Editorial

The role of the Campus Police

Within the past month, there have been two shootings on or near campus, and a string of arson. MIT's long-term statistics show a decrease in serious crimes on or near campus, but this is cold comfort to those members of the MIT community who now look over their shoulders when walking down the street.

Crime is an unavoidable problem of any open-campus school, particularly one such as MIT, sandwiched between the two large urban centers of Boston and Cambridge. In view of this, and considering the events of the past few years, perhaps it is time to re-examine the role the Campus Police play, and the size of the force necessary to fulfill that role.

The Campus Police have always been viewed as a preventative force, as an armed presence to catch criminals, and as such have been one of the most valuable services offered by the Campus Police is their escort service. Requests for late-night escorts have tripled over the past five years, and continue to increase. While some students may have used the service merely to avoid the walk, it provides safety and piece of mind to many people that cannot be underestimated.

The service does cause problems, however. It is a strain on the resources of the Campus Police, a recent call for an escort took 45 minutes. In addition, having a civilian in the car prohibits the officers from answering any other emergency calls.

While established to protect the MIT community, the outside world forces the Campus Police to assume a larger role: one can only imagine what it would be like if it were time for the Campus Police to reassess both its role and the resources available to fulfill it.

If such a review indicates a need for more cars or patrolmen to roam campus, and a string of arson, MIT's long-term statistics show a decrease in serious crimes on or near campus, but this is cold comfort to those members of the MIT community who now look over their shoulders when walking down the street.

Problems of an aging physical plant are not unique to MIT. A study of MIT prepared for the New England Association of Schools and Colleges stated that most of the pressure felt by students was generated by themselves. Many students work harder on their studies than is required of them. Most of those who are not deeply involved in sports, hobbies, clubs, activities, work and/or socializing. Students also set a faster pace for their own lives than is average.

Why do students pick this fast pace and challenging load? An MIT student making it through graduation has to be self-motivating, has to learn to be self-motivating, or has to be very smart. Those who are very smart may not feel the pressure or the pace. However, the self-motivators, who worked very hard to get into MIT in the first place, will continue to work very hard. These students will challenge themselves to become the best scientists and engineers and/or the best individuals they can possibly be. This may mean taking extra classes, running an activity, being a star athlete, or learning to socialize with other people.

Although it is partially self inflicted, students still feel the pressure is too much and the pace too fast. It seems that this attitude is as much a reaction to the environment as it is in the student's nature. Students cannot control the pace of their classes or the minimum work load for each class. When the best work at most other colleges would be only average or even below average at MIT, students are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge themselves even more; those who are concerned with only passing grades are driven to challenge others, a reduction in the requirements or pace for many core courses would produce a more relaxed atmosphere, reduce the perceived pressure and allow more latitude for students to do what they find interesting. By the same token, grade deflation or moving the drop date forward would have an extremely negative influence on student attitudes, while having an arguable effect on the school's reputation.

The slight shift to more interesting areas allowed by the reduction of requirements would allow the students to enjoy themselves, and their work, more. This in turn would mean they would work more efficiently. Thus, overall performance is enhanced or at least unaffected, while attitudes are improved.

The faculty itself could be much more involved in the MIT community. Professors are often more involved in the students who work in their labs and occasionally to those who are in their classes, but is often ends at the "professional" level. How may professors do you see at an LSC movie, a football game, or a performance by a student group, for instance?

This is a situation forced more than by faculty high pressure but by the high pressure and fast pace they are experiencing. They too are driven by most of the same mechanisms under which students operate. Further, labs and classrooms are often too full, while students find many...