing for their professional lives. During the 1984-85 academic year the center arranged for more than 30,000 student interviews with representatives from 733 companies and organizations.

Texas A&M was one of the first universities to offer an extensive job placement service to its students, says Louis Van Pelt, director of the center.

"Each year, more than 5,000 registrants use our office for assistance in finding employment. We also have a large number of interviewees for teaching positions. At one point last year, we arranged for as many as 600 in a matter of three days."

Photocopy-Preservation

Corrigan speaks to December graduates

Editor's note: The following is the complete text of the speech delivered by College of Education Dean Corrigan during December commencement exercises.

President Mobley, Chancellor Adkisson, members of the Board of Regents, colleagues, parents, guests and graduates, my topic today is "Teachers and the Future of America."

To set the tone for my comments about teachers and the future of America let me first say a word about America by relating a story told by Dr. Max Lerner, noted historian, syndicated columnist and professor.

About 30 years ago just after Dr. Lerner (1957) finished his massive two volume work titled *America as a Civilization*, he was in Europe visiting a number of universities. During a seminar, a student asked him a question which he said was the most difficult question he had confronted in his life. "Dr. Lerner, of all the millions of words that you've written about America, what one word would you select to describe the essence of America?" Faced with this most difficult question, he constructed a long list of words in his mind which included democracy, patriotism, equality, freedom. He rejected all of them in favor of one small word. He said, "The word that I would select to describe the meaning of America is ACCESS; *A C C E S S*. Yes, access is most important because, without it, you can't have any of the others: democracy or equality or freedom. You can't have freedom if you have access to only one opportunity; if you have only one choice you're not very free."

The more choices you have and can be responsible for, the freer you are. Likewise you can't experience equality if you don't have access to it. Yes, *ACCESS* for each individual to become all he or she is capable of becoming regardless of race, religion, sex, handicaps, socio-economic level, or age should be the essence of America.

Recently I heard Dr. Lerner speak at a conference and he told this story again. However, he said, "If asked the same question today, I would choose another word in addition to access to convey the full meaning of America . . . over 30 years later. I would still keep that word access but I would add another word right along beside it. That word would be *NEXUS*, — *N E X U S*, which means connectedness, human connectedness — humanitas. In addition to valuing individual development, Americans are moving toward acceptance of responsibility for insuring the human rights of others." ACCESS and NEXUS — great words to describe the meaning of America today.



Chancellor Adkisson places the presidential medallion around President Mobley's neck during December commencement ceremonies.

Of all of the things that have been written and spoken about educational reform, I believe the most profound comment I have heard came from a student. One night I was watching a Public Broadcasting Service channel and I heard a student on one of the TV talk shows make what I believe was a powerful point.

A group of students were sitting in a circle on the floor of a TV studio talking with a news commentator about ways to improve the schools. The camera periodically focused on one particular student while everyone else was talking. You could see that he was with it, but he wasn't saying anything. However, he was very intent; he was thinking all the time. Just before the end of the program he decided he was going to have his say.

In a voice that demanded attention he blurted out: "Hey, you know what's wrong with our schools? We don't have enough opportunity to *ad lib*." His statement caught the news commentator by surprise. In response he said, "What do you mean, you don't have enough opportunity to ad lib?" The student proceeded to explain, "Well, I don't know if you're going to understand this but I play in a jazz group. When it comes my turn to play, all it says on my music sheet is, 'You're on your own for the next 32 measures.' Man, that feeling of freedom to create is great." The commentator said, "Yes, yes, I see what you mean. Thanks!"

Challenges Facing Education in the Future

Many, many challenges will confront schools in the future, I will highlight only two of the major challenges: (1) demographics — the increasing diversity of the school population, and (2) a redefinition of the basics.

Challenge 1 — Demographics

The following data has far reaching implication for education at all levels and especially here in Texas.

The most rapidly growing age group in America is people over 85, 2.2 million people are over 85; 34,000 citizens are 100 years of age or older. Twenty-four million people are over 65. In 1983 we crossed a major watershed in the United States. We had, for the first time, more people over age 65 than we had teenagers. For the first time in our history young families will spend as many years taking care of dependent parents as they will taking care of dependent children.

At the same time our country is aging rapidly, the proportion of children in the total population is changing and the ethnic make up of America's children is also changing. The Commission on Minority Participation in Education and American Life (1988), in its report titled *One Third of a Nation*, states that by the year 2000, one-third of all school children in the United States will be from a minority group. This situation has already occurred in states like Texas and California; 37 percent of Texas' population is made up of minority groups. Because minority group families tend to have more children, the Texas school population is almost 50 percent minority now. Within the next two years the minority-majority distribution in the schools will change and the number of blacks, Hispanics, American Indians and Asians will total more than the number of Anglos (The Institute of Educational Leadership Inc., 1986).

Another trend concerns the increasing number of children being raised by single parents and the number of children below the poverty line (The William T. Grant Foundation, 1988). Twenty-four percent of the children in the United States are below the poverty line. The chances of a child being poor is six times greater than an elderly person being poor. Most of the poverty among children is the result of having a single parent. There has been an epidemic increase in the number of children being born outside of marriage and half of such children are born to teenage mothers. This is not just a minority problem; motherhood among white teenagers in the United States is double the rate of any other nation. Every day in America 40 teenagers give birth to their third child. Children of children tend to be a smaller birthweight and have other kinds of health problems. Buccino (1988) says this phenomenon alone is a significant factor underlying the prediction that there will be an increased proportion of children who are going to have special learning needs and be more difficult to teach in our elementary and secondary schools.

Another problem is the dropout situation, especially among minorities. The dropout rate for black students has reached over 50 percent in large cities, and the National Center for Education Information estimates the national Hispanic dropout rate is at least 40 percent (Krogh, 1987).

Texas' dropout rate is a travesty. Bender (1988) reports that 50 percent of Hispanic students and 40 percent of black students in Texas never finish high school. Eighty-five percent of Texas' prison inmates are dropouts, costing the state $24,000 for each year of incarceration. As Ross Perot said, "It would be less expensive to send them to Harvard than to Huntsville."

The dropout situation takes on a new sense of urgency when viewed beside the data on the shortage of youth and the increase in the elderly. In 1950, there were 17 workers to pay the benefits of each retiree. By 1992, only three workers will provide the funds for each retiree and one of those three will be a member of a minority group.

We are a society with a shortage of youth and a rapidly increasing senior citizen population. Levin (1985), a Stanford University economist, frames the challenge when he says, "We've got to educate all of our children because we simply cannot afford to waste them, economically or otherwise." Completely aside from the humanitarian concern

Photocopy-Preservation

on 'Teachers and the Future of America'

about wasted lives, our society from now on must ensure, for economic reasons, that everybody counts and that everybody is productive in the nation's economy. Using the schools to select winners is a bad idea even when there is an abundance of youth; it is a foolhardy role for the schools when the country is short of youth and needs to get the highest performance out of every student. Rather than picking winners the school must now develop winners (Hodgkinson, 1986). Every kid must be a winner.

The future of the aging white middle class will be determined in part by the successes of young minorities in getting a sound education and a good job. In Texas, where about 50 percent of the public school students are minority, if these students all flunk out of school in the 10th grade and stay on welfare until they are 65, no Texan will be able to retire. For the first time, due to demography, we are interdependent — our futures are all inextricably interlocked. If minorities do well, whites will benefit directly and vice versa (Institute for Educational Leadership Inc. 1986).

Challenge 2 — A Redefinition of the Basics

About 30 years ago as a result of Sputnik, America's schools responded to international competitiveness by encouraging the brightest minds and creating an elite cadre of scientists, engineers and other professionals who could protect the health and stability of the economy and technological enterprise (Buccino, 1984).

Today is very different. Today's competitiveness argument rests now on a few bright minds, an elite; it depends on the knowledge and skill of the average worker. All workers today need basic skills and a new kind of basics. This new perspective is stated emphatically by the National Science Board Commission on Pre-Collegiate Education in Mathematics, Science and Technology (1983):

> We must return to basics, but the "basics," of the 21st century are not only reading, writing, and arithmetic. They include communication and higher problem-solving skills, and scientific and technological literacy — the thinking tools that allow us to understand the technological world around us. These new basics are needed by *all* students — not only tomorrow's scientists — not only the talented and fortunate — not only the few for whom excellence is a social and economic tradition. *All* students need a firm grounding in mathematics, science and technology.

Yes, and the schools must go beyond the goal of just understanding the technical aspects of the technological world around us.

Education equals economic development is an inadequate equation to convey the purposes of American education today. Clearly, society has a legitimate need for economic development and individuals have the need for economic security and material comfort. We must, however, be concerned with the shrill and self-righteous arguments for material well-being, as though that is all there is to education and to life, as though one learns only to earn (Ducharme, 1988).

Education is for making a life as well as making a living. Students must experience examples of compassion, inquiry, moral vision, cultured outlook, optimism and other characteristics influenced and developed through education. The quality of life of a society transcends material success, vital as that is to live fully. What is done with material success is as important as material success itself. Lerner (1975) says the real question is not whether an education enables you to catch up economically and socially with others, but whether it helps you to be more interesting to yourself and others, to develop your own inner resources, and to lead a more expressive and good life.

The most severe shortcoming of our education programs at all levels is that we have concentrated on means rather than ends. Certainly American schools must teach the basics, but they must redefine the basics for today.

To teach a human being to read, write, spell and do math and science with technical proficiency only, while neglecting to consider the purposes for which these skills are to be used, is to produce a potential menace to society. Reading can be a lethal weapon in the hands of a person who uses it to build a bomb to blow up his new neighbor's house because his neighbor happens to have a different shade of skin color or speaks a different language.

Too often we have acted as if education is a valueless activity with no relationship to the great problems of our time. Too often we have maintained the "illusion of neutrality." America's schools must become an instrument to teach this generation of Americans to shape the future, not just inherit it. In today's "global village" which President Mobley speaks of so eloquently and has called on all of us to understand and participate in actively, there is no such thing as "value free" education. There is only the choice to be conscious and positive about our values or to conceal and confuse them.

Teachers and other public school professionals for tomorrow's schools must have conscious, positive values. There never was a time when fundamental American values were so much in demand. All one has to do is read the daily newspaper or tune in the news on TV to realize that America needs a new supply of honesty, integrity, optimism and good old-fashioned concern for the plight of others less fortunate than ourselves — the poor and the educationally disadvantaged. If we ever needed a gentler America it is now.

Teachers and the Future of America

It will take great teachers to respond to the two challenges I have mentioned. What are the qualities these great teachers will possess?

- Great teachers will have high expectations for all of their students; they will treat them as human beings, as subjects not objects, or symbols on a chart or categories in a student grouping structure; they will realize that their students are as unique as their fingerprints, no two are alike.
- Great teachers will realize that it is not the function of America's schools to be the screening station for society's other institutions. Our schools must be based on the principle of no rejects — based on the firm assumption that every human being has an inalienable right to learn. The goal of great teachers is to reach and teach *all* of the children of all of the people not just the children of the rich and powerful; to help all children to become all they are capable of becoming and feel good about themselves and their future.
- Great teachers will have confidence in themselves. They will be confident because they will know the content of the courses they teach. Equally important, they will understand the students they teach and will encourage students of all backgrounds and all ability levels by being expert at using appropriate tools to motivate and interest all students in learning.
- Great teachers will have clear academic goals which all of their students will be able to understand. They will require very few rules but the ones that do exist will be enforced consistently and fairly.
- Great teachers will have enthusiasm for any lesson they teach coupled with a sense of humor which they will call upon, just at the right time. They will make the long days seem short.
- Great teachers will organize their classrooms so that each student knows what to do to achieve a *success* experience; they will differentiate instruction based on a knowledge of where each student is at the moment in his or her intellectual development, and what each student is capable of accomplishing next. Great teachers will ask why students can't pass not why they can't play.
- Great teachers will listen to their students in such a way that their students will know that their teachers will take action on the basis of what is said. Students will find it easy to say right out loud what they do not know as well as what they do know.
- Great teachers will realize that not only are they an influence by what they say in the classroom but they will have their greatest influence by what they *do* as models of adult behavior. This does not mean that great teachers will expect their students to mimic them; they will be models in the sense that they will square their actions with their reasoned beliefs. They will stand for something and do the hard work involved in accomplishing it. To paraphrase Emerson, "Their actions will speak so loud we will not hear what they say." Great teachers will exemplify what they explicate.
- And most importantly, great teachers will understand that a school is a community not a factory. The greatest quality that can exist in a school is the quality of caring. For some teenagers today school may be the only place to find support and to ease the pain of personal trauma and deep hurt. Ernest Boyer (1983) who reports on the Carnegie Foundation's study of hundreds of schools in his book, *High School*, says that schools today often become crisis centers supporting a young student who has had a fight at home, or helping teenagers through the trauma of parental separation. One student in Boyer's report said, "When my Mom and Dad separated I thought I would die. I couldn't study and I felt like I had to cry all day. My English teacher, who I like a lot, stayed after school just so we could talk. I would have never made it through without her help."

The quality of caring and caring for quality may never appear on the report card of public education, but in my view, they are the essential elements in creating the new American school. Learning is a serious matter, but it does not have to be grim. There is no place in the world that can be quite so enjoyable as a lively, humane, center of intellectual inquiry. That is what the school of the future must become, a center of inquiry where everybody is somebody (Corrigan, 1988).

Yes, it will take great teachers to meet the two challenges I have posed today. The most vivid truth of our time is that America's aspirations can rise no higher than the quality of America's teachers.

Go Forth and Serve

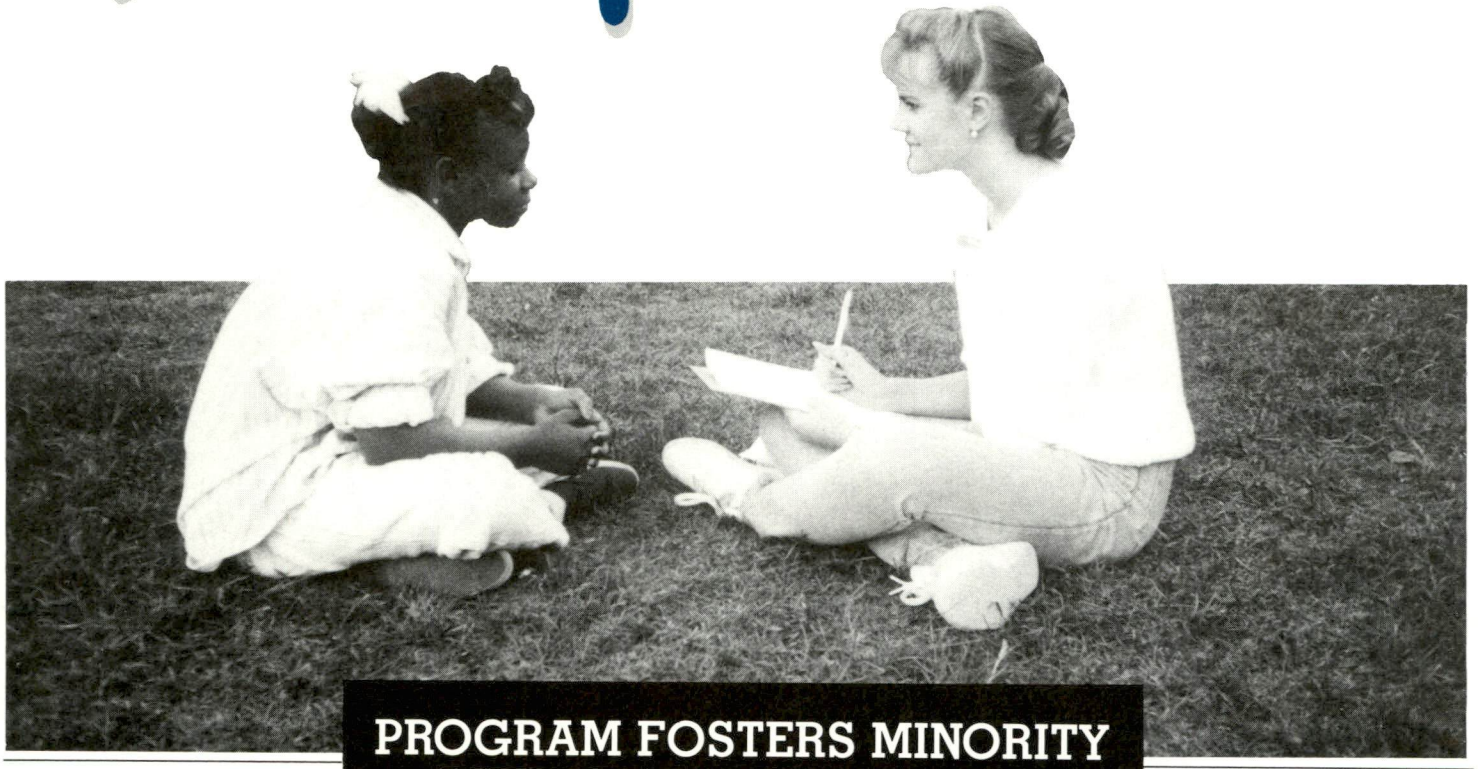
In closing permit me a personal comment just to the graduates. Aggies, I have been a teacher and professor for 32 years and a Dean for 23, and I've traveled the country. On the basis of that experience I can tell you, without equivocation, that you are graduating today from the best land-grant state university in the nation. An institution achieves greatness not only on the excellence of its academic programs. Real greatness comes from what its graduates do. What Aggies do is serve. Former students, like the Board members and other Aggies on the stage today, have a long tradition of leadership and public service.

Because of the patterns former students have set, and because your have received your education at Texas A&M, you will be expected to respond to the call for community leadership when you are chosen, and believe me whatever your occupation in the future, you will be asked to devote some of your time to the service of others. That's one of the things you have learned here. Go forth then from this great hall today and serve the people, and Aggies give special attention to the futures of children, *all* of the children of all of the people.

You are about to walk across this stage and President Mobley is going to give you your diploma. At the exact moment that diploma strikes the palm of your hand I want you to remember this: "You're on your own for the next 32 measures." Keep in touch!

COLLEGE OF EDUCATION - TEXAS A&M UNIVERSITY - VOLUME IV No. 1 - FALL 1988

Perspective



PROGRAM FOSTERS MINORITY MENTOR RELATIONSHIPS

The proportion of minority students entering colleges and universities nationwide is declining for a number of reasons. Recent research suggests that one of the reasons may be failure on the part of many minority students to see the relevance of higher education for their own lives. In addition, many of our nation's teachers contribute to the problem by failing to recognize or understand the educational obstacles that cultural differences pose for these students.

A new program in the College of Education is attempting to combat both of these problems at the same time by changing the attitudes of a group of prospective teachers and a group of minority middle school students. During the 1987-88 school year, the Minority Mentorship Project linked twenty-five elementary education undergraduate students with the same number of sixth, seventh and eighth graders to provide both academic and social/cultural support.

The Minority Mentorship Project was the innovative idea of two faculty members in the Department of Educational Curriculum and Instruction, Drs. Donna Wiseman and Patricia Larke. They, along with Graduate Assistant Charmaine Bradley, Department of Educational Psychology, who Wiseman calls "the heart of the project," are now in the process of expanding the program to include a second group of mentors and mentees.

