do not sufficiently allow a stu-
dent to know how he is progress-
ing in a course. I suggest that
personal conferences be a manda-
tory part of the evaluation pro-
cess. Shortly after mid-term, the
professor or recitation instructor
in a course could schedule brief
meetings with each of his stu-
dents. These sessions need not
last more than 15 minutes or a
half hour. They would be valu-
able for several reasons. First,
professors could get to know
their students as more than faces
in a crowd, and might learn
something about the various
pressures that affect student per-
formances. Second, the student
could learn where his individual
weaknesses lie. Third, both pro-
essor and student might ask
questions both might not wish to
bring up before the rest of the
class, such as, "Did my last lec-
ture make sense?" or "I still do
not understand how to solve
problems involving surface inte-
grals."

Last, there is much confusion
over the current system, whereby
some professors compile hidden
grades and others do not. Fresh-
men are often confused about
what MIT's policy actually is.
There is a need to solve this
problem. Eliminate all hid-
den grades. There are much bet-
ter ways to evaluate student per-
formance that do not involve as-
signing arbitrary A's, B's, C's,
D's, or F's. MIT, as a path-break-
ing institution, should utilize per-
sonal, narrative performance
assessments.

If as the CEP, own evidence
indicates, no one outside MIT re-
plies upon freshmen grades, why
keep them? They are not effective
feedback, in fact, they are often a
cop-out to legitimate feedback
procedures. As the CEP has not-
ed, only Johns Hopkins Medical
School requires students to sub-
mit freshman grades. In the fu-
ture, tell them they do not exist
and that MIT's faculty is com-
mits to the pass/fail system. If
Johns Hopkins had to choose be-
 tween rejecting all MIT students
or accepting MIT's stance on
pass/fail, I have enough faith in
MIT's reputation to bet Johns
Hopkins would back down. I
wish the faculty shared my con-

The following alternatives to
the CEP proposals, which I think
could improve the average fresh-
mans MIT education. Unlike the
CEP proposals, I think my sug-
gestions would actually help
freshmen learn where they are
doing well and upon what they
need to improve, rather than
making it easier to rank individ-
ual members of the freshmen
data.

First, I agree there is a prob-
lem with freshman evaluation
forms that are not returned, but
it's not the same problem the
CEP suggests. Citing the same
type of anecdotal evidence as the
CEP is so fond of, I would like to
note when I was a freshman, I
turned in every single evaluation
form on time. I got less than half
of them back. You can't convince
me all those forms were lost in in-
terdepartmental mail. All in-
structors should be required to
return freshmen evaluations with
the same seriousness they treat
gerad grades. When was the last
time you heard that a professor
asked you to turn in gradef? The de-
partmental secretary usually
make sure they get in, rather
than risk the wrath of the Regis-
tor and the Committee on Aca-
demic Performance.

Second, students must recog-
nize the importance of turning in
their forms. Evaluation forms
should be made mandatory for
every freshman course. Any stu-
dent who fails to turn one in
would receive a grade of incom-
plete for the course. This policy
change will ensure that each
freshman will treat the forms
with the respect they deserve.

Third, evaluation forms along

I realize that it is impossible to
firm their commitment to the
pass/fail experiment that it made
executive decision on how to re-
form the CEP proposals- and reaf-
much of subjectivity, rather than en-
sure grades. There are much bet-

Freshmen will state the forms
with the respect they deserve.

I wish the faculty shared my con-
n

In summary, I hope these
suggestions will help solve the
problem of freshman grades.

I wish my suggestions would
be heeded. I believe they
would make the student's experi-
ence at MIT much richer. Like
most students, I hope to
make the most of my
years at MIT. I would
not wish to see
grades. They are un-
fair, they do not serve a
purpose, and they are
efficient feedback. I
wish the faculty would
acknowledge these facts.

I wish the proposals the
CEP presented for review
were truly the final
words on the subject.

I wish the future
of MIT's freshmen
was a positive one.

I wish the
future
of
MIT
was
brighter.

I wish the
faculty
would
realize
the
value
of
innovation.

I wish the faculty
would recognize the
importance of
innovation.

I wish the faculty
would acknowledge the
importance of
innovation.

I wish the faculty
would consider the
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