

Of Possible Interest To Profs and Students

UPGRADE STANDARDS

Wilson, N. C.—(I. P.)—As a part of its program to upgrade academic standards, Atlantic Christian College this year initiated entrance examinations. According to Dr. Arthur D. Wenger, president, "continued building of our various departments and faculty would be of little advantage if we did not also attempt to build the quality of our students."

Secondarily, the examinations have served to curtail rapid growth of enrollment. Ninety-four students, both freshmen and transfers, were not accepted this fall based on consultation with the Director of Admissions, test scores and high school records. Had these 94 students been accepted, ACC would have again established a new enrollment record and extreme taxing of facilities would have resulted.

ENGLISH DEPT. CHANGES

Davidson, N. C.—(I. P.)—Several changes have been made in the English department at Davidson College, according to an announcement by Dr. F. W. Johnston, Dean of Faculty. These changes concern the requirements for second year required English. Those who are planning to meet requirements for an A. B. degree will be urged to take English 21-22, a course in Masters of English Literature, which will cover the works of the major English writers.

Those planning to meet requirements for the B. S. degree will be urged to take English 25-26, Types of Literature in English, which will examine literature from "the point of view of types . . . existing in the works of representative English and American writers. A new course, English 24, Seminar in Masters of English Literature, a seminar-discussion type, will be offered for English 22. The work in English 21-22 centers around the works of only the major English writers. This is done with the belief that A. B. candidates will take additional courses in English.

EXAM COPIES FILED

Atlanta, Ga.—(I. P.)—The Department of English at the Georgia Institute of Technology is placing on file in the Library sample copies of previous exams in sophomore English courses. "It is the hope of the English Department that students will be able to learn from the examples something about the kind of examination that is given," explained departmental director A. J. Walker.

Each folder is headed by a notice to students explaining the purpose of the program and requesting that the material not be mutilated.

HONOR SYSTEM

Columbia, S. C.—(I. P.)—Because "deliberate and persistent malpractice on the part of a minority" under the existing Honor Principle has led to a loss of confidence on the part of students and faculty" in its workability, a special student-faculty committee has released a report recommending extensive modification of the principle on the campus of the University of South Carolina.

The committee, composed of seven faculty members and seven students, pointed out that the Honor Principle (System) "once it is voluntarily subscribed to and conscientiously followed is considered enough to

prevent such breaches of good conduct and discipline as, for example, cheating in examinations, property damage, thievery, and the like."

The report further states that the responsibility of reporting breaches of the principle falls equally on all—students and faculty alike—"Indeed on everyone who has the interests of the University at heart; and that in these matters there is an over-riding loyalty, greater than that of student, or even fraternity (or sorority) members to fellow members."

WELL BEHAVED

Ithaca, N. Y.—(I. P.)—College students, as a group, are extremely well behaved, judging from a study of disciplinary action involving undergraduates at Cornell University during a six year period. The study, made by Hadley DePuy, assistant dean of men, reveals that in an average year there are about 25 student violations of non-academic rules per 1000 undergraduates. Few of these infractions are of a serious nature. Most of them are traffic violations or the results of student pranks.

The survey reveals that the number of students involved in any form of misconduct resulting in disciplinary action at Cornell averaged 193 students per year. The average undergraduate enrollment during the six year period, September 1953—June 1959, was 8077.

The study also confirms a widely held belief that women are less apt to break rules in college than men. Throughout the six year period the rate of women disciplined was less than the number of men, and the six year average shows that while 26 men per thousand find themselves disciplined for breaking the rules, the average among women is only 18.

The study found that there has been a slight increase in the number of infractions during the six year period. He points out that the increased jurisdiction of two disciplinary boards now covers offenses which previously were off-campus and considered outside their jurisdiction.

According to Dean DePuy, the most common violation of regulations among the men during the six years involved automobiles and traffic. The most common violation among women students has been failure to return to women's dormitories at the proper time.

MUST HAVE "C"

Chapel Hill, N. C.—(I. P.)—According to the new fraternity scholarship regulation, passed by the University of North Carolina's standing faculty committee on fraternities and sororities, at least 80 per cent of the activities must have a "C" average by the end of the fall semester of 1960.

The first failure to maintain this standard will result in an official reprimand and warning; the second violation will result in loss of rushing privileges in the following semester and until the grades have been brought up to the standard. The "C" average for initiation will be maintained.

Work done by individuals during summer school will have no effect on the semesterly computation to determine if a fraternity can meet the academic standards.



LAW ENFORCEMENT OFFICIALS—Shown above are the members of the Women's Judiciary, official governing body for female students. From left to right are Annie Sue Ruffin, Bertha White, Beronica Ray, Alice Williams, Janice Ayscue, Frances Evans, Lynn Miller, Peggie Leonard, and Emogene Butler. Absent from the picture are Margaret Jackson, Jean Dixon, and Jeanette Pitt.