One of the primary goals of the Minority Mentorship Project is to develop sensitivity to cultural differences in pre-service teachers, and further, to provide the instructional skills necessary for teaching effectively in a pluralistic society. A second goal is to increase minority students' awareness of educational opportunities and their appreciation of the value of education for their lives. A related objective is to strengthen the elementary students' academic skills, thereby improving their chances of benefiting from the educational opportunities that are available.

Shlonda Johnson, Bryan middle school student, conferring with TAMU mentor, Tammy Turcott (right)

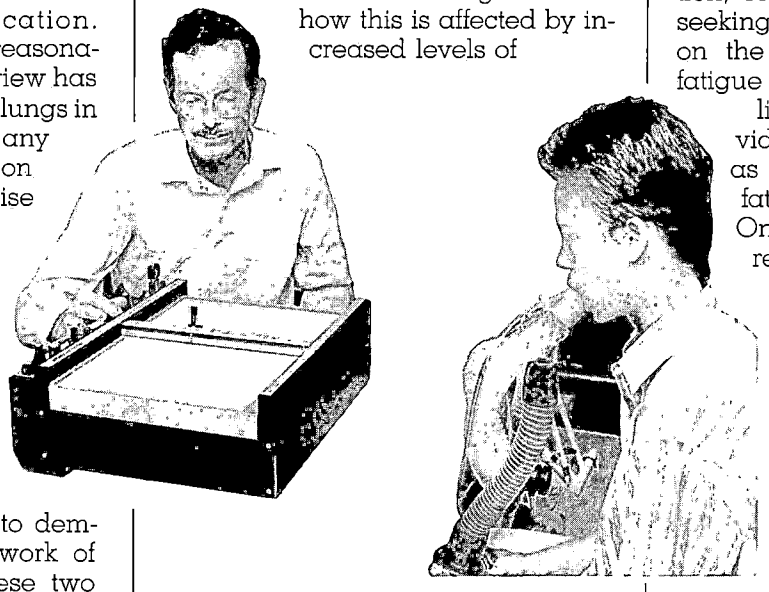
The mentor program is designed to be a three-year experience for both the university and the elementary students. During each of the six semesters of participation, the university students enroll in a one-hour seminar course which focuses on cultural awareness as well as on educational strategies that are effective with minority students. According to Larke, "when teachers are knowledgeable of students' cultures and

(Continued on Page 3)

COLLEGE RESEARCHER FOCUSES ON THE ROLE OF THE RESPIRATORY SYSTEM IN EXERCISE

The respiratory system itself may place limits on exercise, according to College of Education researcher, Richard Coast, Assistant Professor of Health and Physical Education. While this seems intuitively reasonable, the prevalant scientific view has been that the capacity of the lungs in healthy individuals exceeds any demand that can be placed on them and that limits to exercise are imposed instead by the cardiovascular or skeletal muscle systems. Very highly trained athletes at the upper levels of exercise, as well as individuals with pulmonary disorders, have been recognized for some time as exceptions to this principle.

Now Coast is attempting to demonstrate that because the work of breathing is greater for these two groups (athletes because they are working at high levels of performance and people with respiratory disorders because it requires more effort for them to move even normal quantities of air), they merely represent the peak of a curve that applies to everyone. In a laboratory setting, Coast is attempting to determine the relationship between the work of breathing and cardiac output under conditions of incremental increases in ventilation; in other words, he is attempting to show how much of total cardiac output is required for the work of breathing itself and how this is affected by increased levels of exercise. His hypothesis is that under high respiratory workloads, the respiratory muscles may disproportionately increase their demand for oxygen from the muscles directly involved in the exercise activity.



Richard Coast (left), Assistant Professor of H&PE, measures the work of breathing of doctoral student, Jann Rhodes.

For the past four years, Coast's research has been funded by a grant from the American Heart Association, Texas Affiliate. He is currently seeking funding for a related project on the role of respiratory muscle fatigue in exercise limitation. His preliminary work shows that individuals cannot sustain exercise as long if they begin with fatigued respiratory muscles. One of the implications is that respiratory muscles, like other muscles, can be trained. This finding could have significant application in working with respiratory patients who have traditionally been limited even at rest. By incrementally increasing ventilation under controlled conditions, Coast believes respiratory muscles can be strengthened to permit more exercise, which in turn will further strengthen the respiratory muscles.

Richard Coast has been on the faculty at Texas A&M since 1986. He received his Ph.D. from the University of Tennessee-Knoxville in life sciences with an emphasis on human physiology. Following graduation, he served as a postdoctoral fellow in the Department of Internal Medicine at the University of Texas—Dallas, Southwestern Medical School.

DEVELOPMENT COUNCIL HOLDS SUMMER MEETING

The College of Education Development Council met in San Antonio during the summer for a morning of business and two evenings of fun. The session, which was designed to allow members to become better acquainted and interact informally on College of Education issues, was highly successful, according to those attending. Dinners were held at the homes of two Council members and their husbands—Sylvia and Raul Fernandez and Toni and Cosmo Guido. At the business meeting, which took place at the UT/TAMU University Outreach offices in Hemisfair Plaza, the Development Council committees reported on their activities while College of Education faculty and deans brought the members up to date on the college's programs and future plans.



FRONT ROW: (left to right) Bryan Cole, Don Seaman, Ray Hengst, Stormy Kimrey, Dean Corrigan, Bob Winter
MIDDLE ROW: Elizabeth Blessing, Mary Carroll, Mary Sue Smith, Jan Uptmore, Sylvia Fernandez, Mary Ann Leveridge, Andy Cuellar
BACK ROW: Homer Tolson, Harold Tschirhart, Mike Ash, Larry Dooley, Jerry Briney, Chris Borman, Dick Kistner, Don Clark, Stan Carpenter

COLLEGE ANNOUNCES PLANS FOR ENDOWMENT CAMPAIGN

The College of Education has announced plans for a three year endowment campaign to run through 1991. The campaign represents the first formally organized effort on the part of the twenty-year-old College to seek endowment support for its programs.

The College of Education is currently a nationally recognized leader in the professional preparation of educators. It is ranked as one of the top 20 Colleges of Education in Land Grant Universities and currently ranks fourth in that group in research output. As a charter member of the prestigious Holmes Group, the College is at the forefront of contemporary trends to strengthen teacher education.

The College of Education is challenged to maintain its current strength in teaching, research and service in the face of rising costs and increasing enrollment pressures. Those public institutions of higher education in our nation which have achieved high levels of accomplishment and academic prestige have all done so with heavily augmented public funds. Private support is essential to insure continued excellence in degree programs and in faculty research and development in the College of Education at Texas A&M.

To meet this need, plans were announced at the Spring, 1988, meeting of the College of Education Development Council to establish an Advancement Committee to spearhead an endowment campaign for the College. The Committee has been formed under the leadership of the Chair, Carl Yeckel, of Dallas and has held its first meeting. Members include:

James G. (Stormy) Kimrey, San Angelo
Harris Pappas, Houston
Terry Smith, Bryan
Russell Stein, Houston
John E. Trott, Jr., Yoakum
Robert S. Winter, Houston
Carl Yeckel, Dallas, Chair

The primary responsibility of the Advancement Committee is to assist the College in obtaining major gifts. Specific targets of the campaign include scholarships, fellowships, endowed professorships and endowed chairs. Currently the Committee is engaged in developing public information campaign materials and in identifying organizations and individuals who might be interested in assisting the College of Education in expanding its funding base for the future.



Max Valedez, Bryan middle school student, is tutored by mentor Michelle Trexler (right).

MENTORS (Continued from page 1)
know how to incorporate the appropriate teaching strategies to match their learning styles, the educational process improves for all."

Activities of the program involve the mentor, mentee, parents, teachers and community members. Planned events during the first year included picnics, frequent phone contacts, written correspondence, attendance at university football and baseball games, visits to the campus library, special holiday dinners and an end-of-year banquet. During the second semester, each mentor and mentee met once a week for a tutoring session which proved to be the most important component of the program for both groups.

The intensive involvement of the program advisors, Wiseman, Larke and Bradley, has been critical to the success of the project. According to Wiseman, the mentoring process must take place at two levels. Not only must the pre-service teachers establish mentor relationships with the elementary students but the program advisors must also establish mentor relationships with the pre-service teachers.

Although quantitative evaluation of the program has yet to be concluded, qualitative indicators suggest that the program has been very successful. The journals of the mentors indicate growth in acceptance and understanding of minority children and their experiences in the schools. One unanticipated benefit has been the close support group that has emerged among the university students participating in the program. The elementary school participants, also, have exhibited close identification with their peer group; in fact, their positive reports have prompted classmates to express interest in participation.

The first year of the Mentor program was supported by occasional contributions from the Department of Educational Curriculum and Instruction, the Dean's Office, and small private donations. This year $5,000 has been appropriated from the President's Fund for Multicultural Programs to alleviate some of the expenses of operation. It is anticipated that in the near future application will be made for grant monies to meet the expanding needs of the program.

Although the Mentor Program to date represents a small scale effort to deal with a massive national problem, it offers a successful model which is feasible for large scale adoption. Without a doubt, the Mentor Program demonstrates how creativity, dedication and hard work can have an impact on a difficult societal problem.

REVEILLE REVIEW

Gary N. Barber, B.S., '70, was medically retired in February from the United States Air Force after 16½ years. He was awarded the Legion of Merit upon retirement.

Jimmy G. Cheek, B.S., '69, AGED, and Ph.D., '75, VocEd., has been named a Teacher Fellow by the National Association of Colleges and Teachers of Agriculture.

Beverly Ann Chiodo, Ph.D., '80, EDCI, has recently received the Minnie Stevens Piper Award for Excellence in Teaching at Southwest Texas State University in San Marcos, Texas. Chiodo has also been promoted to Professor in the Department of Computer Information Systems and Administrative Sciences.

Richard Dresser, M. Ed., '75, Safety Education, is president-elect of the North-Eastern Illinois chapter of the American Society of Safety Engineers.

Ronald L. Ellis, Ph.D., '87, EDAD, is Assistant Director of Institutional Research and Testing at Baylor University. He has also been elected Treasurer of the Texas Association of Collegiate Testing Personnel. Ellis had an article entitled "Improving Institutional Image: A Must for Baptist Colleges" published in the April Issue of *The Southern Baptist Educator* and recently presented a paper entitled "Image Research: Conducting and Interpreting It" at the American Association of Collegiate Registrars and Admissions Officers Conference held in Nashville.

P J Ellison, BS, '79, MBA, '87, started a construction management company with her husband in 1987.

Evan Fleming III, B.S., '72, is the owner of a building company in Ft. Smith, Arkansas. Fleming is currently serving as president of the Ft. Smith Homebuilders Association, the Ft. Smith Realtors Association and the Learning Academy of Ft. Smith (a school for children with learning disabilities). He also was a member of the charter class which recently graduated from the Leadership Ft. Smith Program.

D. Preston Grice, B.S., '83, H&PE, received his Master's degree in cardio-physiology from North Texas State University. He is serving as a 2nd lieutenant in the United States Air Force.

Ronald Jereb, Ph.D., '83, EPSY, and **Barbara Yantz Jereb,** MS, '82, EPSY, are in private practice in Longview, Texas. They have two children: Michael Anthony, born 5/88 and Andrew, 2 years.

Linda Corson Jones, Ph.D., '83, IDED has been named Faculty Researcher of the Year for 1987 at Louisiana State University Medical Center, School of Nursing.

Jody S. Marcello, B.S., '78, M.Ed., '81, EDCI, is teaching seventh grade social studies at Blatchley Middle School in The Sitka School District, Alaska. In June, she received a $1300 grant from the Alaska Department of Education Teacher Incentive Grant Program for a project entitled "Traveling the Pacific Rim and Understanding the Status of Its Women." Marcello has also been elected secretary of the League of Women Voters of Alaska and president of the Sitka League of Women Voters.

Robert T. Mooney, M.Ed., '57, EDAD, has been named chair of Health Services Management at the School of Health Professions, Southwest Texas State University in San Marcos.

Tracy Kelly Noland, B.S., '80, is an R.N. working on a medical-psychiatric unit at the Methodist Hospital in Houston. Her responsibilities include co-leading group psychotherapy and medical support groups where she uses skills acquired at TAMU.

Lucy Bradley-Springer, RN, Ph.D., '87, EDCI, recently took the position of AIDS Education Coordinator in an Education and Training Center (ETC) funded by a 3 year federal grant. The ETC is located within the University of New Mexico School of Medicine, Department of Medicine. She has also been named Lecturer in the School of Medicine.

Russ Robinett, M.S., '83, EPSY, is a Licensed Professional Counselor. He is currently the Community Education Coordinator of the Brazos Valley Council on Alcohol and Substance Abuse and Advisor of Youth Council Explorer Post 911. Robinett has also conducted alcohol and drug education and prevention presentations and served as a co-leader for student assistance groups in area schools.

T. Gilmour Reeve, Ph.D., '76, H&PE, received the Outstanding Graduate Faculty Award for 1987 - 1988 at the College of Education, Auburn University.

Roger C. Schustereit, Ed.D., '84, EDCI, was selected as President of Cisco Jr. College in Cisco, Texas, effective August 1, 1988.

Maria M. Shelton, Ed.D., '87, EDAD, is an Assistant Professor of Educational Administration at Central Michigan University in Mt. Pleasant, Michigan.

Richard H. Wells, Ph.D., '80, EDAD, has been named chairman of the Journalism Department at the University of North Texas, which is accredited by the Public Relations Society of America.

REVEILLE REVIEW

Name _____

Degree, major and class year ___

_____

Significant event _____

_____

_____

_____

_____

PERSPECTIVE is published three times each academic year by the College of Education, Texas A&M University, College Station, Texas 77843.

Dean: Dean C. Corrigan
Associate Deans:
Bryan Cole
Christopher Borman
Editor: Mary Ann Dickson

PERSPECTIVE is made possible through the generosity of the College of Education Development Council.

College of Education
Texas A&M University
College Station, Texas 77843

NONPROFIT ORG.
U. S. POSTAGE
PAID
COLLEGE STATION,
TEXAS 77843
PERMIT NO. 215

COLLEGE OF EDUCATION - TEXAS A&M UNIVERSITY - VOLUME II-NO. 3 - SPRING 1987

Special Report

Perspective

SERVING THE PEOPLE OF TEXAS: RESEARCH AND DEVELOPMENT PROJECTS

A Message from Dean Corrigan



TEXAS A&M UNIVERSITY

COLLEGE OF EDUCATION

Texas A&M is a special kind of university, publicly supported and publicly appointed to intellectual, cultural and professional service. To be a College of Education in a land-grant university is a proud thing.

As one of the top research university centers in the United States, we have broadly based concerns. Concerns include the improvement of every aspect of education from pre-school education to education for the senior citizen.

The breadth and scope of the fields of educational inquiry appropriate for a college of education in the research university are based on the premise that education does not start and stop at some arbitrary age, rather that education is a lifelong process. In recent years, it is the research university centers that have made a special contribution to the education profession and to society by extending their study of education to a broader range of learners and a wide variety of educational settings.

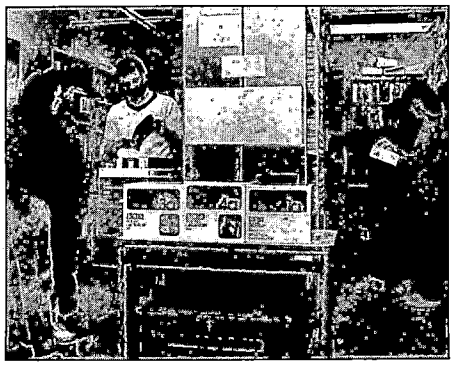
Settings in which graduates of research universities work include public school classrooms; social service agencies; and professional development programs in business, industry, museums, and media systems. In addition to preparing teachers for schools and other settings, graduate universities like Texas A&M prepare specialists for many careers involving educational administration, counseling and technology.

The major purpose of colleges of education in land-grant research universities is to inquire into basic educational questions; discover new facets of teaching, learning, administering and counseling; apply research findings in a variety of educational settings; and synthesize the results of scholarly investigation in ways that are useful to professional practitioners and the people they serve.

All of the projects described in this publication include the two basic functions of the University: teaching and research. More importantly, they are all designed to serve the people of the state of Texas. Also, all of the projects involve collaborative efforts with other agencies and are funded fully, or in part, by sources outside the University. Each project studies ways that the educational needs of the people of Texas can be met more effectively. Indeed, each project stands as a demonstration of Texas A&M's commitment to improve education and the quality of life in this great state.

Dean Corrigan

Reading/Language Laboratory



Dr. Bill Rupley explains the availability of reading lab materials to undergraduate students.

Besides providing teacher preparation training, the Reading/Language Laboratory provides diagnostic and remedial services to children and adults of the region. Referrals are accepted from parents, the schools, or in the case of adults, the individual seeking aid. Correction and/or remedial instruction are provided on an individual basis at a nominal fee.

Major Sources of Funding:

University funds, client fees, state and federal grants

Human Performance Laboratories



Graduate students perform graded exercise stress test with 12-lead electrocardiograph to determine fitness capacities and the health of the heart.

The Human Performance Laboratories are dedicated to the comprehensive study of physiological, neurological and biomechanical aspects of human motion, training and learning in physical education and sport settings as well as in daily life. The laboratories utilize technology available from the fields of medicine, engineering and computer science in projects aimed at understanding the principles involved in the development of speed, strength, endurance, balance, coordination and movement efficiency. Medical assessments of health, fitness and body composition are provided as a service to administrators, faculty, dependents and students of Texas A&M.

The research efforts of the Human Performance Laboratories offer potential health benefits to the people of Texas and the nation. Currently, faculty members of the laboratories have an Advanced Technology Grant to develop a series of automated physiological control systems for man/machine interactions. A second ongoing project, funded by the American Heart Association, involves cardiac output response to the increased work of breathing. It is hoped that the study will enable lung diseased patients to live more normal lives.

A third current project, funded by the Department of Defense, is attempting to develop optimal techniques for the training, placement and screening of military personnel. The project objective is to develop models that will permit the prediction of human performance under extreme conditions.

Major Sources of Funding:

American Heart Association, Texas Advanced Technology Grant, client fees

Adult and Extension Education



Guest lecturer speaks to Dr. Barbara Stone's adult education class.

In response to changing demographics and social conditions, educators, particularly in higher education, find themselves teaching more and more adult learners. Recognizing that adult students have different abilities, needs and problems, the College of Education has offered a graduate program in adult education since 1972. Since that time, the program has produced 85 doctoral and 75 master's graduates, the majority of whom are involved in adult education in the state of Texas.

Besides training degree candidates, the Adult and Extension Education faculty members are active in the Texas Association for Continuing Adult Education and the Texas Association for Community Service and Continuing Education. Faculty members have served the Division of Adult and Community Education of the Texas Education Agency in numerous ways, including evaluating proposals, developing self-instructional modules for training adult education teachers, and conducting workshops throughout the state for local adult education programs, such as volunteer adult literacy councils. Faculty members have also assisted Texas community colleges in training their faculty members how to teach the continually increasing percentage of adult students.

