Report sets course limits, recommends internal fail

Continued from page 1) the student by protecting him “against a purely mechanical interpretation of the term.” It also felt that this would help stop the growing tendency of giving P’s or I’s to students for marginal work so that P’s would not appear on the transcript to hurt the student later. With the internal fail system, P’s would not appear on the transcript, and the committee felt that this would encourage faculty to lighten up their grading.

Students to assess Vietnam war issues

Over 1100 MIT undergraduates and graduate students will be surveyed in the next few days in order to gather data for a research project aiming at assessing student opinion and the impact of the Vietnam War.

The Vietnam Assessment Study Group, a student research project sponsored by the Undergraduate Research Opportunities Program, is a cross-section of the total student body on such issues as the January 27 Vietnam settlement, media coverage of the war, and the influence of the anti-war movement in bringing the war to a settlement.

James Short ’73, one of the three project coordinators, explained that the survey is being done now because “it is a good time for retrospection.” Short added that there has been sufficient time since the January 27 settlement in Paris for people to look back over the lengthy conflict, and consider the various aspects of US involvement in Southeast Asia.

The 1100 two-page questionnaires were sent out to students on and off campus on Wednesday. Mail to fraternity and both undergraduate and graduate dorms was sent inter-departmental, while all mail to students living off-campus was sent through US Postal Service.

A special concern of the committee was that enrollees in the study may have been influenced by the recent decisions of the national committee to complete the questionnaires and return them through Institute mail. The Study Group expects to have the majority of the completed questionnaires back by the end of the month, and will then prepare a report of conclusions based on computer-aided statistical analyses.

Kemp, who teaches organic chemistry, saw another medical school problem arising: “When you get many students in a school who are there mainly for preprofessional courses, you begin to get an attitude that the college is just a way-station. Many prestigious institutions are beginning to find this out; they are admitting students whose major concern is what big-name professional school they can go to from there.” The lack of concern about the MIT degree is degrading to the Institute, according to Kemp; he sees the major problems with this in biology and chemistry.

Several faculty members expressed concern about the Tech that were not mentioned or considered only shortly in the Mattes committee report. One of these was the criticism that P/F was a good mechanism only for humanities; P/F encourages this by stressing that pressure is there in humanities curriculum. It was also felt that this would hurt the student later. With the internal fail system, P’s would not appear on the transcript, and the committee felt that this would encourage faculty to lighten up their grading.

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By Tom Bixey

The expense of college education has grown at an exponential rate for several decades. American universities are in deeper financial trouble than they have been for generations. In addition, the tuition increases that the condition causes come at a time of diminishing parental willingness to assume the costs of higher education.

Clearly, even if universities reduce costs and become more efficient, unless institutional income keeps pace with inflation, educational quality will be lowered. In view of the inflated costs faced by the students and the financial crunch of the institutions, many universities have been forced to consider new means of financing their operations.

For this reason much attention has been focused on the new loan schemes at Yale University. The Tuition Postponement Option permits Yale students to defer part of the cost of education until after the student leaves Yale. In exchange, each participant pays a percentage of his annual income each year for a period up to 35 years.

The objective of this is to allow the students to pay for their education when they can best afford it. A key feature of the plan is that it spreads the burden of repayment on all participating students so that the costs of education are shared in a way that does not penalize those who elect lower paying careers.

In addition the payment burden will rise or fall as a participant's income rises or falls over the course of the payment term. Students will not pay back more than 50% and 150% of their own loan, depending on their income relative to that of the average student.

Under the Yale plan, each student must defer payment of up to $1100 a year until after he graduates. Upon graduation he begins paying, 4% of his adjusted yearly income. The student has an option to repay in full after 10 years. If he has not made payments in full after 10 years, he is then forced to consider new means of financing.

In short, the objective of the Yale plan is to allow students to charge their education against future earnings. This is accomplished by conventional loan programs, but Yale feels their plan is an improvement for two reasons. First, repayment is based on actual earning power. In addition, by extending the repayment period students are capable of financing a larger portion of their education without requiring large payments. Furthermore, the Tuition Postponement Option most of the risk is transferred to the university.

In many ways, the Yale plan is not very different from the "Technology Loan Fund" recently established by MIT to

Tuition postponement: learn now, pay later