

# Editorials . . .

Ambiguity seems to be a key trait of most general affairs here at Wesleyan, as is at many schools, and no one seems willing to do much about it. Consequently, many heated arguments arise over subjects and courses of action which can be best described as "vague" and which could have been prevented by positive clarification. The list is long and it ranges from social policy to academic matters. One which should at this time be noted and added to the list, is the academic category. I am referring to the policy of final exams to graduating seniors.

Last spring a loose policy was adopted which stated (to the best of knowledge, and, apparently, to anyone else's) that seniors with an "A" or "B" average in any given course could, with the consent of the professor in that course, be exempted from taking the final examination and receive their total grade average in that course. I know of few colleges which do this, which leads on to question such a policy as being academically healthy for the college or for the graduate. In fact, many colleges require comprehensive examinations in a student's major which he must pass before graduating. This, however, is not directly concerned with the main point.

The issue at hand is the ambiguity of such a policy in the first place. The decision of whether or not final exams should be given lies with the individual professor (or perhaps, one could suspect, the department). Hence, seniors in one area may not have taken any finals at all, while seniors in another area may have as many as five or six finals. In short, there is no definite policy, which really leaves the matter somewhat doubtful as to its fairness and equality. Supposedly this loose policy was adopted to ease the hectic confusion of the seniors which arises near graduation and to reward those seniors with high grades. But it doesn't seem to work that way at all. Some qualified seniors are even granted this privilege at the end of the first semester. This is obviously and over-extension of the basic "policy".

Ordinarily, I would be the last person on this campus to suggest an intrusion into the right of individual professors to teach their courses as they please. However, in this case, something should be done. Some students do poorly on final exams while others often pull up on them. To grant exemption to some and deny it to others obviously produces a distorted picture on the records of some individuals when the class grades are viewed as a whole. In short, this "policy" is unjust and unfair. Either every senior who has an "A" or "B" in a course should be exempted from that exam, or this privilege should not be granted at all. Whatever the final outcome something should be done.

What, oh what, ever happens to all the reasonable student requests around here? Do all requests have to go through formal channels where they are so susceptible being bogged down with red tape? The business doesn't mind spending money on yellow paint, yellow signs, and red tickets to emphasize and enforce parking regulations which are really unneeded, but they just can't seem to bring themselves around to installing an information bulletin board for the students in the S.U. building. Could this be due to the fact that since parking lot signs etc. aren't student originated they aren't permanently filed away somewhere? Or could it be that the "powers that be" don't consider student requests worth bothering with? Whatever the reason, such action isn't conclusive to a good college atmosphere and the bulletin board is but one of a lengthy list. Most requests must be officially filed, substantiated, and then run through at least 4 offices and 10 people before they are even considered. After this is done they for the most part ignored or explained away.

I guess the real reason is that students are actually quite inferior to most other forms of campus life and the possibility of one of them coming up with a good idea for request is quite slim, therefore, why waste time on them.

### "THE PATHS OF GLORY"

I have just been reading an interesting article in the Wake Forest paper, OLD GOLD & BLACK, (one of many interesting articles, I might add) concerning an Honors Seminar Program which was begun there in 1961. To graduate with honors a student must complete 12 hours of Honor Courses, write a major paper and pass an oral examination in their field of study while maintaining a minimum 2.0 quality point ratio. The aim of this fascinating program is "to stimulate intellectually curious people" into greater heights of intellectual pursuit. I couldn't help but think, "What a fascinating opportunity!" Then I began to conduct an appraisal of our own programs designed to stimulate academic interest and excellence and I was unable to come up with very much. It is true that we do have seminars, student teaching assistants, and a handful of academic rewards in various fields, but this really isn't much. Why is this and what is the result?

