Increased feedback recommended

(Continued from Page 1) Dealers are riot living with the freshmen, a gap gradually is created as the freshman makes other friends.

Educational reforms

After a short break for lunch, the discussion centered on Educational Reforms, including progress made in this area on other campuses. Yale University initiated a program through which all honors seniors and doctoral and post-graduate students were required to submit a critical paper on their own educational experiences at Yale. The University of California at Berkeley published a pamphlet to increase the knowledge of its own undergraduates about its educational policies. Caltech no longer grades any of its freshmen, while Harvard's system allows students to take four courses for grades and a fifth on a pass-fail basis. SDIP Chairman Miles Tholen STI raised the question of whether MIT students would prefer their grades to be based upon a rigid, objective test system or a more subjective instructor evaluation. General feeling was that student opinions would vary, and the suggestion was made to develop a system which could incorporate both ideas, allowing the student to choose which he preferred for a particular course.

Better feedback suggested

To better institute curricular reforms HAP Freshman March suggested a more dynamic educational system, based on increased student feedback. Increased joint meetings between student and faculty committees and further development of combined student-faculty groups were suggested. The possibility of having the undergraduate body represent on policy-making faculty committees is currently being analyzed.

Students' apathy

Final discussions centered on the apathy of much of the student body regarding undergraduate policies. The general feeling was conveyed that most students did not realize the impact that the undergraduate at MIT has on formulating policies which govern his four-year stay at the Institute.

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