Most Freshman Pass Second Diagnostic

By Eva Mey

Seventy-four percent of the 218 freshmen who took the second math diagnostic exam on Registration Day passed, according to Assistant Dean for Curriculum Support Margaret S. Enders. However, 48 students who did not pass the exam failed to show up for the second exam, she said.

The average score on the second diagnostic was about 75 percent, comparable to 74 percent for the first exam, Enders said. “Many students did much better than this,” she added. The two tests were similar but not identical, Enders said.

Students were asked to take the diagnostic if they did not pass the exam when they were here during Residence/Orientation Week.

The criteria for passing this diagnostic were the same as for the original test, according to Professor of Mathematics Sy D. Friedman PhD ’76, who is teaching 8.01 this semester. Friedman had to earn at least 70 percent on the second exam, as well as score higher than 17 percent on each of the four areas of the test.

Students who did not pass the second diagnostic are advised to take 8.01E or 8.02E, which are freshman-level courses that are weaker in pre-calculus, Friedman said.

In addition, students enrolled in 8.01E who did not pass the diagnostic must pass a tutorial exam in pre-calculus. By 18.01 or in order to earn a total score of about 1100 total points for the semester.

I hope that the students will view this diagnostic as something the student input. As we go along,” with the help of Lazarus, Enders said.

The class is “just as sophisticated as the regular 8.01,” saidSenior Research Scientist Alan J. Lazarus PhD ’53, who will teach the majority of the class. He emphasized that 8.01L covers the same material in comparable depth.

In addition to lectures and recitations, Friedman will have student teaching assistants in groups of two for half an hour each week. Each of the two students will be asked to do one of the homework problems at the beginning of the class, whenever we come to a topic that involves a lot of math after that, the class will spend more time on math review than in a normal physics class,” he said.

Lazarus added that he and Stephens want the students “to be able to understand physics but not being bored by the math.”

Friedman described the class as an experiment, and he said Lazarus “will try to mold the course as the best possible help to student input.

The class will extend into the first two weeks of IAP. Students may attend one hour of lecture each day, as well as two to three hour-long in-section recitations or discussion meetings, according to Stephens. But the classes will remain “very informal,” Lazarus said.

The Effects of Crowding Have Hit freshmen hard. Many freshmen have had to share a room where they used to be a lounge. Some students have had to wait for all the upperclassmen to move again. Also, in New House, there are no phone lines and no mailboxes.

The Weather

Tonight: Clear, cool, 58°F (14°C)

Details...

Inside

Except for sailing

Matthew Sweet gives

Women’s field hockey

Page 19

Frontmen Call Rush a Success

By Michael A. Saginaw

Amid the confusion of Residence/Orientation Week, freshmen enjoyed free food and got the chance to meet classmates while looking for a new home.

“The free food was good, and the atmosphere was really nice,” commented freshman Karrie A. Fulmer. “I saw tons of movies in the lobby and people were speaking to each other, not just to themselves. It was a good atmosphere.”

PLU student Karrie A. Fulmer.

The class is “just as sophisticated as the regular 8.01,” saidSenior Research Scientist Alan J. Lazarus PhD ’53, who will teach the majority of the class. He emphasized that it is “not identical,” said Lazarus.

Page, 9

Matthew Sweet gives energetic show.

Women’s field hockey ready for season.

Page 19

The effects of crowding have hit freshmen hard. Many freshmen have had to share a room where they used to be a lounge. We have no phones and no mailboxes. It’s a terrible thing,” said Hoon P. Kim ’96.

Some freshmen were also unhappy with room selection within their assigned dormitories. "I was cramped in Conover 4, and I liked Conover. I entered on the second floor, which was my seventh choice,” complained Sunghwa M. Choe ’96.

The Frontmen adjourned to move from one temporary room to another temporary room, and then to have Rush. “We have to find out what all the upperclassmen were doing, and then decide on a room,” said Vijay Kasturi ’96, who lives in East Campus.

The effects of crowding have hit freshmen hard. Many freshmen have had to share a room where they used to be a lounge. We have no phones and no mailboxes. It’s a terrible thing,” said Hoon P. Kim ’96.

Some freshmen were also unhappy with room selection within their assigned dormitories. "I was cramped in Conover 4, and I liked Conover. I entered on the second floor, which was my seventh choice,” complained Sunghwa M. Choe ’96.

The Frontmen adjourned to move from one temporary room to another temporary room, and then to have Rush. “We have to find out what all the upperclassmen were doing, and then decide on a room," said Vijay Kasturi ’96, who lives in East Campus.

The effects of crowding have hit freshmen hard. Many freshmen have had to share a room where they used to be a lounge. We have no phones and no mailboxes. It’s a terrible thing,” said Hoon P. Kim ’96.

Some freshmen were also unhappy with room selection within their assigned dormitories. "I was cramped in Conover 4, and I liked Conover. I entered on the second floor, which was my seventh choice,” complained Sunghwa M. Choe ’96.

The Frontmen adjourned to move from one temporary room to another temporary room, and then to have Rush. “We have to find out what all the upperclassmen were doing, and then decide on a room," said Vijay Kasturi ’96, who lives in East Campus.