Our school is plagued by apathy—especially academic apathy. Any why shouldn't it be. . . after all, we have little if nothing to work for except a diploma and possible departmental honors, and I'm afraid that the old maxim, "work is its own reward", wears rather thin, especially



IT'S A GOOD THING ALL SENIORS DON'T HAVE EXAMS - I'D FLUNK OUT!

after 4 years. In short, a student can work hard, make good grades, achieve various personal academic successes, and still receive very little reward for it other than a postage stamp sized piece of paper. Granted, every student should have a long range goal, but there should

also be some sort of plan to provide various intermediary goals for encouragement and honor. God knows, little enough respect is shown for high academic achievement in the general college atmosphere as it is, notwithstanding the fact that we have far less honorary goals than most schools.

In short, there is very little academic stimulus here at Wesleyan for student, gifted or not. There is no academic pride. Until we establish some sort of plan in this area I am afraid that many potentially excellent students will drop to mediocracy and those who do maintain high standards will be forced to pass on into graduate school or further before they will receive the recognition which they truly deserve, potentially this is the best of times. In reality is it the worst of times. It is up to the policy makers of this school to begin devising some programs and to begin making some changes in order that an academically stimulating atmosphere may finally be attained.

## POETRY CORNER

HEARK YE ALL!

By King Fun Ho

The moon--a crystal disc of desire.

The sky--a velvet deep and blue. The sky was built for--- the moon's perfection. And you were made for--- the world's delight.

The moon is a unique disc--- to which artists aspire.

The sky is a stretch of blue--- wherein lie peace and hope

ETERNITY is made for them,

my dear.

PRESENT is made for you.

POEM BY TROLL

A bridge

Connecting two bodies of land,

And on either side

Black and white

An attack

Much like a calvary charge,

An attempt of black dispersion

A circle-----

Bombs, beatings, no arrest.....

.....no reason

Thank you, God, for justice

Who needs Hitler?

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# Modern Myth

Ed. Note:

The following is an excerpt from the Richmond College Collegian. It is reprinted due to the fact that it is quite pertinent to our college problems today.

"Everyone is going to college" is a modern American myth, and the "simple truth" is that it still requires a certain level of intelligence to be college educated," Dr. Austin E. Grigg, head of the Department of Psychology, in the third of four addresses in the Alumnae-Alumni Lecture Series Tuesday night.

Dr. Grigg, in his speech entitled "Brainpower Unlimited: A Modern American Myth," expressed concern over the fact that a common attitude today, particularly in the business world, is that everyone must go to college. Dr. Grigg said that with the population increasing at fantastic rates "people are brighter today than ever before," but "brainpower is the major limiting factor" in getting a college education.

He stressed that colleges must not lower their standards in order that diplomas might be granted to more and become "some new conformity symbol." Dr. Grigg emphasized that it was colleges' responsibility "to turn out a quality product," and that "they dare not water down standards now because of this myth".

Dr. Grigg cited, as a clear example of the myth which exists, a prediction in FORTUNE that in 20 years, 65 per cent of all college age people in the U. S. will be attending college. Surveys in 1960 have shown that slightly over 40 per cent of all high school graduates in the U. S. are being admitted to college. Considering the total age group for high school graduates, which includes drop-outs only about 27 per cent are entering college, and of the high school graduates who enter college, only about 20 per cent now graduate. Other studies have

shown that only one-third of any given age group are able to profit from college. These figures as well as others cited by Dr. Grigg, substantiate his statement that "you simply do not find 65 per cent of college age people in the U. S. bright enough for college."

Dr. Grigg told the group that their children will need the best training they can get to live in this complex world where "stress will be tremendous." This same generation which is "perfectly willing to pay 50 million dollars for a bomb and hardly 50 cents for a good poem" said Dr. Grigg, is the generation which "must pass on to the next generation the best." He implied that it was time everyone stopped talking and did something to prevent the myth being circulated in P. T. A. meetings and magazines across the nation from spreading and lowering our college standards.

### NEWSNOTE:

The Van Guard Class, an adult group, of the First Methodist Church of Rocky Mount, recently contributed a wheel chair to the infirmary of N.C.W.C. Mrs. Opal Barrow, house mother of Nash Dormitory, is a member of the class and suggested the idea as a project for the church group.