Major Sources of Funding:

University funds, state and federal grants

Counseling and Assessment Clinic



With Randall Pratt, a graduate student, Dr. Jan Hughes discusses a diagnostic play session for a case referred to the Counseling and Assessment Clinic.

The Counseling and Assessment Clinic is a not-for-profit psychological service and training clinic operated by the Department of Educational Psychology. Services are provided by a team consisting of licensed psychologists from the department's faculty and advanced graduate students.

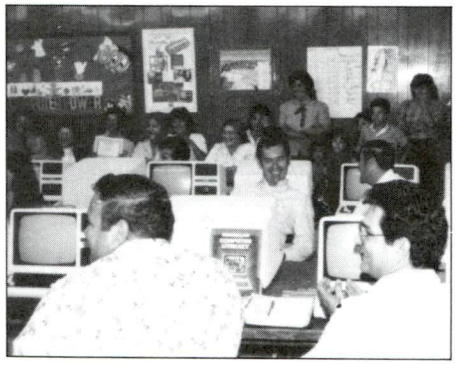
The Counseling and Assessment Clinic provides psychological services to persons in the Brazos Valley as well as persons from as far away as Houston, Austin and Waco. The clinic serves approximately 60 individuals and families each month. Approximately one-half of these clients receive services for a nominal fee, based on income eligibility.

Because low cost psychological services are not generally available in the Brazos Valley area, the Counseling and Assessment Clinic meets a critical need for outpatient mental health services.

Major Sources of Funding:

Texas Department of Human Services, Brazos County Adult Probation Department, the Brazos Community Development Council, client fees

Center for Community Education



Rio Grande City Community Education offers class in computer literacy.

The Center for Community Education was founded in 1971 as a joint effort of the Charles Stewart Mott Foundation and Texas A&M University. The center was established to introduce the concept of community education to the school districts and communities of Texas.

The tasks of the center were to act as a resource center for the state, to disseminate information, to provide technical assistance to new projects, to research developing models of community education and to develop a curriculum of graduate studies within the Department of Educational Administration. The center has assisted in the initiation and development of the present 117 community education programs in Texas. For each of the last two years, these projects have served more than one million persons.

The center staff has acted as a resource to the Texas Education Agency since 1971 by assisting in the development of state guidelines for funding local projects, by conducting contracted research, and by providing data and information from nationwide community education projects. The center's most significant service has been the on-site visits to new and existing community education projects in the state. Staff members have worked with more than 150 communities and have been closely involved with the present 117 projects. The staff has traveled more than 600,000 miles in this effort, and, as a result, credibility and rapport have been built statewide with community education personnel, superintendents of schools and local citizens.

The center has been designated by the Texas Education Agency as the training center for all new community educators employed in state funded projects and has also served as the national training center for the U.S. Office of Education, providing training for personnel from 50 state departments of education.

Major Sources of Funding:

Charles Stewart Mott Foundation, Texas Education Agency

Precollege Conference for the Teaching Profession



Participants in the 1986 pre-college conference are exposed to teacher education.

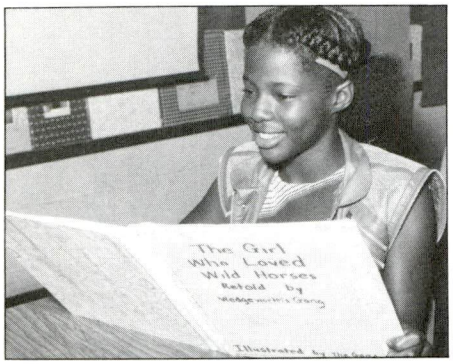
For the past three summers, the College of Education has offered a summer conference aimed at high school students entering their senior year. The purpose of the conference is to attract outstanding students to careers in education.

Special effort is made to include a high representation of minority students at this all-expense paid conference. Participants are exposed to classes, research and other education-related activities and interact with faculty, graduate and undergraduate students. Attracting highly qualified students, especially minority students, into educational fields is of vital importance to the state.

Major Source of Funding:

U.S. Education Consolidation and Improvement Act of 1981 money through the Texas Education Agency

Multiethnic Reading Program



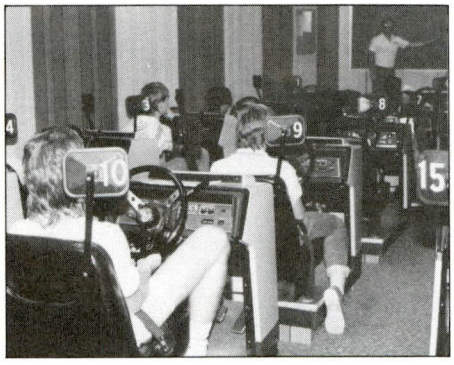
Multiethnic reading materials, make learning more interesting for a Bryan ISD student.

Following through on an immensely successful research project, faculty members of the College of Education have developed a Technical Assistance Model for a Multiethnic Reading/Language Program. The research study, which used multiethnic reading materials and innovative instructional techniques, recorded dramatic gains in both reading ability and ethnic self-esteem for low ability minority children in experimental groups.

With financial assistance from the Meadows Foundation, the program is being fully developed, and results as well as materials and techniques will shortly be disseminated to educators statewide and nationally.

Major Source of Funding:
The Meadows Foundation

Safety Education Program



Simulators play a part in the safety education training program.

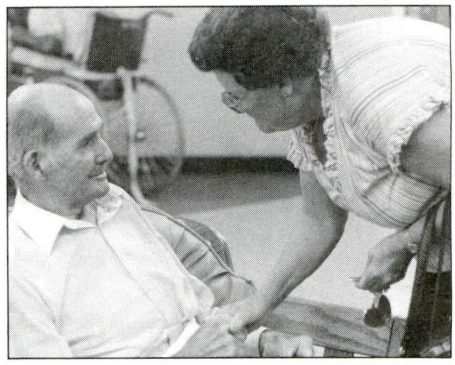
The Safety Education Program provides a variety of safety-related service activities. For the past four years, the program has conducted an Alcohol Abuse Prevention Project aimed at Texas A&M University students. Through education, advertising and promotional activities, about 10,000 students are reached by the project each year. Given the statistics on alcohol abuse on university campuses, this program's benefits to Texas are manifold.

In addition, the Safety Education Program offers a state-approved education program for persons convicted of driving while intoxicated. The program exceeds Texas Commission on Alcohol and Drug Abuse standards and offers special classes for non-literate and Spanish speaking persons. The program has received impressive evaluations and is under consideration by the Texas Commission on Alcohol and Drug Abuse for designation as the only DWI education curriculum research program in Texas. Funded by fees from participants, the program benefits the state by helping drinking drivers change those behaviors that cause death, injury and property damage.

A third project of the Safety Education Program, undertaken in conjunction with the Texas Education Agency and the Texas Department of Public Safety, is supervision of the driver education program for the College Station school district. The purpose is to develop a model driver education program. By experimenting with curriculum materials and teaching strategies, involved faculty members hope to develop a program to improve the quality of driver training statewide.

Major Sources of Funding:
The Texas Commission on Alcohol and Drug Abuse, contracts with local government agencies

Project Oasis for the Elderly



Trained senior volunteer interacts with elderly resident of local nursing home.

Project Oasis is an example of the variety of contributions that departments of the College of Education are making to the community and the state. This recent project, undertaken by a faculty member and graduate students of the Department of Educational Psychology, in conjunction with the Brazos Valley Retired Senior Volunteers Program and the Texas Agriculture Extension Service Gerontology Program, was funded by private foundation monies, including grants from the Hogg Foundation and the Astin Foundation.

The purpose of the project was twofold—to enable volunteers to provide much-needed mental health service to the institutionalized elderly and to provide meaningful volunteer roles for older adults. After training and under the supervision of the Oasis staff, the group of selected volunteers was very successful in delivering paraprofessional mental health care in participating institutions. As testimony to its success, the program is presently being replicated in several areas of the state.

Major Sources of Funding:
Hogg Foundation, Astin Charitable Trust

Principals' Center



New Braunfels principal, Jane MacDonald, participates in "wellness" program for principals.

The Texas A&M University Principals' Center was established to support Texas elementary and secondary school principals through training, assistance and research.

Support takes the form of an annual Principals' Academy, an intensive skill development and renewal experience held for one week each July; the Principals' Institute, a six-week session, which offers six hours of graduate credit for intensive training in management skills; a principals' network, a newsletter, a telephone hotline and a clearinghouse for information. In addition, the Principals' Center provides the administrative structure for regional clusters of principals to interact professionally on a regular basis.

Because recent research has documented the importance of the principal's role to the successful school, school districts are providing more support and instructional leadership training for these key individuals. The Texas A&M Principal's Center offers unique services in this area and, on the strengths of its program, has attracted funding from several private sources.

Major Sources of Funding:

Houston Chronicle, Astin Charitable Trust, anonymous foundations

Bilingual Program



By the use of bilingual materials, Texas A&M undergraduate Michelle Turner captures students' attention at Sul Ross Elementary School.

According to the 1980 census report, Texas is ranked fourth in Hispanic population among the states and the District of Columbia. In addition, the Clearinghouse of Bilingual Education has predicted that the number of non-English language background and limited English proficient (LEP) persons residing in Texas will rise dramatically to 5.6 million in the year 2000, which will account for 24 percent of the total population of Texas.

The Texas Education Agency Survey (1985-86) reports that there are currently 274,091 children speaking a language other than English, and classified as LEP students, in the Texas public schools. In 1981, the Texas Legislature mandated that school districts provide special language assistance to these students.

The College of Education has developed a sound teacher preparation program to meet the linguistic and cultural needs of bilingual students in the state, and graduates of the program are in great demand. A proposed project for 1986-87 will concentrate on the training of bilingual/English-as-a-second-language teachers and LEP students to participate in the reading/language development program described above.

Major Source of Funding:

Subcontract with the University of Texas at El Paso

Generic Special Education



Nancy Algert, an undergraduate, talks with a student in the Diagnostic Teaching Clinic.

A federally funded model teacher training program at Texas A&M University, Generic Special Education, features a summer block of theory, method and practicum courses that provides an intense, unique experience for students in the program and for children in the community with mild to moderate learning and behavior problems.

Highlighting the summer block is the Diagnostic Teaching Clinic, which, during the 1986 summer, enrolled 34 children between the ages of 6 and 15. Besides providing an in-depth training program for special education majors, the program offers these educationally disadvantaged students an opportunity to benefit from diagnosis as well as individualized academic attention from local master teachers and from University faculty.

Major Source of Funding:

The Office of Special Education of the U.S. Department of Education

Institute for Gifted and Talented Students



Students screen for archeological artifacts during Galveston Island Adventure.

The Institute for Gifted and Talented Students was established in 1980 to conduct basic and applied research on factors that enhance or inhibit intellectual and creative abilities. It develops and employs assessment techniques that can identify outstanding intellectual and creative abilities in children and adults and devises programs that enhance intellectual and creative thinking for learners of all ages.

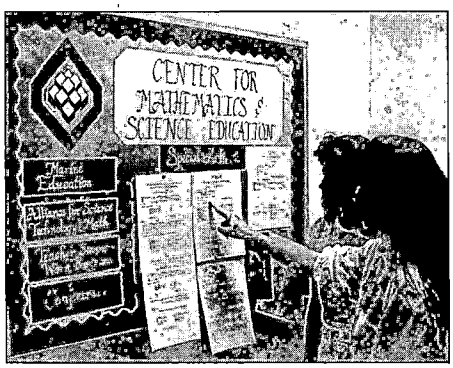
A major activity of the institute, which is open to gifted children throughout the state and nation, is the Galveston Island Adventure, a series of two-week summer residential study programs for students entering grades 8 through 12, held at Texas A&M University at Galveston.

Other programs include a Child Development Program for Early Childhood Enrichment, which is operated during the summer for three-and-four-year-old children living adjacent to the College Station campus, and a Young Scholars' Lecture Series, conducted by Texas A&M faculty members four times each year for 100-200 high school students from within a 100-mile radius of College Station.

Major Sources of Funding:

Thomas Read, Houston; King Foundation; Region 6 Education Service Center; individual donors; student fees

Center for Mathematics and Science Education



Students check upcoming events scheduled for the Math/Science Center.

The recently formed Center for Mathematics and Science Education further extends the college's commitment to preeminence in this area through the promotion of a variety of activities related to preservice teacher education, in-service education of teachers, and research and development of mathematics and science education in the schools. The center will provide the direction and coordinated resources needed for Texas A&M University to maintain its position of leadership nationally and internationally in mathematics and science education and the application of technology to instructional improvement.

Presently the Center for Mathematics and Science Education is involved with coordinating two programs: the Texas Alliance for Science, Technology and Mathematics (TASTM) Education and the Marine Education Program. The Texas Alliance for Science, Technology and Mathematics Education is working to improve K-12 science and mathematics education by building partnerships between the public and private sectors. The Marine Education Program is working to provide professional development for science teachers, to establish a marine education network within the state, and to disseminate curriculum materials and summary information to K-12 marine education programs throughout Texas.

Another current research project aimed at improvement of mathematics instruction is a study of the impact of computer network interaction on the in-service training of 3rd and 5th grade teachers who have students below expectations in mathematics. The project also represents an example of the college's emphasis on employing technological innovation to teacher training. This project is being funded through the Texas Coordinating Board from Title II, Education for Economic Security Section, monies.

Major Sources of Funding:

University funds, Title II funds

Vocational Special Needs Program



Adaptive Vocational Education Teacher, Linda Walls, watches Colleen Hill, IVTE graduate student, demonstrate ceramic glazing to her class.

All activities of the Vocational Special Needs Program are intended to enhance the education of disabled students in Texas schools.

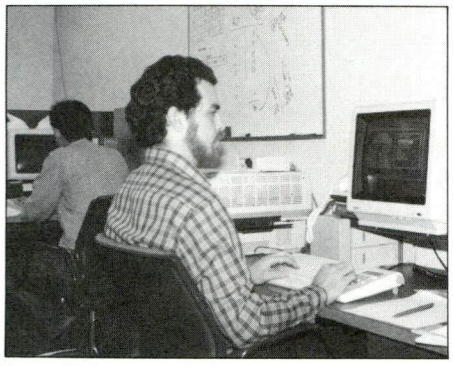
During each of the past eight years, staff members have conducted as many as 36 in-service conferences per year in local school districts. In addition, six statewide conferences for teachers and administrators in special and vocational education have been held. Slide/tape materials to enhance the mainstreaming of students with disabilities have been developed by program personnel and distributed to all 20 educational service centers in the state.

Another service of this program is a statewide lending library of books, curriculum materials, slides, films and software on special education topics, which are available to all Texas teachers. The holdings are computerized so that searches can be performed and technical assistance can be given in response to individual requests. Currently, the program administrators are developing materials to help university professors deliver course content within their own disciplines to mainstreamed students.

Major Sources of Funding:

Texas Education Agency, Office of Special Education of the U.S. Department of Education, Texas Rehabilitation Commission, Department of Developmental Disabilities, subcontract with the University of Illinois

Learning Technology Center



Brian McDermott, EDCI doctoral student, uses equipment in the Educational Technology Center.

The Learning Technology Center was established in the early 1980's to address the wide array of learning topics affected by technology. The center is part of the Education and Technology Division of the Texas Engineering Experiment Station (TEES).

One project of the center has been the development, implementation and evaluation of an information management system to help teachers plan, conduct and evaluate instruction, and to record, monitor and automate the reporting of student performance measures. In addition, the center is exploring the applicability of major commercially available data base managment systems in education and is developing software for administrative applications for microcomputer systems. One goal is to establish a communications network to deliver both research and applications information to Texas teachers at all educational levels.

Major Sources of Funding:

Texas Engineering Experiment Station, Burroughs Corporation, CEMCORP, Texas Instruments

Math/Science and English Teaching Scholar Loan Programs



The 1986-87 Math/Science Teaching Scholar Loan students present Scobee Scholarship.

Recently the College of Education was notified by the American Association of Colleges for Teacher Education that it is now the leading producer of mathematics and science teachers in the country. One of the major contributing factors in addressing this critical need has been the Math/Science Teaching Scholar Loan Program, which recruits outstanding young people to teach mathematics or science and offers them substantial loans that are paid back by teaching one year for each year of financial assistance received.

The program has been remarkably successful in attracting superior students, including ten valedictorians, four National Merit Scholars, several National Merit finalists, and students who have held a wide variety of leadership roles. So far, the program has raised more than a quarter of a million dollars from outside sources and has grown from supporting six students in 1983 to 38 this year. The 13 graduates of the program to date are all teaching mathematics and science in the state of Texas and are already having significant impact on the quality of mathematics and science instruction in their respective districts.

Because of the phenomenal success of the Math/Science Teaching Scholar Loan Program, an English Teaching Scholar Loan Program has been established this year in the College of Education. As a result of funds contributed by the Carl B. and Florence E. King Foundation, scholar loans will be available in the fall of 1987 to outstanding students who are committed to teaching English at the secondary school level.

The scholar loans can be paid back with one year of teaching for each year of loan assistance. It is anticipated that, like the math/science teaching scholar program, the English program will attract highly qualified teacher candidates to the college.

Major Sources of Funding:

King Foundation, GTE Corporation, individual donors

Honors Workshop for Texas Elementary Education Teachers of Science



Outstanding Texas science teachers update their disciplinary expertise.

With funding from the National Science Foundation, the College of Education provides a special summer training program for Texas' outstanding teachers of science. The purpose of the five-week workshop, now several years old, is to honor superior elementary school teachers of science and to update their knowledge and teaching skills on topics of astronomy, geology, meteorology and ecology.

Following the workshop this past year, individual participants conducted nearly 100 workshops throughout the state for other elementary school science teachers. Through this peer teaching system, it is hoped that the quality of science education will improve statewide.

Major Source of Funding:

National Science Foundation

PERSPECTIVE is published three times each academic year by the College of Education, Texas A&M University, College Station, Texas 77843.

Dean: Dean C. Corrigan
Associate Deans:
Bryan Cole
Christopher Borman
Editor: Mary Ann Dickson

PERSPECTIVE is made possible through donations from the College of Education Development Council.



