adjustments are made, we could end up with a situation in which additional expenditures on higher education for additional graduates would add nothing to the GNP — there would be no economic return at all on the expenditure — but only to the number of competitors for scarce jobs, or with a political crisis because of the substantial number of disenfranchised and underemployed or even unemployed college graduates — as it is in Ceylon or Egypt, or with both. Higher education will then have become counterproductive. The firecracker, which would mean a waste of resources; the second, a political instability, the third, both. But in the judgment of the Commission we are far away from any of these possibilities. (Carnegie Commission on Higher Education, volume entitled College Graduates and Jobs, pp. 5-6)

Among the measures the Commission recommends is grade deflation. MIT is not an average university and does not have the same problems as the average school; nonetheless MIT graduates will be affected by the scarce job market. According to an analysis from Movie magazine on the job prospects for college professors and biologists are among the worst ten in the country. "Scientists share the bleak prospects of college professors since many of them go into teaching." For many scientists, especially from MIT, trained... the firecracker, which would mean a waste of resources; the second, a political instability, the third, both. But in the judgment of the Commission we are far away from any of these possibilities. (Carnegie Commission on Higher Education, volume entitled College Graduates and Jobs, pp. 5-6)

In a survey taken last fall by the Student Committee on Educational Policy, students continued placing the grade deflation on the transcript by a two to one margin. LoManto questioned the need for grade deflation in the first place: "Grades should measure to what extent a student has mastered the material in a course. The logic of grade deflation leads one to the conclusion that all of a sudden students are learning a lot less. It is clear this is not happening. So why is grade deflation being proposed?" LoManto isn't sure why grade deflation is needed.

Dissertations:
John LoManto '80, a member of a student group that was part of the successful campaign against the fifth-week drop-date proposal by the undergraduates, declared: "Any of these proposals by itself is worse than the drop-date proposal. We intend to fight all three." LoManto had arguments against all three proposals: "Why the 5 percent limit? In many courses there will be substantially more than 5 percent of the students exhibiting 'special creativity' and/or in both. LoManto suggested that the proposal as it now stands would favor the worst students most likely to receive these letters. These students are not necessarily the most creative they are the most aggressive."

A complete, self-contained computer with BASIC and Monitor in ROM (8K bytes), Color Graphics, up to 48K bytes RAM (4K included); cassette interface, Apple GAME I/O connector, type-matcher-style ASCII keyboard; MEMORY: RAM is organized into 3 increments. Memory may be increased from 4K to 48K bytes of RAM can be contained on a single board. 8K bytes of ROM are supplied which permanently store Apple BASIC(6K) and a powerful system monitor (2K) MICROPROCESSOR: 6502 operating at 1 MHz clock. I/O: ASCII keyboard, audio cassette interface, 8 peripheral board connectors, speaker. Game I/O: 4 paddle inputs. 3 TTL inputs and 4 TTL outputs. BASIC: Apple BASIC is an integer BASIC supplied in 6K bytes of ROM. MONITOR: Screen control (intelligent display routine). Full cursor control. Software simulated single-step and trace modes. One memory and two assembler. Floating point package. Register examine/modify. Read/Write cassette routines. Hex add/subtract for relative branch calculations.

Apple II with 16K Memory

Dissertations: