

THE UNIVERSITY OF KANSAS  
Lawrence

The College of Liberal  
Arts and Sciences

January 6, 1936

To the College Faculty:

This is the first of a series of mimeographed sheets which we propose to send to the members of the College faculty at irregular intervals through the year. We trust the contents of these sheets will prove both informative and interesting. Suggestions as to information or materials desired in future issues will be welcomed.

Sincerely,

Paul B. Lawson

GRADES FOR 1934-'35

The last study of the grades given in the University was made in the Registrar's office for the year 1929-'30. The study which follows was made by CSEF aid, but we hope, nevertheless, to make a similar report every year.

In interpreting the tables, the following points should be kept in mind:

1. In Table I the percentages refer to the number of marks; not to the number of hours.
2. Table II shows the average number of grade points per hour of credit in the several departments.
3. Students from other schools of the University, though enrolled in College classes, are not included in this study. In other words the figures deal only with College students.
4. It might be well for departments to compare their percentages (Table I) with those of the College as a whole. (See bottom of Table I).
5. It would not be fair to judge a department's grades on the basis of those given in a single year. Over a period of years, however, these studies should be significant.

It is suggested that each instructor figure out his own grade point index and compare it with that of his department as a whole as shown in Table II.

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Below is a comparison of the percentages for 1929-'30 and 1934-'35.

	A	B	C	D	I	F
1929-'30	15.3	29.0	34.0	10.2	3.3	8.2
1934-'35	16.6	33.5	33.7	9.2	2.3	4.7

The general reduction in the percentage of I's is gratifying. In several departments, however, the figure still seems quite high.

In 1929-'30, 44.3 per cent of the grades were A's and B's.

In 1934-'35, 51.1 per cent of the grades were A's and B's.

Notice, also, the material reduction in the percentage of failures.

Are we grading more generously, or are students better, or both?