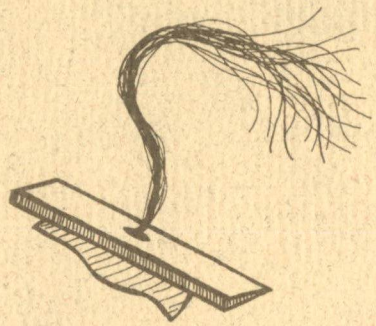
College of Education
Texas A&M University
College Station, Texas 77843

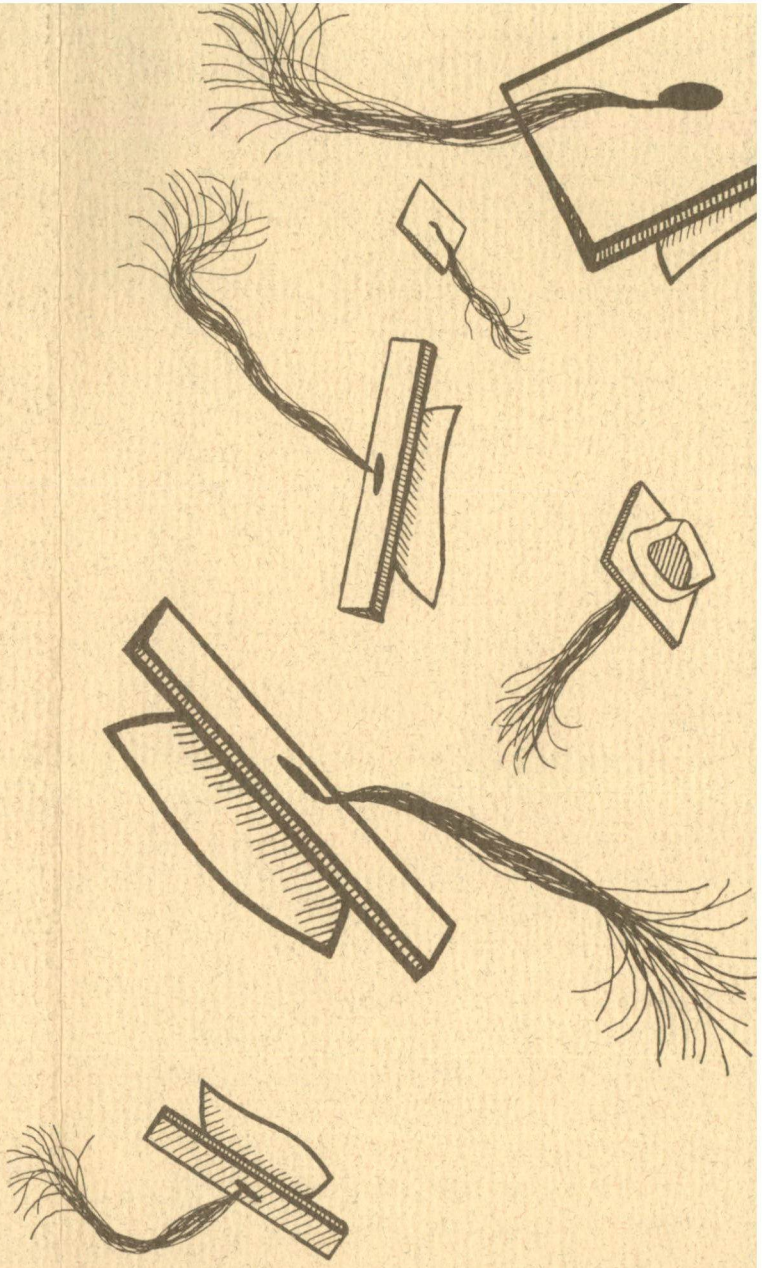
NONPROFIT ORG.
U. S. POSTAGE
PAID
COLLEGE STATION,
TEXAS 77843
PERMIT NO. 215

University Outreach is designed to help Black and Hispanic students prepare for university-level academic work. ***Outreach*** operates under the philosophy that the best solution to such problems as minority undereducation and underemployment is to address these issues at the public-school level by encouraging students not only to graduate from high school but to consider college as well.

There are ***University Outreach*** centers serving Houston, Dallas/Ft. Worth, San Antonio, and the Lower Rio Grande Valley. Students are selected for participation in the program as early as the seventh grade. Each center has a separate agenda of programs and activities but, in general, centers will provide ***Outreach*** participants with counseling in goal setting, career choices, college preparation, and help in selecting a college or university.

The program is directed jointly by the University of Texas at Austin, Texas A&M University, and the University of Houston (in Houston only) and in conjunction with local schools, agencies, and businesses in each center area.





UNIVERSITY OUTREACH

Texas A&M University • University of Texas at Austin

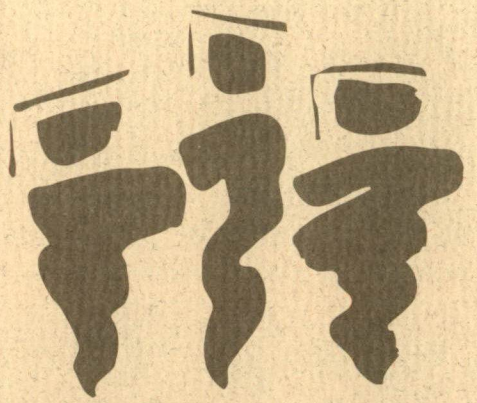
Begin Preparing for College Now

There are many students who are perfectly capable of gaining admissions to and succeeding in college who may not have considered applying for college. ***University Outreach*** will encourage these students and their families to examine the possibility of a college education.

Although seventh grade seems far away from the college years, it is not too early to begin planning for graduation and college admission. ***University Outreach*** counselors will help students plan their high school curriculum with college in mind. Most colleges require applicants to complete a specific series of high school courses with a heavy emphasis on academics. Students who do not plan their course schedules carefully may graduate without the prerequisites necessary for college admission.

Outreach students will have access to practical counseling and a reference library of college viewbooks and guides. Above all, the program will provide students with encouragement and support as they make their way towards a high school diploma and college admission.

The benefit of a college education is immense. You will emerge from college more knowledgeable, skillful, and employable. More important, you will find that you have opened the door to a larger world -- to the possibility of a more fulfilling life.



To be invited to participate in ***University Outreach***, students must:

- be enrolled in a participating middle or high school
- be Black or Hispanic
- have grades no lower than the "B" to "C" range
- have the recommendation of their teacher or counselor and the permission of their parent(s) or guardian(s)

Most important, students will have to want to participate in the program. It is essential that ***University Outreach*** students are ready and willing to do college preparatory academic work in high school.

Names and numbers for ***University Outreach*** centers:

Lower Rio Grande Valley

Monica Gonzalez, Director
Diana Albrecht, Asst. Director

McAllen University Outreach Center
508 North 10th St. #1
Concord Square
McAllen, TX 78501
(512) 686-2161

Dallas/Ft. Worth

Michele Bobadilla, Director
Re'Donna Toliver, Asst. Director

Dallas University Outreach Center
3811 McKinney
Dallas, TX 75204
(214) 520-9286

Houston

Beverley Clark, Director
Alan Walker, Asst. Director
Leonor Estrella-Callaghan, Asst. Director

Houston University Outreach Center
101 Main Street, Suite 730
Houston, TX 77002
(713) 221-8555

San Antonio

Sylvia Fernandez, Director
Antoinette Morrell, Asst. Director

San Antonio University Outreach Center
P.O. Box 40, Hemisfair Plaza
San Antonio, TX 78291
(512) 227-1779

It is not necessary to have straight A's to be admitted to college. Many colleges look at a student's entire record, of which grades are only one part. With planning and preparation, any student who successfully completes high school can go to college.

TEXAS A&M UNIVERSITY
May 3, 1989

ADMINISTRATION

Mr. Robert Smith
Vice President for Finance and
Administration

Mrs. Mary Helen Bowers
Director, Educational Information Services

Ms. Sheran Riley
Assistant to the President

Mrs. Janet Durrant
Assistant to the Vice President

COORDINATION

Mrs. Shirley Joiner
Assistant to the Chancellor

SECURITY

Mr. Robert Wiatt
Director, University Police

COMMENCEMENT CEREMONY

Mr. Gary Engelgau
Executive Director, Office Of Admissions and Records

Mr. Don Carter
Registrar

FACILITIES

Mr. Steve Hodge
Manager, University Center

PUBLIC INFORMATION

Mr. Lane Stephenson
Director, Office of Public Information

PRESIDENT GEORGE H. BUSH

Visit to Texas A&M University
May 12, 1989
Preliminary Itinerary

(Draft III: 5-2-89)

Arrive (site to be determined)

To be greeted by:

Mr. William A. McKenzie, Chairman, Board of Regents, The Texas A&M University System
Dr. William H. Mobley, President, Texas A&M University
Dr. Perry L. Adkisson, Chancellor, The Texas A&M University System
Mr. Kevin Buchman, President, Student Body, Texas A&M University
The Ross Volunteers Honor Guard

Brief tour of potential Library site

Arrive Board of Regents' Annex
Mr. McKenzie escorts President Bush to private suite to freshen-up.

1:00 p.m. Briefing with small group on Presidential Library planning

1:40 p.m. Freshen-up in private suite in Regents' Annex
Put on Academic gown

1:55 p.m. Move to G. Rollie White Coliseum for Graduation Ceremony

2:00-2:30 p.m.	Introduction
2:30-2:50 p.m.	President Bush's remarks
2:50 p.m.	Begin awarding diplomas
3:00 p.m.	President Bush leaves stage
3:15 p.m.	Departure

Texas A&M
The Battalion
Photocopy-Preservation
Vol. 88 No. 141 USPS 045360 12 pages
College Station, Texas
Wednesday, April 26, 1989

chk p 1 for sports

WEATHER

FORECAST for THURSDAY: Partly cloudy and continued hot with gusty southeast wind. There is a 20 percent chance of afternoon showers.

HIGH:91 LOW:69

Protesters for abortion rights rally at capital

AUSTIN (AP) — About 3,000 abortion rights protesters crowded the Capitol grounds Tuesday in support of a 16-year-old U.S. Supreme Court decision legalizing abortion that they fear could be overturned.

The court is scheduled to hear arguments today in a Missouri case

See related story/Page 12

that has become one of history's most closely watched and could lead to a reversal of the landmark Roe vs. Wade decision in 1973.

"It is the 11th hour and the clock is ticking," Kate Michelman, executive director of the National Abortion Rights Action League, told the crowd.

"We must seize the debate . . . The pro-choice majority, the sleeping giant, has been asleep too long, but he's waking up," Michelman said to the cheering, sign-waving throng.

Michelman said the makeup of the court has changed since the Roe vs. Wade decision because of appointments by the Reagan administration.

"We do not want politicians or judges or lawmakers to decide," Michelman said. "We will decide."

She urged those present to petition government officials and to "carry our support for choice to the voting booths in 1990 and 1992."

Michelman, who lives in Washing-

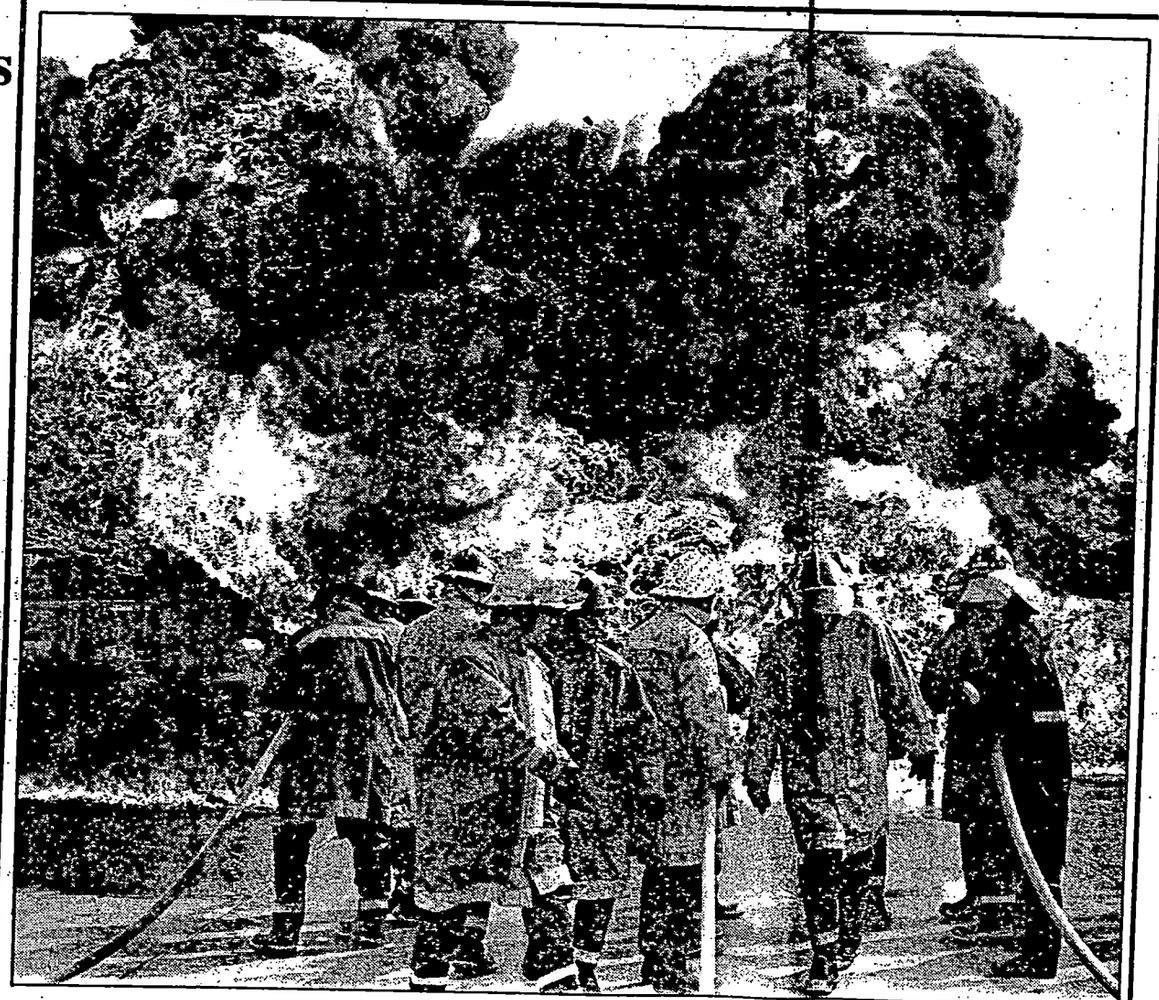


Photo by Jay Janner

Great balls o' fire

Employees of Monsanto Chemical Company

Students begin petition to get Bush library

By Stephen Masters

SENIOR STAFF WRITER

Texas A&M Student Government members have begun circulation of a petition asking President George Bush to locate his presidential library at the University.

Ty Clevenger, speaker of the Student Senate, estimated that between 5,000 and 6,000 student signatures had been collected by Tuesday afternoon.

Clevenger, a sophomore genetics major, said the petition drive was planned for later in the year. But Sen. Phil Gramm, R-Texas, asked the group to speed up plans in order to possibly present the petition to Bush while he is in College Station to speak at commencement.

Bush is scheduled to speak at the May 12 commencement at 2 p.m.

Clevenger said other universities in the running for the library are Bush's alma mater Yale University, Rice University, the University of

brary in Texas, but said A&M will have to fight for it.

"Rice will probably be our strongest competition because Bush taught a class there while he lived in Houston," he said. "But we've gotten some extremely positive indications about A&M. The reason we're pursuing the petition drive is to put us over the edge."

Petitions will be distributed by members of the Corps of Cadets, Student Government members and possibly Inter-fraternity Council members, Clevenger said. A table will be set up in the MSC today through Friday between 10 a.m. and 5 p.m., he said, and plans for a table in the Blocker Building early next week are being pursued.

Persons wishing to collect signatures can pick up petitions in the Student Government office on the second floor of the Pavilion. A

abortion rights rally at capital

AUSTIN (AP) — About 3,000 abortion rights protesters crowded the Capitol grounds Tuesday in support of a 16-year-old U.S. Supreme Court decision legalizing abortion that they fear could be overturned.

The court is scheduled to hear arguments today in a Missouri case

See related story/Page 12

that has become one of history's most closely watched and could lead to a reversal of the landmark Roe vs. Wade decision in 1973.

"It is the 11th hour and the clock is ticking," Kate Michelman, executive director of the National Abortion Rights Action League, told the crowd.

"We must seize the debate . . . The pro-choice majority, the sleeping giant, has been asleep too long, but he's waking up," Michelman said to the cheering, sign-waving throng.

Michelman said the makeup of the court has changed since the Roe vs. Wade decision because of appointments by the Reagan administration.

"We do not want politicians or judges or lawmakers to decide," Michelman said. "We will decide."

She urged those present to petition government officials and to "carry our support for choice to the voting booths in 1990 and 1992."

Michelman, who lives in Washington, said protests and rallies were planned Tuesday and Wednesday

See Protest/Page 6

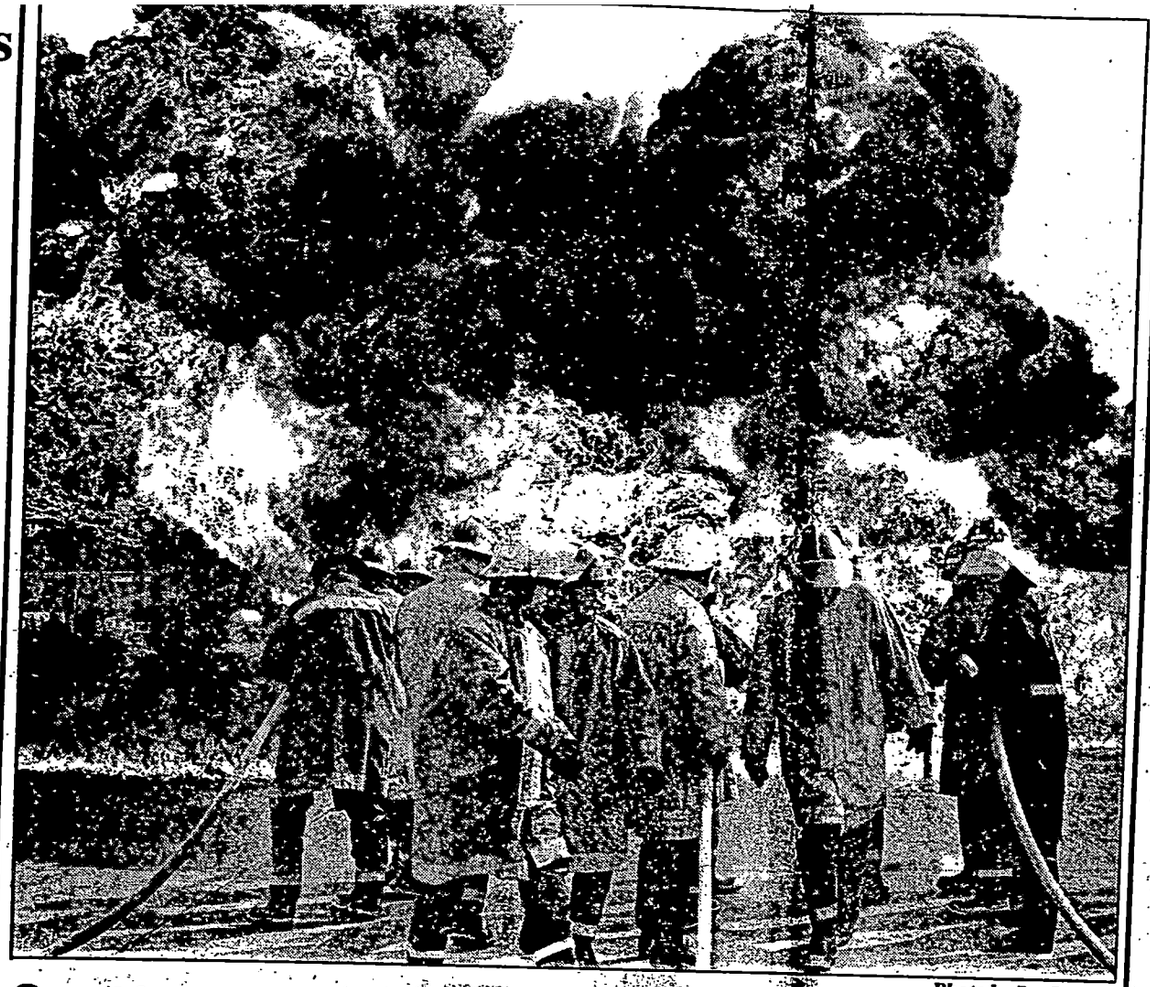


Photo by Jay Janner

Great balls o' fire

Employees of Monsanto Chemical Corporation prepare to extinguish a simulated propane-leak fire at the Brayton Fireman Training Field Tuesday. Monsanto sent 95 workers from around the nation to College Station for a five-day training period.

