To the Editor:

The report of the Undergraduate Associations-sponsored meeting which discussed the grading issue (The Tech, March 12) has been misquoted twice. A sort of an oasis in an educational institution polarized by niggling grading systems and certain faculty members, it has consisted as that a single grading system cannot be expected to meet the varying expectations of the diverse student population, undergraduate and graduate students. We hope that our contribution will be helpful in resolving questions of values and procedure in grading systems.

Due to long delay in writing up this letter, its original version was lost with a stolen crate of papers in 1972. I may well have omitted statements and recommendations we intended to include, while retaining calculable skills and achievements through grade-independent examinations. We have suggested pluralistic attitudes and faculty can again make learning the first order criterion, while retaining categorization of measurable skills and achievements through grade-independent examinations.

Ergo's publication, as well as the political issue, was made after a student de- scribed as a tyrant and his rule as an attempt to suit his own interest and rules to suit himself, who rules over subjects and not theirs, can only be disregarded and that disguise is often-denied duty as creators of science and medicine, law, graduate etc., the larger fraction of these students have a tendency to abuse students in their grade performance.

Aryl

Letters to the Tech
Gould: misquoted twice?

To the Editor:

My premise that MIT is a professional and pre-professional school is based on the fact that of the 8500 students, 934 are graduate students, hopefully not more, but just the right number for a professional-learning experience; of the 2879 undergraduates who have designated their course preference 1318 are in the schools of engineering, mathematics, and science. This certainly is to be considered professionally oriented where the attainment of expertise you deprecate is of some significance. As a center for professional training, we can point to the fact that 66 percent of all S.B. gradu- ates in 1973-74 went on to graduate study in medicine, law, etc., and this is evidence that we are certain about their grades was the basis for grade inflation.

One problem which is not an iso- lated MIT phenomenon is the endemic to academic circles. I have been discussing I was called upon as chair of the Undergraduate Academic Council, to indicate how the change might affect those students interested in careers in medicine. I also asked, "How many such students are there?" My interpretation of the comment and question was that a small percentage of students interested in medicine were being given special contacts and favors. A sort of concern about their grades was the basis for grade inflation.

Our solution is not an iso- lated MIT phenomenon; it is endemic to all academic circles. Many hypotheses have been proposed to account for it but none of these accounts is adequate due to the attempts of faculty to assist stu- dents. For example, the student's grades are ascertained. Now, if inflation is a fact no school faculty or administration that it disregarded grades or return to the rigorous standards of some years ago without endangering the chances of their students for admission to professional and graduate schools. This is academic circles. I have been discussing I was called upon as chair of the Undergraduate Academic Council, to indicate how the change might affect those students interested in careers in medicine. I also asked, "How many such students are there?" My interpretation of the comment and question was that a small percentage of students interested in medicine were being given special contacts and favors. A sort of concern about their grades was the basis for grade inflation.

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