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Student stands behind claims

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In response to the two letters published in last week's issue, entitled "Education major stands behind name" and "Standing up for fellow education major," I must first offer my sincerest apologies for the assumption that the name used by the initial writer was a pseudonym. I took a gamble when I chose to bring that up, and I lost.

That said, the meat of my conclusions still stand. I feel that it is relevant to state that only the introductory two paragraphs addressed Ms. Mars' name. Ms. Michael states that "[I] spent a good portion of [my] article belittling [Ms. Mars for her name]." However, following the first two paragraphs, the rest of my letter addressed the complete lunacy of any claim that the College of Education has the most difficult curriculum in our university, with no further mention of my (incorrect) presumption of an alias being used.

As stated in my first letter, I have no disrespect for the College of Education or the students who chose to major in that much-needed field. Many of my friends and associates are working for a degree in that very same college, and I respect them for that.

In her response, Ms. Mars states that "[she] did not imply that the College of Education is the most difficult"; however, the inverse (that the College of Education is the easiest college) was also not my claim. My logic-based claim is that, if any college, education or otherwise, has the highest GPAs by a staggering margin then there are only three possible ways that this could happen.

The first is that the College of Education has the most brilliant minds in the entire University. I mean no disrespect when I state that this is simply not true. I do not claim that these students are not intelligent, but they are not MORE intelligent than any other college's students by that margin. I provided some counter examples in my previous letter to this effect, but I believe that this point should stand without proof.

Second, the College of Education is inflating the GPAs of their students. This should not imply that this is a conscious decision on the College's part, only that it is happening (and any number of non-malicious reasons could cause this result).

Finally, the College of Education curriculum is not challenging its students at the same level as other colleges.

I leave it up to the reader to determine which of the above is true.