Students begin petition to get Bush library

Photocopy-Preservation

By Stephen Masters
SENIOR STAFF WRITER

Texas A&M Student Government members have begun circulation of a petition asking President George Bush to locate his presidential library at the University.

Ty Clevenger, speaker of the Student Senate, estimated that between 5,000 and 6,000 student signatures had been collected by Tuesday afternoon.

Clevenger, a sophomore genetics major, said the petition drive was planned for later in the year. But Sen. Phil Gramm, R-Texas, asked the group to speed up plans in order to possibly present the petition to Bush while he is in College Station to speak at commencement.

Bush is scheduled to speak at the May 12 commencement at 2 p.m.

Clevenger said other universities in the running for the library are Bush's alma mater Yale University, Rice University, the University of Houston and possibly the University of Texas, the location of the Lyndon B. Johnson Memorial Library.

Clevenger said Bush has "given strong indication" he will put his library in Texas, but said A&M will have to fight for it.

"Rice will probably be our strongest competition because Bush taught a class there while he lived in Houston," he said. "But we've gotten some extremely positive indications about A&M. The reason we're pursuing the petition drive is to put us over the edge."

Petitions will be distributed by members of the Corps of Cadets, Student Government members and possibly Inter-fraternity Council members, Clevenger said. A table will be set up in the MSC today through Friday between 10 a.m. and 5 p.m., he said, and plans for a table in the Blocker Building early next week are being pursued.

Persons wishing to collect signatures can pick up petitions in the Student Government office on the second floor of the Pavilion. A spokesman for Gary Englegau, executive director of admissions and records, said Tuesday no decision has been reached on limiting the number of guests per graduate at the commencement ceremony.

Communist Party reshuffles officials to expand Gorbachev's power base

MOSCOW (AP) — The Communist Party swept out 110 senior officials and promoted 24

Party ideology chief Vadim A. Medvedev told a news conference the officials voluntarily of

meeting, but the president's remarks were not

House approves bill to put school logos on car license plates

On a day of missed opportunities, the Lady Aggie softball team used a little bit of luck to split a double header, 1-2 and 4-2, with 16th-ranked Sam Houston State Tuesday in Huntsville.

"I feel kind of fortunate to come away with a win," Head Coach Bob Brock said. "We finally got a break and we needed it because we were a bit lethargic in our hitting today."

In the first game, the Aggies (29-23) missed two golden opportunities to score.

In the top of the fifth and down by one, Erika Eriksson led off the inning with a double. Dana Mitchell then moved her to third on a sacrifice bunt and was safe at first on a fielder's choice.

With runners on the corners and no outs, Michelle Mayfield popped out to second. Sharon Herd, who was running for Eriksson, was then called out at home after she broke too soon for the plate following a sacrifice attempt by Barbara Kajs.

"Sharon's mistake was just inexcusable," Brock said. "She's been playing great and she knows it."

Stephanie Schulte, playing for Rene Blaha, then popped out to end the threat. Blaha has been sick for the last two days and did not make the trip.

A&M softball

- **Score:** A&M splits two with Sam Houston St. by scores of 1-2 and 4-2 .
- **Record:** 29-23.
- **Next games:** Friday doubleheader against Creighton University at 4 p.m. at Omaha, Neb.

After Amy Kownacki hit a home run to give Sam Houston State a 2-0 lead, Erin Newkirk hit a two-out double in the top of the sixth. However, A&M was unable to get another hit.

A&M's lone run came in the bottom of the seventh when Mayfield, a .204 batter, hit a two-out home run. It was Mayfield's first career home run and the third the Lady Aggies have hit in one week, after hitting just three all season.

In the second game, Carrie [illegible] 0 lead. A&M held the lead until the fifth when controversy arose.

The umpire ruled that Mitchell had hit lead-off batter Kownacki, despite Kownacki not trying to dodge the ball that skipped two feet in front of home before hitting her.

"The umpire said the ball was thrown too hard for her to move out of the way and despite the rules saying you have to attempt to dodge the ball, he gave her first base," Brock said.

"I believe that call directly lead to one of Sam's runs and it almost cost us the game," Brock said.

The Ladykats took advantage of the call to quickly put two runners on with one out, when Christy Roschal doubled to score both Tami Hoover, who was running for Kownacki, and Shonta Garr.

"It was obivous that Dana was affected by the call, but she settled down and got out of the inning without too much damage," Brock said.

Sam Houston led 2-1 going into the seventh when A&M, which committed six errors in the game, benefitted from two Ladykat errors.

Parks reached on an error by Kwonacki, who dropped an infield fly ball.

Heightley then bunted to third baseman Lori Nesmith, who overthrew first and allowed Kajs to score.

Both Parks and Heightley scored when right fielder Kasey Guentert fell and injured her knee trying to get the overthrow.

Freshman Dana Mitchell (28-22) pitched both games and showed remarkable control. Mitchell struck out eight and walked three.

"Dana has pitched 50 games and she tired towards the end, but she pitched two great games and probably should have won the first one," Brock said.

A&M will end its season this weekend with six games on the road.

A&M will play a doubleheader against Creighton Friday in Omaha, Neb. Creighton is ranked first in the NCAA Central Region while A&M is fifth.

The Lady Aggies will then play two against Kansas and one against Nebraska on Saturday. They will also play one against Nebraska on Sunday.

gie, double and triple and Pete Incaviglia had four hits Tuesday night in the Texas Rangers' 19-hit attack as they beat the Cleveland Indians 11-7.

Buechele and Incaviglia each knocked in two runs during the Rangers' five-run fifth inning, which snapped a 5-5 tie.

Cleveland lost for the ninth time in the last 11 games. Texas improved its best start ever to 14-4.

Bobby Witt, 3-0, allowed seven runs on seven hits in five innings. Brad Arnsberg pitched four

See Baseball Results/Page 10

scoreless innings for his first career save.

Scott Bailes, 1-1, took the loss, giving up five runs on four hits in three innings of relief after Rich Yett surrendered four runs on seven hits in 1 1-3 innings.

The Rangers and Indians were meeting for the first time since their four-player trade last December, and all four players had hits in their first at bats.

Jerry Browne and Pete O'Brien scored for Cleveland in the bottom of the inning.

The Rangers scored in the first on an RBI single by Ruben Sierra, and they chased Yett with three more runs in the second. Incaviglia tripled and scored on a double by Rick Leach, who came in on Buechele's triple. Buechele scored on Cecil Espy's groundout.

The Indians had scored three in the first on an RBI double by O'Brien and a two-run single by Cory Snyder. They took a 5-4 lead in the second on Joe Carter's two-run single, but Texas tied it on a double by Incaviglia and a single by Buechele in the fourth.

A single and two walks loaded the bases in the fifth for Incaviglia, who chased Bailes with a two-run single. Mike Stanley singled off Brad Havens to reload the bases before Buechele doubled in two runs. Espy followed with a sacrifice fly.

Sierra singled for his second RBI in the eighth inning and Incaviglia got another single in the ninth for the first four-hit game of his career.

It's time for the 1988-89 sports awards — both good and bad

Photocopy-Preservation



Stan Golaboff
Sports Writer

The year is coming to a close and seeing how I will be unemployed next week, I've decided to end the year with an awards column. (sports teams have awards banquets, so I can have an awards column.)

The following awards are for the 1988-89 school year and have been carefully compiled after long hours of research by yours truly. They reflect the opinions of no one other than me and that's the way it should be since this is my column.

•Best Recruiting Job by a Coach or Staff

Head Baseball Coach Mark Johnson for recruiting the best baseball team in the country (I don't care what the polls say.). Johnson was a cinch for this honor when he went out and got Jon Peters, who has won 50 straight high school games, to come play at A&M next year.

Honorable mention

Lady Aggie Head Basketball Coach Lynn Hickey for next year's freshman class and to Lady Aggie Tennis Coach Bob Kleinecke for getting Tami Agassi, who is ranked 14th in the nation, to play at A&M.

•Worst Recruiting Job by a Coach or Staff

Shelby Metcalf and the men's basketball staff. Shelby again failed to recruit any top high school prospects and will rely on junior college transfers again next year. Look for A&M to start slow again next year and catch fire too late for the NCAAs or the Southwest Conference title.

•Best Coaching Job

Lynn Hickey, Lady Aggie Head basketball coach, for guiding her team to 17 wins, the most by an Aggie team under Hickey and most by an A&M team since 1980. The Lady Aggies also come within two minutes and eight points of beating Texas for the first time in 11 years.

•Worst Coaching Job

Jackie Sherrill. Sherrill had the best paid talent outside of Oklahoma and Oklahoma State, yet he failed to win the SWC or beat any non-conference team other than Louisiana Tech.

•Best Game of the Year

It had to be the third game of the A&M-Texas baseball series. A&M squared up against Texas and simply outplayed them. If Scott Centala hadn't choked in the ninth, [illegible] Byington's heroics.

•Worst Game of the Year

Without a doubt, the second game of the Texas series. How can you blow a seven-run lead and go into the ninth inning down by five runs? Only the Aggies could find a way.

Which brings us to...

Best Performance by an Athlete

Who else could it be but Big John — Big, Bad John Byington. His three home runs in the Texas series almost single-handedly beat the Longhorns.

Darren Lewis was a close second in this category, but Byington gets the award because he helped us finally beat the dreaded Horns.

The winner of the worst performance by an athlete is Scott Centala. He gave up seven runs on two home runs during the Texas series. What a stopper he proved to be that weekend.

Best Quote Concerning Sports at A&M made-up.

The best quote actually heard:

Erin Newkirk, centerfielder for the Lady Aggie softball team, for the way she described the pitch she hit for a home run against Sam Houston State last week.

"It was a pitch I like to hit," Newkirk said.

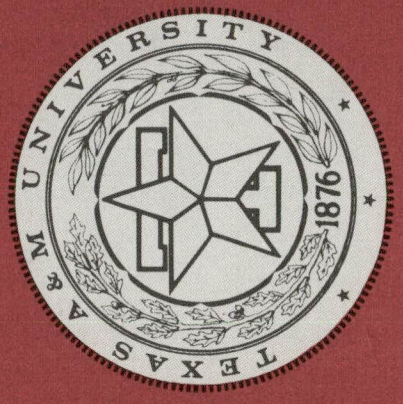
If the quote was any more candid I might not have been able to print it.

The best quote not heard (but I wish it had been said):

"Hit the road, Jack," President William Mobley to Jackie Sherrill after Sherrill resigned amid controversy concerning George Smith, every Aggie's favorite football player.

So there you have it, the first (and probably last) *Battalion* Sports Awards.

If you will excuse me, I have to try and find 13 tickets for my graduation ceremony being blessed by President George Bush. So this is it from the obnoxious, privileged CT, who writes for the [illegible]



1989 SUMMER CONFERENCES

FOR ENTERING FRESHMEN

1989 SUMMER CONFERENCE DATES

	JUNE							JULY			
	8-9	13-14	15-16	20-21	22-23	27-28	29-30	6-7*	11-12	13-14	18-19
Conference Number	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
AGRICULTURE	+	+	+	+	+	+	+	+	+	+	+
ARCHITECTURE	+	+	+	+	+	+	+	0	+	+	0
BIOMEDICAL SCIENCE	+	+	+	+	+	+	+	+	+	+	+
BUSINESS ADMINISTRATION	+	+	+	+	+	+	+	+	+	+	+
EDUCATION	+	+	+	0	+	+	0	+	0	+	0
ENGINEERING	+	+	+	+	+	+	+	+	+	+	+
GENERAL STUDIES	+	+	+	+	+	+	+	+	+	+	+
GEOSCIENCES	+	+	+	+	+	0	0	+	+	+	0
LIBERAL ARTS	+	+	+	+	+	+	+	+	+	+	+
SCIENCE	+	+	+	+	+	+	+	+	+	+	+

+ Indicates that the college or academic division will participate in the conference held on this date.

0 Indicates that the college or academic division will NOT participate in the conference held on this date. If you plan to enroll in this college, DO NOT SELECT THIS DATE.

* Departmental credit by examination will NOT be offered on the day preceding this conference

To contact the Office of Admissions, you may write or call:

Freshman Admissions
Room 102, Heaton Hall
Office of Admissions and Records
Texas A&M University
College Station, TX 77843-0100
409/845-1060

What to bring with you to the conference:

- This brochure
- Confirmation letter
- Parking permit (mailed with your confirmation letter)
- Casual clothes including comfortable walking shoes; soft-soled shoes needed for Aggie Energizer
- Umbrella or raincoat
- Alarm clock
- A blanket, if staying in residence hall; pillows provided, but you may prefer your own
- Several checks or money for books, supplies, meals and conference housing fees
- Two No. 2 pencils for testing
- Picture identification for verification at testing (driver's license, passport, school I.D., etc.)

FISH CAMP. Fish Camp, an optional freshman orientation experience, provides freshmen the opportunity to establish friendships; learn about residence hall or apartment living; meet student leaders, faculty and staff; become familiar with Aggie traditions and learn about campus life.

Registration for Fish Camp '89 will take place by mail only. All students admitted to Texas A&M University as entering freshmen by May 1 will be mailed a Fish Camp application. Applications may then be completed according to the instructions in the application brochure and returned during the registration period indicated.

If an application is not received by June 5, please contact the Fish Camp Office at 409/845-1627 or write Fish Camp, Texas A&M University, P.O. Drawer U-2, College Station, Texas 77844.

Dates for Fish Camp '89 are:

Session A — August 11-14
Session B — August 15-18
Session C — August 19-22
Session D — August 23-26

Residence halls will open for the fall semester at 1 p.m. on Monday, August 21.

Dining service will begin on Monday, August 28.

Fall semester classes will begin on Monday, August 28.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps. EIS 89-78 2/89-11M

CAMPUS OFFICES YOU MIGHT NEED.

Office	Telephone
	(area code 409)
Admissions Room 102, Heaton Hall	845-1060
Commandant Room 102, Military Sciences Building (Trigon)	845-2811
Conference Housing Krueger/Dunn Residence Halls	845-9381
Fiscal Department (fee information) Room 102, Coke Building	845-8127 or 845-8128
Fish Camp Room 209, Pavilion	845-1627
Food Services Sbisa Dining Center	845-5421
Handicap and Veterans Services Ramp B, Hart Hall	845-1637
Information Center Rudder Tower	845-5851
Measurement and Research Services Room 261, Bizzell Hall West	845-0532
Memorial Student Center Guest Rooms, Information, Main Desk	845-8908
Multicultural Services Center Room 148, Memorial Student Center	845-4551
New Student Conferences Room 102, Heaton Hall	845-2636
Off Campus Center (apartment/roommate information) Puryear Hall	845-1741
On-Campus Housing Room 101, YMCA Building	845-4744
Registrar Heaton Hall	845-1031
Student Affairs Room 108, YMCA Building	845-5826 or 845-3111
Student Financial Aid Room 234, Pavilion	845-3236 or 845-3987
Texas Rehabilitation Commission Room 147, Memorial Student Center -or- Room 134, Beutel Health Center	845-0350 845-1620
University Honors Program Room 103, Academic Building	845-1957
University Police Department Corner of Jersey and Houston Streets Parking Information Police Matters Only	 845-8064, 845-8065 or 845-8066 845-2345

WELCOME TO AGGIELAND. You are about to begin a new, rewarding and exciting time in your life. The transition from high school to college is a big step, and we want to help make this step a smooth and enjoyable experience for you. The summer conferences are designed to help you make this transition by giving you the opportunity to see the University at work and experience being on campus. You will be able to meet student leaders and ask questions. In addition, you will be meeting with deans and faculty members who will be directing your academic work at Texas A&M.

DURING THE CONFERENCE. A summer conference is the time for you and your parents to learn about Texas A&M University—its programs, people, facilities and services. During the conference, you will:

- Take departmental examinations for credit if you wish to and are eligible. (See enclosed "Credit by Exam" brochure.)
- Take math assessment tests. Assessment tests will assist your academic advisor in selecting your first course in mathematics.
- Meet with an academic advisor from your major department.
- Register for fall semester courses.
- Be introduced to unique traditions and student activities at Texas A&M.
- Be able to ask questions about housing, roommates, transportation and other concerns.

SELECTING A CONFERENCE. Conference dates are listed on the back of this brochure. Conferences are filled on a first come, first served basis, and enrollment is limited for each conference. In choosing your conference dates, please consider the following:

- Do you have summer commitments such as a family trip or summer job?
- Will the college in which you plan to enroll (Architecture, Education, Geosciences, etc.) be participating in the conference on the dates you have chosen?
- If you are trying to decide between majors from different academic divisions, have you chosen dates when both are participating? You must declare only <u>one</u> major.
- If your parents plan to attend, can they come on the dates you have chosen?
- Have you chosen three dates in preferred order, each of which you would be able to attend? Reservations for June conferences are filled very quickly.
- Do you plan to enroll at Texas A&M for the second summer term? If so, you must select a conference that is held before July 10.

REGISTERING FOR A CONFERENCE. By attending an early conference, you will improve your chances of getting the classes at the times you prefer. Your reservation card must be received two weeks prior to the earliest session you wish to attend.

- Complete the enclosed reservation card by selecting three dates when you can attend. List the conference numbers that correspond with the dates you wish to attend in the order of preference.
- Review information already printed on the front of your reservation card and indicate any corrections that should be made. We must have a copy of your Social Security card if the Social Security number is printed incorrectly on your reservation card.
- On the back of the reservation card, check the courses for which you would like to attempt credit by examination.
- Mail the reservation card in the enclosed envelope. If you wish to attend a conference with a friend, please mail your reservation cards together.
- A letter of confirmation and a parking permit will be returned to you.
- The conference fee of $15 will be included on your itemized fee statement.

IMPORTANT: Due to the large number of students wishing to attend the conferences, it will aid our office if you do not change your conference date after it has been confirmed. We realize in extreme emergencies this may be necessary. **Contact the New Student Conferences Office (409/845-2636) if you must make a change.**

If for any reason you decide not to attend Texas A&M University, it is important to mark your reservation card accordingly or send a written notice to the Office of Freshman Admissions, Room 102, Heaton Hall.

DEVELOPMENTAL COURSES. Even though Texas A&M has competitive guidelines for admission, experience has shown that some students will need additional assistance in selected academic areas. Students who are identified as needing additional help and counseling will be asked to attend a special session at their summer conference to take a series of tests to assist in placing them in the proper course. New freshmen whose high school records indicate they may need additional academic assistance will be placed in developmental courses unless the tests indicate otherwise.

CREDIT BY EXAMINATION. After reading the "Credit by Exam" brochure, please check the box(es) on the back of the reservation card beside the course(s) for which you are eligible and would like to attempt credit by examination.