School Attendance Compulsory In Finland

For a long time Finland has been among the countries which are famous for a high percentage of literate people. Since the year 1921 this fame has been maintained by the Compulsory School Attendance Act which requires all children to attend school regularly for at least eight years or until they are sixteen years old.

The first form of school which children have to begin at the age of seven is primary school, or as we call it, "people's school." Today it consists of two parts, the general part of six years and the "civic school" of two years. These primary schools are maintained by the communes with the assistance of the State. Education is free and pupils also receive a hot meal every day, their text books, and medical care.

The first subjects in primary school are reading, writing, arithmetic, religion, and such practical courses as drawing, singing, and gymnastics. In following years the subjects range from geography, history, to natural science, but no foreign languages. In civic school, however, the nature of studying changes. The emphasis is on the practical phase. Studies vary from business, housekeeping, and metal works to agriculture. The purpose of this civic school is to give the pupils useful fundamental instruction for future practical life and careers.

If a child desires more education, he can go to the secondary school after four years of primary school and completion of certain tests. The secondary school consists of two parts: the "middle school" of five years, corresponding to the American grammar school, and high school of three years. These secondary schools are either private or state schools, but in both pupils have to pay for their education. Most of these schools are co-educational.

Languages have a prominent place in the secondary school curriculum. Because Finland is a bilingual country—we have a Swedish-speaking minority—in Finnish language schools Swedish is a compulsory subject. In the second grade (or the equivalent to the sixth grade), we have to choose either Eng-

lish or German. In very fine schools, we can take French, Latin or Russian. The majority of the students today take English.

After the middle school the major portion of the pupils leave to go into higher practical careers. The high schools, which must take the minority of the students, normally offer two lines of study: mathematics and languages. Other courses include biology, psychology and short courses of dogmatics and philosophy. Usually the students carry fourteen subjects at the same time. However, they can make it because they go to school nine months a year, six days a week and about six hours a day.

Earning the graduation diploma requires final oral tests on every subject taken in high school and the passing of a final written examination, known as the matriculation exam. This test form contains four different subjects: composition in the native language; general subjects or alternately mathematics; translation test in the second national language; and translation test in the basic foreign language.

Following the graduation, the student can apply for acceptance to some university, and not to a preparatory institution or college. He goes straight to the university or parallel academic institutions. Today there are five universities, but only the University of Helsinki is complete. Studying in these institutions differs quite much from the American system. Finland has "academic freedom" which means that one can attend lectures if he wishes or be absent, and can take tests when he thinks he is ready for them. This is an advantage for some people, but a disadvantage for others; it depends upon a person's nature.

These are the main features of the Finnish educational system, which is quite different from the American one. The basic ideas, however, are the same—to produce educated, understanding, and loyal citizens for the native country and for the whole world.

Liisa Keski-Luopa,
Keuruu, Central Finland

Judiciary Functions As Governing Body For Young Ladies

The women's judiciary functions as the governing body of the women of Chowan College. Its purpose is to maintain high ideals and morals in the minds of all young ladies, and to see that all regulations concerning conduct are carried out. This is done to the degree that the young ladies are able and willing to assume the responsibilities involved. Young ladies are encouraged to accept responsibility for the improvement of conduct in the dormitories, student center, cafeteria, and in other areas of vital interest to them.

The women's Judiciary acts with the guidance of its able advisors: Mrs. Sybil Grimes, Miss Annabelle Crouch, Mrs. J. Irving Brooks, and Miss Georgia Morris.

The members elected by the students are: Beronica Ray, President; Janice Askew, Vice President; Alice Williams, secretary; Jeannette Pitt, Day Representative; Bertha White, Frances Evans, Sue Ruffin from the New Girls Dormitory. Lynn Miller, Margaret Jackson, Peggie Leonard and Emogene Butler from the Columns.

NEW LOOK

The F. O. Mixon Dormitory at Chowan College has been given a "new look."

Due to a shortage of funds when the building was first constructed in 1954, only second hand furnishings were provided for the students' rooms. But new, built-in type furniture has just been installed in all of the 50 residence rooms, each of which houses two male students.

In authorizing the beautification of the dormitory, the Chowan trustees expressed the hope that interested persons and groups might use the new furnishings as a means of memorializing or honoring friends or loved ones.

The cost of furnishing the rooms is \$300 each, and appropriate bronze plaques are being placed on the doors in token of such gifts.

Oscar Creech, director of development at the college, in making the announcement, indicated that persons or groups interested in the project should contact him in care of Chowan College.