Building Construction (Construction Science), Environmental Design (Architecture) and Landscape Architecture Majors
Prof. Walter V. Wendler, Associate Dean for Academic Affairs, College of Architecture
Room 202, Langford Architecture Center
Phone: 845-1285

Business Administration Majors
Mr. Lynn Zimmermann, Academic Counselor
College of Business Administration
Room 330, Blocker Building
Phone: 845-2366

Education Majors (for agricultural education see Agriculture Majors)
Dr. Bryan R. Cole, Associate Dean, College of Education
Room 107, Harrington Education Center-Office Building
Phone: 845-5312

Engineering Majors (for agricultural engineering see Agriculture Majors)
Dr. Robert D. Chenoweth, Assistant Dean
College of Engineering
Room 204, Zachry Engineering Center
Phone: 845-8699

General Studies Program
Ms. Kriss Hope Boyd, Director
Room 101, Academic Building
Phone: 845-5916

Geosciences Majors
Dr. Davis A. Fahlquist, Associate Dean for Academic Affairs, College of Geosciences
Room 204, Oceanography and Meteorology Building
Phone: 845-3651

Liberal Arts Majors
Ms. Mary L. Broussard, Assistant to the Dean
College of Liberal Arts
Room 112, Harrington Education Center-Office Building
Phone: 845-5143

Science Majors
Dr. Kenneth R. Poenisch, Assistant Dean
College of Science
Room 313, Biological Sciences Building West
Phone: 845-7362

University Honors Program
Dr. Dale T. Knobel, Director
Room 103, Academic Building
Phone: 845-1957

Estimate* of Tuition and Fees
Fall Semester

Tuition	
Texas residents – $18 per semester credit hour. .	$ 270.00
Nonresidents – $120 per semester credit hour. . .	1,800.00
Conference Fee	15.00
Required Fees	
Student Services Fee—$5.50 per semester credit hour **or** maximum	67.00
General Use Fee	90.00
Computer Access Fee	45.00
Student Center Complex Fee	20.00
Health Center Fee	15.00
Property Deposit (first semester only)	10.00
Identification Card	5.00
Additional Fees	
Laboratory Fees (average per laboratory)	15.00
Physical Education Service Fee (per course)	12.00
Textbooks and Supplies (average)	265.00

Textbooks may be purchased or reserved while you are on campus. Prices vary according to the quality of items and course of study. Cost of new books and supplies for engineering majors ranges from $265-290 per semester and from $190-215 per semester for other courses of study.

Mailboxes for Underwood, Krueger, Dunn, Mosher and Aston are located in the Commons, and charges are included in room rent. Students in other residence halls and those who live off campus make their own postal arrangements. On-campus post offices are located in the Memorial Student Center and on Houston Street. You are encouraged to make postal arrangements while on campus for your conference. If you are assigned to the Commons, you will need to wait until fall to receive your P.O. box number, which will be your room number.

*NOTE: The estimate of tuition and fees is based on 15 semester credit hours. All fees are subject to change.

ACADEMIC ADVISORS.

Agriculture Majors (including agricultural education, agricultural engineering, agricultural journalism, biochemistry, bioenvironmental sciences, forest engineering option and scientific nutrition)
Dr. Dwayne A. Suter, Associate Dean for
Resident Instruction, College of Agriculture
Room 111, Kleberg Animal and Food Sciences Center
Phone: 845-3716

Biomedical Science Majors
Dr. A. A. Price, Director of Biomedical Science
College of Veterinary Medicine
Room 332, Veterinary Medical Administration Building
Phone: 845-4941

Due to the time required for each examination, only four examinations may be taken on a testing date. You will be billed on your fee statement for the tests you take. Refer to the "Credit by Exam" brochure for an explanation of test fees.

You may check into conference housing from 4-8 p.m. the day before credit by exam testing.

CONFERENCE HOUSING. Overnight accommodations for students, parents and guests are offered for the conference dates listed on the back cover in the Commons residence hall area at a cost of $13 per person per night (double occupancy) or $19 per night (single occupancy). You are encouraged to stay in conference housing because you will be close to conference activities and will have a chance to meet prospective classmates.

The construction of four modular residence halls south of the Commons and the renovation of the Commons lobby and dining center may inconvenience our summer conference guests. There will be noise and dust from the construction equipment. Guests will have to park a distance away from the conference halls. Recognizing this, we ask for your patience and cooperation in dealing with these situations. If you have questions about conference housing, please call 409/845-9381.

Conference housing fees for the entire length of your stay are due in full (check or cash only, no credit cards) when you register for classes at the Pavilion on the last day of your conference. **Housing is guaranteed; therefore, advance reservations are not necessary.**

Check-in hours will be from 4-8 p.m. the day *before* the conference in the Commons residence hall area. Please make every effort to arrive during these times. However, if you are unable to arrive during these times, a staff member will be available to check you into the hall. **Because of the construction fences, please use the front door of the Commons on Lubbock Street.**

Check-in hours for students attempting credit by examination will be from 4-8 p.m. the day *before* testing. Your parking permit will be honored by University Police if you arrive early for testing.

Check-out hours will be from 7 a.m.-12 noon on the last day of the conference at the Commons front desk. Arrangements for storing luggage may be made so that guest rooms are cleared by noon.

Female students will stay in Krueger Hall; male students will stay in Dunn Hall. If your parents plan to attend, they may stay in your room or suite. Rooms are situated in suites with two rooms (two people in each room) connected by one bathroom. Pillows, sheets, towels and soap will be furnished. You may want to bring hangers and a blanket, as the temperature in individual rooms can vary. Please remember that these are basic residence hall rooms and not hotel accommodations. Staff members are not available for wake-up calls, so you may want to bring an alarm clock.

Specially equipped rooms are available for students or guests with disabilities.

Rooms are also available on campus in the Memorial Student Center (409/845-8908) or in motels near campus. Advance reservations are recommended for these facilities.

SPECIAL CONFERENCE PROGRAMS.

Ice Cream Icebreaker. The night before Credit by Exam tests, students and parents are invited to meet in the Commons lobby at 7 p.m. to walk across campus with orientation leaders for ice cream. Along the way, you will have an opportunity to ask questions about the conference, meet other students who are also here for testing and get a mini-tour of campus.

Campus Tours. To help orient you to the University, student leaders will conduct optional guided walking tours of the campus for all interested students and parents. These tours will be held the evening before your conference begins. Tours are scheduled every 15 minutes from 6-7:30 p.m. If you wish to participate, meet in the Commons lobby. Tours may also be arranged by contacting the Information Center in Rudder Tower (409/845-5851).

Aggie Energizer. The Aggie Energizer is a program designed to kick off the conferences and enable students to meet each other and begin learning about Aggie fun. Although the Energizer activities are planned for students, parents are welcome to come along. Please wear soft-soled shoes.

Peer Advisor Program. During your conference, you will have an opportunity to attend the Peer Advisor Program. This program is an informal meeting with upperclass student leaders to acquaint you with life at Texas A&M. The students will answer your questions about personal and academic concerns, student activities, campus life and Aggie traditions. Learn about Aggies from Aggies!

Parents' Social. The Parents' Social is designed to give parents an opportunity to share concerns about college life and talk with faculty, staff and orientation leaders. Aggie Mothers' Clubs help support this program, and members will be available to talk with parents and provide information regarding their clubs.

Mixer. An Aggie word for "dance," the mixer provides an opportunity for new students to relax in an informal setting and mingle with each other as well as with orientation leaders.

Help Session. If you need extra help working out your class schedule, you can attend a help session from 9-10 p.m. in a room adjacent to the mixer.

4:05 p.m.	Meetings with deans — Colleges of Agriculture, Business Administration, Education, Engineering, Liberal Arts, Science and the General Studies Program. **Students and parents.**
5:00-6:45 p.m.	Dinner break. Students, parents and guests are invited to have dinner at Sbisa.
6:45 p.m.	Peer Advisor Program. **Students only.** Parents' social. **Parents only.**
8:15 p.m.	Traditions program. **Students and parents.**
9:15 p.m.	Mixer and help session. **Students only.**

Second Day of Conference

6:30-8:00 a.m.	Breakfast. Students, parents and guests are invited to have breakfast at Sbisa.
7:00 a.m.-12:00 noon	Check out of conference housing — Commons residence hall area.
8:00 a.m.	Meetings with deans and/or academic advisors — all colleges. Prepare a trial schedule with preferred section numbers, avoiding hour conflicts. **Students and parents.**
	Turn in registration form, have picture made for identification card and pay for conference housing — Registration Center in the Pavilion. **Students.**

NOTE: A more detailed schedule may be picked up after you arrive on campus for your conference.

TUITION AND FEES. For fee payment information, refer to the "1989 Fall Class Schedule." Additional information may be received at the time of registration or included with your fee statement, which will be mailed to you later in the summer.

Tuition and most required fees are payable in full or in two or four equal installments. A $10 service charge to cover the cost of handling will be assessed each student who chooses to use an installment plan.

All scholarships, grants and loans are applied to any outstanding charges before installments are calculated.

NOTE: There are severe penalties for failure to pay installments by specified due dates. If a payment is delinquent when a semester ends, the student will be removed from the rolls of the University and will not receive credit for academic work performed that semester. The student will not be readmitted to the University until all past due balances, including late charges and a $50 reinstatement fee, are paid. A $10 late fee will be assessed for each payment not received on or before its due date.

SCHEDULE OF ACTIVITIES.

Preconference

7:45 a.m.	Credit by examination — Harrington Education Center-Classroom Building. **Students only.**
4:00-8:00 p.m.	Check-in — Commons residence hall area. **Students and parents.** If staying in conference housing, pick up your conference admission card, name tag and schedule of activities when you check in. Bring these items with you to Harrington Classroom Building the next morning. **Students only.**
6:00-7:30 p.m.	Campus tours will be held every 15 minutes. Meet in the Commons lobby. **Students and parents.**
8:00 p.m.	Welcome reception sponsored by the Dept. of Food Services and overview of conference activities — Sbisa Dining Center. **Students and parents.**
8:45 p.m.	Aggie Energizer — Sbisa Dining Center. **Students and parents.**

First Day of Conference

7:45 a.m.	If you are not staying in conference housing, pick up your conference admission card, name tag and schedule of activities. — first floor, Harrington Education Center-Classroom Building. **Students only.**
	Math assessment testing — Room 108 or 207, Harrington Education Center-Classroom Building. Arriving on time will ensure that your registration materials are sent to your academic college. **All students.**
8:30-11:00 a.m.	Parents' meeting, registration, academics and orientation programs — Rudder Theatre. **Parents.**
11:00 a.m.	Orientation program — Harrington Education Center-Classroom Building. **Students.**
11:30 a.m.	College of Business Administration meeting. **Business students and parents.**
11:30 a.m.-1:00 p.m.	Lunch break. Students, parents and guests are invited to gather for lunch at Sbisa.
1:00 p.m.	Corps of Cadets orientation. **Students and parents.**
1:15 p.m.	Student life presentation. **Non-Corps students and parents.**
2:00 p.m.	Resource tables. **Students and parents.**
2:45 p.m.	Housing orientation. **Students.** General orientation. **Parents.**

QUESTIONS YOU MAY HAVE.

About Academic Business . . .

- How do I change my major?
  - —If you wish to change your major BEFORE you have registered for a conference, indicate on the enclosed reservation card your new major and mark through the old major.
  - —If you wish to change your major AFTER you have registered for a conference, notify the New Student Conferences Office(409/845-2636). Check to be sure your new major is meeting on the confirmed conference date.
  - —If you wish to change your major DURING a conference, you will have an opportunity to do so before math assessment testing begins.
- How do I find out if my score reports have been received by Texas A&M?

  Score reports for Advanced Placement tests, College Level Examination Program, the College Board Scholastic Aptitude Test, the American College Test and the College Board Achievement Tests may be checked by contacting Measurement and Research Services (409/845-0532).
- How do I find out about departmental examinations given during the conference?

  See the "Credit by Exam" brochure or contact the New Student Conferences Office (409/845-2636).
- How do I change my **permanent** mailing address?

  If your permanent mailing address changes from the address on your original application, please notify the Office of Freshman Admissions to ensure receipt of future mailings.

About Being on Campus . . .

- Are conference meals provided?

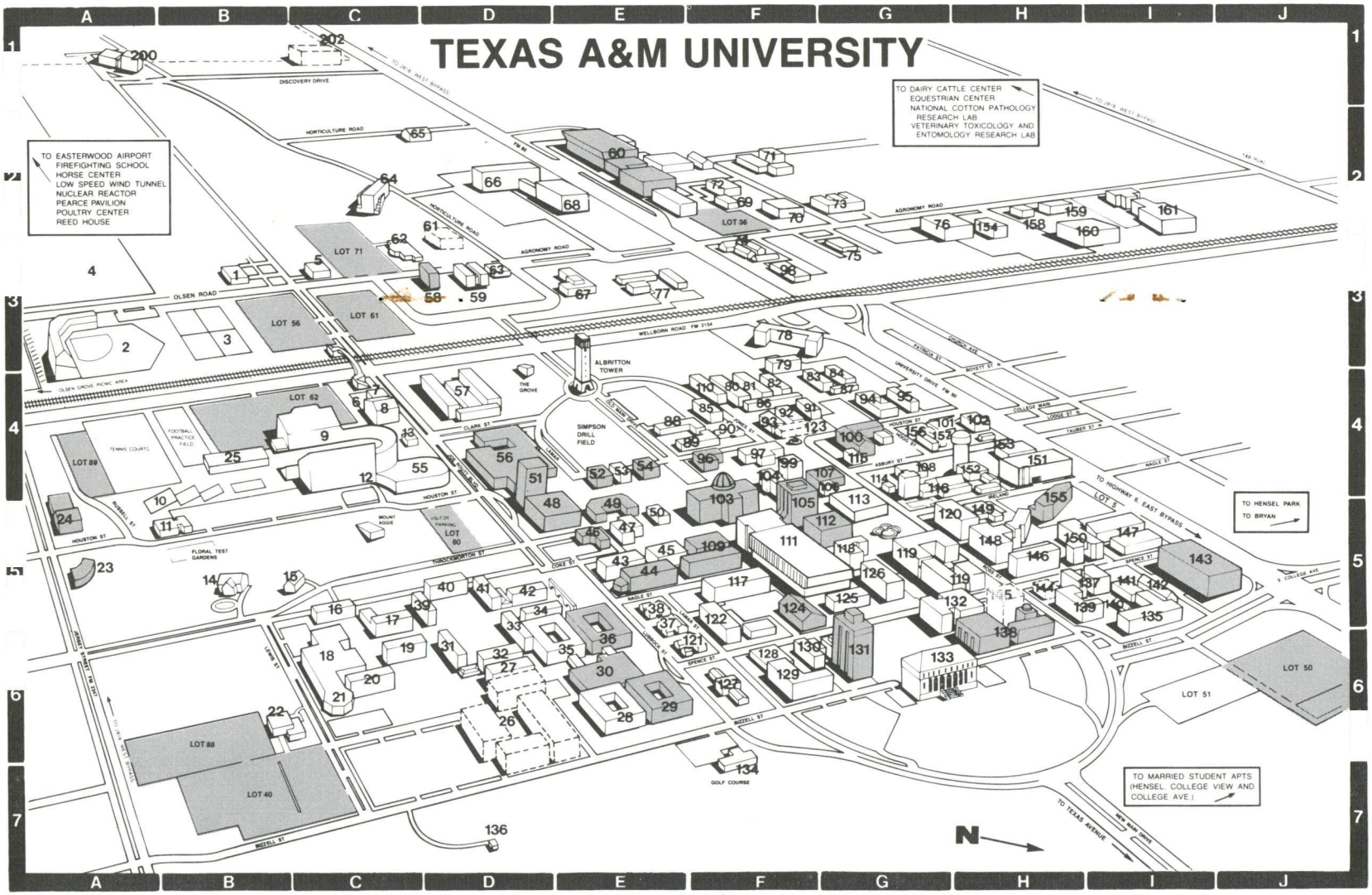
  Students, parents and guests are invited to eat in any of the campus dining facilities. Prices in Sbisa Dining Center are $2.95 for breakfast, $3.95 for lunch and $4.95 for dinner.
- Where may I park for my conference?

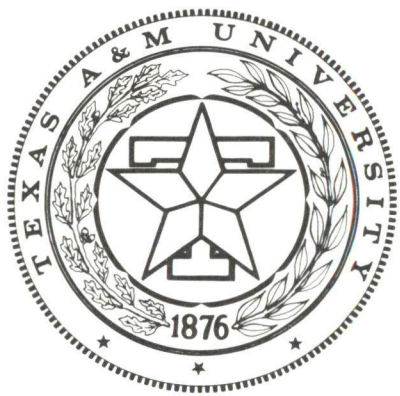
  Park only in the lots designated for New Student Conferences: Lots 36, 40, 50, 56, 60, 61, 62, 71, 88 and 89. Failure to park in designated lots may result in non-negotiable ticketing. You must display a parking permit when your motor vehicle is on campus. You will receive your parking permit with your confirmation letter. **Your parking permit will be honored by University Police if you arrive early for testing.**

CONFERENCE PARKING FACILITIES
Lot 36 (F-2)
Lot 40 (C-7)
Lot 50 (J-6)
Lot 56 (B-3)
Lot 60 (D-5)
Lot 61 (C-3)
Lot 62 (B-4)
Lot 71 (C-3)
Lot 88 (A-6)
Lot 89 (A-4)

CONFERENCE BUILDING LOCATIONS (Shaded areas)

23 Clayton Williams, Jr. Alumni Center (A-5)
24 University Police (A-5)
29 Krueger Hall (E-6)
30 Commons (E-6)
36 Dunn Hall (E-6)
44 Heldenfels Hall (E-5)
46 Military Sciences Building (E-5)
48 Rudder Theatre (D-5)
49 Hart Hall (E-5)
51 Rudder Tower (D-4)
52 Bizzell Hall (E-4)
54 Coke Building (E-4)
56 Memorial Student Center (D-4)
58 Kleberg Animal and Food Sciences Center(D-3)
60 Veterinary Medicine Complex (E-2)
96 YMCA Building (F-4)
100 Sbisa Dining Center (G-4)
103 Academic Building (F-5)
105 Harrington Education Center-Office (F-4)
107 Heaton Hall (Admissions and Records)(G-4)
109 Biological Sciences Building (F-5)
112 Harrington Education Center-Classroom(F-5)
124 Pavilion (Registration Center) (F-5)
131 Oceanography and Meteorology Building(G-6)
138 Langford Architecture Center (H-6)
143 Zachry Engineering Center (I-5)
155 Blocker Building (H-4)





For information, write or call:

Measurement and Research Services
Texas A&M University
College Station, TX 77843-4239
409/845-0532

1989 CREDIT BY EXAM

OFFERED AT SUMMER CONFERENCES

This brochure is designed to serve students who are interested in pursuing credit by examination opportunities during summer conferences. However, it should be noted that additional credit by exam opportunities are available to new and continuing students.These include:

- Advanced Placement Program (AP)*
- College Level Examination Program (CLEP)
- College Board (CB) Achievement tests
- Defense Activity for Non-Traditional Educational Support (DANTES) Program*
- Locally developed departmental exams.

Please refer to the current "Credit by Examination for Undergraduate Students" brochure for extended information about credit by exam opportunties available outside of summer conferences.

Students attending summer conferences at Texas A&M University are offered the opportunity to earn credit by exam on the day preceding the summer conference. Check the summer conference brochure for a list of conference dates.

Due to the time required for each examination, only four examinations may be taken on a testing date. Students wanting to take more than four examinations can schedule tests on other testing days by contacting Measurement and Research Services at 409/845-0532. Each examination may be taken only one time. Students should bring two No. 2 pencils and picture identification (driver's license, passport, school I.D., etc.) on the day of the tests. Students will not be allowed to take examinations without providing proper identification.

Departmental examinations given during summer conferences are challenging examinations designed to test knowledge that would be gained from a university-level course. It is unlikely that students will be able to pass these examinations without some preparation. Brief descriptions of the material covered in the examinations are provided to students who register for the tests. Students are encouraged to use this descriptive information to guide their preparations for the tests.

There is a $15 fee for each departmental examination or institutional achievement test that a student takes and a $35 fee for each institutional CLEP test. All test fees associated with credit by examination testing will appear on a student's University fee statement. Students will not be billed for examinations they do not take.

Students attempting to obtain credit through national testing programs should be aware that it takes 6 to 8 weeks for the test scores to be reported. Scores from the May administration of the CB Achievement tests usually arrive in late June and scores from the AP tests are received by universities in mid- to late-July.

*AP and DANTES exams are not offered during summer conferences; however, credit is available for students who have successfully completed such exams. Please see the current "Credit by Examination for Undergraduate Students" brochure or contact Measurement and Research Services for additional information.

SUMMER CONFERENCE CREDIT BY EXAM SUBJECTS

Biology

Credit by examination for BIOL 113 and BIOL 114 is offered through departmental examinations. There is a $15 fee for each examination. The maximum time allowed for each of these tests is two hours. There are no eligibility requirements for a student who wishes to attempt credit by examination in BIOL 113. Students who qualify for credit in BIOL 113 may then take the examination for BIOL 114. Both examinations may be taken on the same day, time permitting. Students wishing to take both examinations, however, need only check BIOL 113 on the summer conference reservation card.

NOTE: Credit by examination for BIOL 113 and/or BIOL 114 does not include laboratory credit for BIOL 123 or BIOL 124.

Chemistry

Credit by examination for CHEM 101-111 and CHEM 102-112 is offered through departmental examinations. There is a $15 fee for each examination. The maximum time allowed for each of these tests is two hours. There are no eligibility requirements for a student who wishes to attempt credit by examination in CHEM 101-111. A student may receive credit for CHEM 101-111 with a score of 60% or more on the departmental test. A score of 70% or more qualifies the student to take the departmental examination for CHEM 102-112. Both examinations may be taken on the same day, time permitting. Students wishing to take both examinations, however, need only check CHEM 101-111 on the reservation card.

Students may also earn CHEM 101-111 credit with a score of 600 or higher on the CB Chemistry Achievement test. A score of 700 or higher qualifies the student to take the departmental examination for CHEM 102-112. A student who meets this eligibility requirement should check CHEM 102-112 on the reservation card.

NOTE: Engineering students are strongly encouraged to obtain credit in CHEM 101-111 before beginning course work at Texas A&M. A student not receiving credit for CHEM 101-111 will be required to complete the courses in the classroom, but the credit will **not** apply toward the total number of hours required in the student's degree program.

Computer Science

The Department of Computer Science encourages students interested in credit by examination in computer science to take the Advanced Placement Computer Science A exam. Credit by examination for CPSC 110 is also offered through a departmental examination. There is a $15 fee for this test. The maximum time allowed for

this test is two hours. There are no eligibility requirements for a student who wishes to attempt credit by examination CPSC 110. The student should check CPSC 110 on the reservation card.

English

Credit by examination for ENGL 103 is offered through an institutional achievement test. There is a $15 fee for this test. The maximum time allowed for this test is one hour. There are no eligibility requirements for a student who wishes to attempt credit by examination in ENGL 103. A student may receive credit for ENGL 103 with a score of 600 on the institutional achievement test. A score of 650 or higher qualifies the student to take the examination for ENGL 104. Credit by examination for ENGL104 is offered through a departmental test. There is a $15 fee for this test. The examination is an essay and the maximum time allowed is four hours. Students wishing to take both examinations, however, need only check ENGL 103 on the reservation card.

A score of 650 or higher on the CB English Composition Achievement test also qualifies students to take the departmental examination for ENGL 104. A student who meets this eligibility requirement should check ENGL 104 on the reservation card.

Students who have transfer credit for ENGL 103 and wish to take the test for ENGL 104 will need to obtain written permission from the director of freshman English.

NOTE: If a student checks ENGL 104 on the reservation card and does not have the appropriate achievement score on file, he or she will be registered automatically for an institutional achievement test.

Mathematics

The credit by examination program in mathematics consists of two parts, a calculus program the day before conferences begin and a pre-calculus program. Credit by examination in pre-calculus courses (MATH 130 or 150) can be earned by superior performance on the Texas A&M University Pre-Calculus Examination administered to all incoming freshmen on the first morning of each summer conference.

Credit by examination for calculus courses is offered through departmental examinations. There is a $15 fee for each examination. The maximum time allowed for each of these tests is two hours. Students are eligible to take these examinations if their ACT Mathematics score is 27 or higher, their SAT Mathematics score is 620 or higher, or their SAT Mathematics and Mathematics Achievement (Level I or II) scores average 620 or higher.

A student who qualifies to take calculus credit by examination should check the first calculus course required in his or her major on the reservation card. Students can determine their first calculus course by consulting the current *Texas A&M University Undergraduate Catalog*. These courses are MATH 121, 131, 142, 151 and 166. Students who earn credit for their first calculus course may take the test for the second calculus course in their major on the same day, time permitting. Additional courses available for credit by examination are MATH 122, 141 and 152.

NOTE: For students interested in the business mathematics sequence, MATH 141 covers topics including linear programming, matrix algebra and linear equations, and MATH 142 is business calculus.

Modern Languages

Examinations in modern languages begin with the first course in each language. Credit may be earned for as many as four semesters of course work in French, German, Latin, Russian and Spanish.

Credit by examination for the first semester of French, German, Latin or Spanish is offered through institutional achievement tests. There is a $15 fee for each test. The maximum time allowed for this test is one hour. There are no eligibility requirements for students who wish to attempt credit by examination for the first semester of a modern language. A student may receive credit for the first semester of a modern language course with a score of 600 or higher on the achievement test. Credit for the first and second semesters of a modern language is awarded for a score of 700 or higher on the achievement tests in French, German, Latin and Spanish.

Students also may attempt credit by examination in modern languages through departmental examinations. The maximum time allowed for these tests is two hours. To be eligible to take a departmental test, a student must have scored 500 or higher on the appropriate CB Achievement test or institutional achievement test. (Exception: There is no requirement for Russian.) Departmental examinations require listening equipment; therefore, the number of students who may take the examination on any specific date is limited.

NOTE: If a student checks a modern language on the reservation card and does not have the appropriate achievement score on file, he or she will be registered automatically for an institutional achievement test.

Physics

Credit by examination for physics courses is offered through departmental examinations. There is a $15 fee for each examination. The maximum time allowed for each test is two hours. There are no eligibility requirements for PHYS 201 or PHYS 218. Students who qualify for credit in PHYS 201 are eligible to take the departmental tests for PHYS 202 and/or PHYS 208. Credit for PHYS 218 entitles the student to take the examination for PHYS 219.

Students may also earn physics credit through the CB Physics Achievement test. A score of 650 or higher qualifies a student to accept credit in PHYS 201 and PHYS 202. A student who earns credit through the CB Physics Achievement test is eligible to take the departmental test for PHYS 208.

NOTE: Credit for physics is based on the curriculum of a student's intended major. Refer to the current *Texas A&M University Undergraduate Catalog* to determine which physics courses are required.

Political Science

Credit by examination for POLS 206 is offered through an institutional CLEP test. There is a $35 fee for this subject examination in American Government. The maximum time allowed for this test is 90 minutes. There are no eligibility requirements for a student who wishes to attempt credit by examination in POLS 206. To request this examination, check POLS 206 on the reservation card.

NOTE: Students who earn credit by examination for POLS 206 are required by Texas law to earn credit for POLS 207 through classroom instruction.

Psychology

Credit by examination for PSYC 107 is offered through an institutional CLEP test. There is a $35 fee for this subject examination in General Psychology. The maximum time allowed for this test is 90 minutes. There are no eligibility requirements for a student who wishes to attempt credit by examination in PSYC 107. To request this examination, check PSYC 107 on the reservation card.

Sociology

Credit by examination for SOCI 205 is offered through an institutional CLEP test. There is a $35 fee for this subject examination in Introductory Sociology. The maximum time allowed for this test is 90 minutes. There are no eligibility requirements for a student who wishes to attempt credit by examination in SOCI 205. To request this examination, check SOCI 205 on the reservation card.

Regulations concerning credit by examination:

1. Students who earn credit through any of these programs must inform Measurement and Research Services of their intentions to accept or decline that credit.

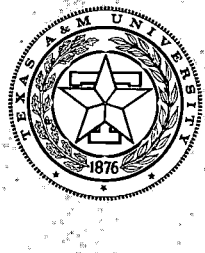
2. Students **may not** receive credit by examination for courses in which they are currently enrolled, which they have previously failed or which are prerequisite to courses for which they already have credit.

1989 Credit by Examination Test Fees

COURSE	FEE
Biology 113	$15
Biology 114	$15
Chemistry 101-111	$15
Chemistry 102-112	$15
Computer Science 110	$15
English 103	$15
English 104	$15
French	$15
German	$15
Latin	$15
Mathematics 121	$15
Mathematics 122	$15
Mathematics 131	$15
Mathematics 141	$15
Mathematics 142	$15
Mathematics 151	$15
Mathematics 152	$15
Mathematics 166	$15
Physics 201	$15
Physics 202	$15
Physics 208	$15
Physics 218	$15
Physics 219	$15
Political Science 206	$35
Psychology 107	$35
Russian	$15
Sociology 205	$35
Spanish	$15
Spanish	$15

All test fees will appear on a student's Texas A&M University fee statement.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps. EIS 89-78 2/89-11,200



TEXAS A&M UNIVERSITY
A Message To Parents
1989

You are cordially invited to accompany your son or daughter to a summer conference. Education is a family affair, and an exciting, challenging time is about to begin. Because Texas A&M will be a large part of your life for the next four years, we want to acquaint you with our academic and student life programs.

Two special meetings are scheduled for parents at the conferences. The morning program focuses on academics and students' classroom experiences, the afternoon on students' out-of-class experiences.

The morning session includes a slide presentation by a faculty member stressing academic expectations and the transition from high school to college. Also, representatives from the University Honors Program, Cooperative Education and the Corps of Cadets will describe their programs.

In the afternoon, you will learn about lifestyle transitions your son or daughter will make at the University. Professional staff who work closely with students will share their observations on ways parents can help students succeed and also answer your questions.

A parents' social is planned to provide all parents an opportunity to meet informally and discuss common concerns. Students, faculty and staff will be available to answer your questions about student life. Aggie Mothers' Clubs help support this program, and members will be available to talk with parents and provide information regarding their clubs.

Some conference programs are for parents only, while others are for parents and students. Please refer to the "Schedule of Activities." We hope you accept this opportunity to attend a conference with your son or daughter.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps. EIS 89-78 2/89-11M

SCHEDULE OF ACTIVITIES.

Preconference

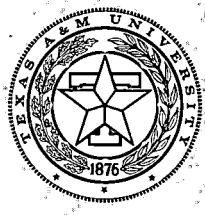
7:45 a.m.	Credit by examination for eligible students.
4:00-8:00 p.m.	Check-in — Commons residence hall area. **Students and parents.**
6:00-7:30 p.m.	Campus tours will be held every 15 minutes. Meet in the Commons lobby. **Students and parents.**
8:00 p.m.	Welcome reception sponsored by Dept. of Food Services, overview of conference activities and Aggie Energizer — Sbisa Dining Center. **Students and parents.**

First Day of Conference

7:45 a.m.	Math assessment testing. **Students.**
8:30-11:00 a.m.	Parents' meeting, registration, academics and orientation programs — Rudder Theatre. **Parents**
11:00 a.m.	Orientation program — Harrington Education Center-Classroom Building. **Students.**
11:30 a.m.	College of Business Administration meeting. **Business students and parents.**
11:30 a.m.-1:00 p.m.	Lunch break. Students, parents and guests are invited to gather for lunch at Sbisa.
1:00 p.m.	Corps of Cadets orientation. **Students and parents.**
1:15 p.m.	Student life presentation. **Non-Corps students and parents.**
2:00 p.m.	Resource tables. **Students and parents.**
2:45 p.m.	Housing orientation. **Students.** General orientation. **Parents.**
4:05 p.m.	Meetings with deans — Colleges of Agriculture, Business Administration, Education, Engineering, Liberal Arts, Science and the General Studies Program. **Students and parents.**
5:00 p.m.	Dinner break.
6:45 p.m.	Peer Advisor Program. **Students only.** Parents' social. **Parents only.**
8:15 p.m.	Traditions program. **Students and parents.**

Second Day of Conference

6:30 a.m.	Breakfast.
7:00 a.m.-12 noon	Check out of conference housing — Commons residence hall area.
8:00 a.m.	Meetings with deans and/or academic advisors — all colleges. Prepare a trial schedule with preferred section numbers, avoiding hour conflicts. **Students and parents.** Turn in registration form, have picture made for identification card and pay for conference housing and any conference testing fees— Registration Center in the Pavilion. **Students.**



TEXAS A&M UNIVERSITY
Corps of Cadets
1989

Since its founding in 1876, Texas A&M and the Corps of Cadets have been inseparable. The Corps founded the traditions that make A&M unique. It is the Keeper of the Spirit of Aggieland. Texas A&M has the largest uniformed cadet corps of any state or private college or university in the nation and produces more officers for the Armed Forces than any other ROTC source.

The Corps is a student organization that functions much like a military organization. The Aggie Corps has its own distinctive uniform, its own dining facility, its own dormitory area, its own lounges and many more special facilities, organizations and activities.

The Corps is one of the greatest leadership laboratories in the world. In the Corps, cadets living together develop their potential and gain a sense of responsibility. These daily experiences generate a strong esprit de corps. It is a part of the Aggie spirit.

There are many benefits that accrue to Corps members, both while in school and following graduation. Because the Corps lives together in Corps housing, on-campus housing is assured for all cadets. Cadets receive the equivalent of a substantial scholarship. Both basic (freshman-sophomore) and advanced (junior-senior) ROTC students are issued a full set of uniforms valued at $900. Advanced cadets, under contract for commission, receive annual subsistence allowances of $1,000. Students not in the advanced ROTC programs may remain in the Corps as Drill and Ceremonies (D&C) cadets. They participate fully in all Corps activities but do not attend military, naval or air science classes.

The Corps offers the A&M student the opportunity to participate in numerous Corps-related extracurricular activities in addition to regular campus activities. Corps units participate actively in the University's intramural program. Individual cadets are encouraged to take part in activities outside the Corps such as Student Government, Memorial Student Center Council or any of the main hobby, service and home-town clubs. Among the Corps-related organizations —

The **Texas Aggie Band** is the world's largest military marching band. It provides music for University and Corps functions and presents a spectacular halftime performance of marching precision at football games.

The **Ross Volunteer Company** is an honorary company composed of junior and senior cadets. The unit serves as the official honor guard for the Governor of Texas.

The **Rifle and Pistol Teams** shoot in intercollegiate competition.

The **Fish Drill Team** represents the Corps and the University in intercollegiate competition and in several parades held throughout the state during the school year.

The **Parsons' Mounted Cavalry** is a parade and show unit composed of sophomore, junior and senior cadets who represent the University at events throughout Texas.

The **Rudder Ranger** (Army) and **Reconnaissance** (Navy-Marine) **Companies** enable cadets to participate in military service-oriented training.

Corps activities, including those special units described above, are open to all qualified applicants, regardless of sex. Female cadets are encouraged to apply for membership in all cadet programs.

Most of all, the Corps offers the student at Texas A&M something extra: an opportunity to serve in our country's defense while obtaining a well-rounded education and gaining experience in leadership and self-discipline.

For further information, call or write:

Commandant
Texas A&M University
College Station, TX 77843
Phone: 409/845-2811

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps. EIS 89-78 2/89-11M

Agriculture

The College of Agriculture at Texas A&M University is one of the preeminent colleges of agricultural sciences and biological systems in the United States. Degrees granted by the college have a high reputation nationally and internationally.

Programs of the College of Agriculture at Texas A&M University involve far more than farming. Half of the departments represent traditional agriculture: animal science, poultry science, soil and crop sciences (agronomy), horticulture, and agricultural economics. Four departments deal with natural resources: forestry, wildlife and fisheries, range science, and resource-based recreation and parks. Three departments focus on the basic life sciences: plant pathology and microbiology, entomology, and biochemistry and biophysics.

The College has students who study **business** (agricultural economics), **engineering** (agricultural engineering), **education** (agricultural education), **journalism** (agricultural journalism), **pre-veterinary medicine** (animal science), **zoology and marine science,** (wildlife and fisheries), **specialized uses and merchandising of land resources** (recreation and parks), **environmental studies** (bioenvironmental science), and **chemistry and premedicine** (biochemistry).

The College has the only degree program in the state in floriculture, poultry science, dairy science and scientific nutrition. The food sciences program is nationally recognized. Students who want to study for careers in genetic engineering, biomass technology, computer applications to food and natural resources, international politics of food, or aquaculture can do so in the College of Agriculture. A recent report predicted genetic engineering will have a value of billions of dollars to agriculture by the year 2000. The College of Agriculture has moved ahead to get students ready for that development.

From the wilderness to the metropolis, from food to forests, from the farm to high technology—this is the scope of agriculture at Texas A&M University. For more information, contact the Dean, College of Agriculture, Texas A&M University, College Station, TX 77843.

Degrees in Agriculture	B.S.	M.S.	M.Agr.	Ph.D.
Agri. Chemistry			X	
Agri. Development			X	
Ag. Economics	X	X	X	X
Ag. Education	X	X*		X
Ag. Engineering	X	X**		X
Ag. Journalism	X			
Agronomy	X	X		X
Animal Breeding		X		X

Biochemistry	X	X		X
Bioenviron. Sci.	X			
Biophysics		X		
Crops			X	
Dairy Science	X	X	X	X
Economic Entomology			X	
Entomology	X	X		X
Fisheries Science			X	
Floriculture	X	X	X	
Food Sci. & Technology	X	X	X	X
Forestry	X	X		X
Genetics		X		X
Horticulture	X	X	X	X
Mechanized Ag.	X		X	
Natural Res. Dev.			X	
Nutrition	X***	X		X
Physiol. of Repro.		X		X
Plant Breeding		X		X
Plant Pathology		X		X
Plant Physiology		X		X
Plant Protection			X	
Plant and Soil Sci.	X			
Plant Sciences			X	
Poultry Science	X	X	X	X
Range Science	X	X	X	X
Recreation & Parks	X			
Rec. & Resources Dev.		X	X	X
Rural Sociology			X	
Soils			X	
Soil Science		X		X
Wildlife & Fisheries Sci.	X	X		X
Wildlife Science			X	

*Also M.Ed. and Ed.D.

**Also M.Eng.

***B.S. in scientific nutrition

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 85-177 4/85-5M

Business Administration

The College of Business Administration at Texas A&M University is one of the largest and fastest-growing colleges on campus. With more than 5,700 undergraduate students, the college has the fifth largest enrollment of full-time business students in the country.

College of Business Administration faculty members are concerned with providing a quality education for each of these students. This concern is evident in the depth and breadth of study offered by the college's five departments: accounting, business analysis, finance, management, and marketing.

Accounting uses theory and measurement processes to analyze business and industry operations. The accounting curriculum gives students a firm knowledge of accounting concepts. Students also receive the necessary training to apply these concepts through modern accounting methods using sophisticated electronic data processing equipment. This background prepares accounting graduates for challenging careers in fields such as public accounting, private or corporate accounting, governmental accounting, tax accounting, estate planning, financial accounting, real estate and many other areas of business planning and analysis.

Business Analysis combines the use of computers and quantitative methods to solve business problems. Students in business analysis may choose one of three areas of concentration: (1.) management information systems, the design and operation of information systems within a variety of organizational settings; (2.) management science, the systematic study and analysis of the firm; and (3.) production-operations management, the analysis and management of operations within a company. Graduates in business analysis are in great demand in a variety of areas within industry, governmental agencies, management consulting firms and systems analysis/design.

Finance prepares students for responsibilities the financial manager faces in today's dynamic business environment. Finance students study a variety of financial practices, techniques, and theories that provide the necessary tools for solving problems faced by the financial manager. In addition to this basic curriculum, students may choose courses in international financial management, real estate, banking or insurance. Graduates in finance will find career opportunities open to them in areas that include corporate financial planning, cash management, mortgage banking, credit management, commercial banking, real estate brokerage, security analysis, investment banking and public accounting.

Management involves organizing and directing resources such as people, finances, machines and

ing of all areas of business administration as well as a study of aspects of the management process that include organizational behavior and design, systems management and business-government interaction. The Department of Management's directed electives requirement also allows students to specialize in personnel administration, labor relations, entrepreneurship and new venture management, public administration, international business, and business law and public policy. This comprehensive background prepares students for rewarding careers in a number of areas of organizational management.

Marketing is the combination of many business functions that lead to the satisfaction of consumer demands. These functions begin with the product planning process, proceed through distribution, promotion and sales of the product, and continue after its purchase through analysis of consumers' levels of satisfaction with the product or service. In addition to an in-depth study of marketing concepts and techniques, students may select a concentration in areas such as advertising and personal selling, product management, marketing research, international marketing and retailing. Career opportunities in marketing are in dynamic areas including retailing, advertising, sales management, market research and marketing of a variety of services such as hospitals, banking, and hotels.

For more information, write or call the Office of the Dean, College of Business Administration, Texas A&M University, College Station, Texas 77843; (409) 845-4711.

Degrees in Business Administration	B.B.A.	M.S.	M.B.A.	Ph.D.
Accounting	X	X		X
Business Administration			X	
Business Analysis	X	X		X
Finance	X	X		X
Management	X	X		X
Marketing	X	X		X

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 85-157 4/85-3.5M

Education

The College of Education at Texas A&M University is committed to the development of professional programs designed to prepare students thoroughly for careers in teaching in both school and non-school settings.

The Department of Educational Administration offers degrees at the master's and doctoral levels. Areas of specialization, particularly at the doctoral level, offer a great amount of flexibility. A program of study can be designed to suit the student's interests. These areas include professional certification, administration of higher education, community education, instructional management, public relations, and research, planning, and evaluation.

The Department of Educational Curriculum and Instruction offers curricula for persons planning careers in education. The elementary certification program requires an area of specialization, course work in areas related to the elementary school curriculum, a common core of professional education, and academic foundation courses. All individuals seeking secondary certification prepare to teach two academic subject areas or one of three composite areas — English, science, or social studies. Graduate courses in the department are designed to advance the knowledge and to develop the skills of persons in various roles at all levels of education and in both school and non-school settings.

The Department of Educational Psychology offers undergraduate courses required of majors in other fields for teacher certification. At the master's level, the department offers specializations in the areas of agency counseling, gifted and talented education, school counseling, and student personnel services. At the doctoral level, specializations include counseling psychology, gifted and talented education, human learning and development, planning, research, and evaluation, school psychology, and special education.

The Department of Health and Physical Education offers curricula for students planning careers as health education teachers, physical education teachers, and/or athletic coaches. Curricula also are available for careers in corrective therapy, community health, and cardiac rehabilitation, as well as in non-school agencies such as special services and similar organizations. Graduate study in health and physical education prepares students as master teachers, supervisors and adminstrators of health and physical education activities.

The Department of Industrial Education prepares people for the many professional careers associated with the broad fields of industry and education. Undergraduate programs prepare persons for teaching careers in junior and senior high schools, postsec-

Graduate degrees provide for emphasis in industrial arts, vocational industrial education, technical education, traffic and safety education, and educational technology.

The Department of Agricultural Education in the College of Agriculture provides two options at the undergraduate level: a teaching option and a general agriculture option. A combination of courses in scientific agriculture and in education provides students with a knowledge of the scientific fields and the ability to work with and influence people. Graduate study is designed to help agriculture professionals to work with people effectively in a wide array of settings in both the private and public sectors.

Adult and Extension Education provides graduate study toward degrees for individuals preparing for careers in continuing professional education, agricultural and university extension, adult basic education, volunteer administration, and staff development. Interdisciplinary education includes graduate programs which appeal to students from various areas within the entire college and university.

Degrees in Education	B.S.	B.A.	M.S.	M.Ed.	Ed.D.	Ph.D.
Adult and Extension Education			X	X	X	X
Agricultural Education*	X		X	X	X	X
Educational Administration			X	X	X	X
Educational Curriculum & Instruction (Elementary & Secondary)	X	X	X	X	X	X
Educational Psychology			X	X	X	X
Educational Technology				X		
Health Education	X		X	X	X	X
Industrial Education	X		X	X	X	X
Physical Education	X		X	X	X	X
Technical Education	X					
Vocational Education				X	X	X

*Joint program with College of Agriculture. Degrees conferred by College of Agriculture.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 83-25 10/82-3.5M

Engineering

The exciting adventure of being an engineer can be your challenge and your contribution in a lifetime of expanding horizons. Within the College of Engineering at Texas A&M University, you will receive the background that will enable you to convert scientific theory into useful application.

Opportunities for specialization exist in a four-year degree program using one of the best equipped engineering teaching and research facilities in the nation, including the Zachry Engineering Center. New and interesting areas of study are available to you within the 10 departments.

The engineer is an applied scientist who utilizes known laws in the physical sciences and mathematics. The engineer must originate ideas, design products, select materials, determine markets, plan production, design machines for production, and control costs to make the product sell at a profit.

Engineers also have become concerned with living systems and they utilize techniques of modeling, analysis, simulation, direct observation and syntheses to provide fundamental knowledge used to solve problems in areas such as medicine, societal systems, food production and waste disposal.

An integral part of the College of Engineering is the cooperative education program. Texas A&M has a substantial number of students in this program and the interest and participation are increasing steadily. To match the desire of students to gain industrial experience associated with their major and to find a means of paying for their education as they do, governmental agencies and private industries have provided increasing numbers of engineering-oriented job opportunities for cooperative education students. The plan consists of a work-study program in which you can alternate periods of attendance in residence at Texas A&M with periods of employment in industry related to your major.

In addition to the standard B.S., M.S., and Ph.D. programs, a doctor of engineering practice-oriented program (six years plus a year of engineering/internship) is available to the serious student. It is strongly supported by professional engineering societies.

To supplement its classroom and laboratory complex in Zachry, the College of Engineering has one of the most powerful nuclear reactors on any campus in the nation, the McNew Testing Laboratory, the Hydromechanics Lab, subsonic and supersonic wind tunnels and the Research and Extension Center. Also, computers, electronic equipment, and a wealth of knowledge and resource information from the professors themselves comprise the total education program in the college.

Now is a good time to be an engineer. Consider a highly rewarding and creatively challenging career in

one of the fields of engineering.

For additional information, contact the Dean, College of Engineering, Texas A&M University, College Station, TX 77843.

Degrees in Engineering	B.S.	M.Eng.	M.S.	Ph.D.
Aerospace Engineering	X	X	X	X
Agricultural Engineering	X	X	X	X
Bioengineering	X	X	X	X
Chemical Engineering	X	X	X	X
Civil Engineering	X	X	X	X
Computing Science	X		X	X
Electrical Engineering	X	X	X	X
Engineering Technology	X			
Industrial Engineering	X	X	X	X
Industrial Hygiene			X	
Mechanical Engineering	X	X	X	X
Mining Engineering	X			
Nuclear Engineering	X	X	X	X
Ocean Engineering	X	X	X	X
Petroleum Engineering	X	X	X	X
Radiological Health Engr.	X			
Safety Engineering	X		X	

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 85-157 4/85-3M

General Studies

The General Studies Program is designed for students who would like to explore some academic areas before declaring a major. In fact, a growing number of incoming students prefer to postpone declaring a major until they have adjusted to life here at Texas A&M University.

Adjusting often means developing study skills, learning how to be a student at the university level, and taking advantage of the guidance offered by the general studies advisory staff.

The keynote in general studies is exploration. Often the best way of selecting a major is by taking introductory courses chosen from a variety of curricula, such as an introductory course in agriculture, architecture, business, engineering . . . you name it. This exploration not only helps the student identify a major, but clarifies career goals as well. Over 90 percent of the students in general studies are able to decide on a major before, or during, their sophomore year. Their decision is based on rational advice as well as exploration.

General studies students are not only allowed to explore, but they are advised to take courses during that first semester which will lead to a degree in any academic major. Courses in English, history, mathematics, and political science compose part of the curriculum required by all degree-granting departments at Texas A&M University. It is this balance of required courses and exploratory courses that gives students the best of all worlds; for while they are deciding on a major they are getting just as close to graduation as their classmates are.

General studies is one of the fastest growing academic divisions at Texas A&M University. This program is under the guidance of the Director of Academic Services, whose numerous duties include enhancing the University advising system. It is no surprise then that the general studies advisory staff does its best to offer the student personal concern, encouragement and counseling, all designed to enrich the educational experience.

So perhaps you will agree that the wisest major for many incoming freshmen is no major at all.

For more information about the General Studies Program, write to the Assistant Director of Academic Services, Texas A&M University, College Station, Texas 77843, or call (409) 845-5916.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 84-84 1/84 2M

Geosciences

Texas A&M University's College of Geosciences is continually involved in education and research to help expand our knowledge of the earth. You may select a study program from five basic sciences:

Geography . . . focuses on the relationships between people and their environment;

Geology . . . seeks to interpret the earth's history through the study of surface rocks;

Geophysics . . . studies the internal structure of the earth and other planets, the physical processes occurring within them, and the gravity and magnetic fields surrounding them;

Meteorology . . . studies atmospheric processes and the effects of the atmosphere on the earth and life in general; and

Oceanography . . . studies the oceans, their boundaries, and the physical, chemical, and biological processes within them.

Curricula in the college lead to both undergraduate (B.S.) and graduate (M.S. and Ph.D.) degrees in all departments except oceanography; oceanography offers undergraduate courses, but its degree programs are only for graduate students.

As a geosciences student, you will spend considerable time in laboratory and field studies learning the practical as well as the theoretical aspects of science. In geography courses you will analyze the physical environment to gain better understanding of the human use of the earth. You can learn cartographic and remote sensing skills. In the geology department, you will have access to a large collection of minerals, rocks, fossils, geologic maps and aerial photographs. In addition to laboratory work involving the use of specialized equipment for the analysis of rock materials, you will spend considerable time in the field for first-hand observations. As a geophysicist, you will collect and analyze seismic data from explosions and earthquakes. You will also measure and interpret variations in the gravity and magnetic fields. In meteorology you will use large computers, thermodynamic diagrams, and special charts to visualize the structure of the atmosphere and its changes. As a graduate student in oceanography, you will use the world's oceans as field laboratories to study biological, chemical, physical, and geological-geophysical phenomena.

You will benefit from contacts with leading geoscientists. Texas A&M is the home of the Ocean Drilling Program, the largest of its kind in the world. Important research centers—the Center for Engineering Geosciences, Center for Sedimentology, and Center for Tectonophysics, as well as the Geodynamics Research Program and the Mineral Resources Research Pro-

tensive laboratory and computer facilities for geoscience studies—among the finest in the nation—are housed in the 15-story Oceanography-Meteorology Building and the Michel T. Halbouty Geosciences Building.

Well-trained geoscientists are employed by industry, government, and universities. Opportunities for geosciences graduates exist in a diversity of fields—agriculture, construction, transportation, aerospace, resource exploration and resource management, and teaching, among others. Geoscientists can increase our understanding of such natural phenomena as earthquakes, hurricanes, tornadoes, and volcanic eruptions. Geoscientists contribute to the continuing search for energy and minerals, the management of natural resources, and research to improve environmental quality.

If the geosciences appeal to you and you'd like more information, write to the Dean, College of Geosciences, Texas A&M University, College Station, Texas 77843.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 85-177 4/85-3M

Medicine

The Texas A&M University College of Medicine offers an accredited four-year program leading to the M.D. degree. The first class of medical students was admitted in 1977. Since that time the College of Medicine has established a reputation for academic excellence as documented by the results of external reviews and scores achieved by students on examinations prepared by national bodies. Small class size, faculty dedication to scholarship and exceptional clinical practice affiliations contribute to the high quality of the medical education program.

The Texas A&M College of Medicine is particularly fortunate to be situated on the main campus of a technologically oriented research university with vast intellectual and physical resources. Given this environmental advantage, a primary mission of the college is the establishment of interdisciplinary programs between medicine and other components of the University in both instructional and research areas.

When the College of Medicine was founded, one goal was to respond to the need for primary-care physicians in non-metropolitan areas of Texas. To this end, each student must spend at least four weeks of the fourth-year curriculum working with a family-practice physician preferably in a non-metropolitan area of the state. Fundamental to preparing students either for primary-care practice or for highly specialized careers has been the creation of an atmosphere in which the established knowledge and skills of medicine are imparted and attitudes of responsibility and compassion are fostered.

Because the education of a physician is a lifelong endeavor, the years spent in medical school are only the beginning of the process of self-education that physicians must continue throughout their professional lives. In addition to specific skills of medical science, medical education must impart the more general techniques for coping with the vocational anxieties that inevitably confront the physician. A basic concern for the patient as a human being and an awareness of the doctor's social and political responsibilities must be stimulated and maintained.

Prior to application to the College of Medicine, students are urged to pursue a wide range of academic interests in addition to the courses required for admission. On acceptance, students begin their medical education on the College Station campus with a study of the traditional basic sciences—anatomy, biochemistry, physiology, microbiology, pharmacology and pathology—enriched with an introduction to psychiatry and to family and community medicine. Experiences in the medical humanities are also part of the curriculum with emphasis on the humanistic perspectives of the patient-physician relationship.

During the third and fourth years, students receive

Clinic and Hospital and the Olin E. Teague Veterans' Center in Temple, Texas. Here students learn by participation in conferences, rounds, seminars and direct patient contact. Clerkships in internal medicine, obstetrics/gynecology, pediatrics, psychiatry, surgery, ambulatory care and family medicine provide the variety necessary for competency in the practice of medicine. Twenty weeks of the fourth-year curriculum are devoted to electives that can be taken in a variety of locations worldwide. The M.D. degree is awarded following successful completion of the clinical training program.

A graduate program in basic medical sciences, leading to the master of science and doctor of philosophy degrees, was initiated in 1985. Students are trained in an interdisciplinary approach to medical research that blends the basic and clinical medical sciences.

The College of Medicine and the College of Veterinary Medicine are served by the Medical Sciences Library, a full-service health sciences library using up-to-date computer technology.

For additional information about the program of the College of Medicine or about admission, contact the Associate Dean for Student Affairs, College of Medicine, Texas A&M University, College Station, Texas 77843. Applications are accepted until November 1 of the year preceding entry into medical school.

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 87-130 3/87–1M

Science

To aid humanity's quest for knowledge, the College of Science at Texas A&M University provides a challenging and stimulating setting to discover the adventure in the basic and mathematical sciences — from exploring the world of tiny microbes to comprehending natural laws that govern the world and universe. A scientist constantly seeks to understand why things behave as they do, then to formulate this behavior in an attempt to understand both mechanisms and causes. If the "why's" intrigue you, if yours is a mind that seeks answers to the many questions of our environment, then you will discover a world of learning and educational advantages here at Texas A&M University.

Your pursuit of a scientific career begins with understanding the principles of chemistry, biology, mathematics, and physics.

Chemistry — exploring the complex world of substances — gases, solids, liquids — their composition and how the basic compounds can be broken down and rearranged to produce new substances.

Biology — exploring the origins, physical characteristics and habits of plants and animals, utilizing the theories and methodologies of physics and chemistry, and unlocking the secrets of life itself.

Mathematics — the "handmaiden of the sciences," providing powerful theoretical and manipulative tools. The most conceptual of all sciences, mathematics yields applications which have a profound effect on the understanding of our world.

Physics — investigating fundamentals of energy and matter and how they are related — the laws of motion, the nature of light, the world of the atom.

The curricula in the College of Science are designed to equip the student with sound training in the principles of science. These principles serve as preparation for graduate work, or for careers in industry, research laboratories or government service. The preprofessional programs of the College of Science are designed to prepare highly motivated students for entry into professional health science schools. Teacher certification can be attained by suitable modification of any of the existing programs.

As a science student at Texas A&M University, you will have exceptional research opportunities. The Institute of Statistics provides instruction, training and research in the quantitative sciences. Research projects in the Cyclotron Institute include high energy studies in physics and chemistry. In the Center for Trace Characterization, researchers analyze materials by use of nuclear reactor bombardment. The Institute of Developmental Biology is a world leader in research on insect

the area of non-pesticide insect control.

There is no limit to the exciting horizons of knowledge afforded the student of science. Only your mental and working capacity and your imagination can set limits on what you learn. If you enjoy exploring the unknown and possess an aptitude for such a challenging career, then let the vast facilities and expert faculty at Texas A&M's College of Science help you achieve it.

For more information, contact the Dean, College of Science, Texas A&M University, College Station, TX 77843.

Degrees in Science	**B.S.**	**B.A.**	**M.S.**	**M.St.**	**Ph.D.**
Applied Mathematics	X				
Biology	X	X	X		X
Botany	X		X		X
Chemistry	X	X	X		X
Mathematics	X	X	X		X
Microbiology	X		X		X
Physics	X	X	X		X
Statistics			X	X	X
Zoology	X		X		X
Pre-Professional Programs					
Pre-Dentistry					
Pre-Medicine					

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, age, national origin or educationally unrelated handicaps.

EIS 83-25 10/82—2.5M