Condemn bigotry

Vandals flooded the GAMIT (Guys at MIT) office and Lounge last Friday night, damaging the room's floor and the ceiling beneath it. The GAMIT community must act quickly to stop this vandalism, which is an open challenge to the Institute's commitment to a safe environment for all its members.

Leaders made, not born

Elia's stands by statement

To the Editor:

In an interview in The Tech on November 9 I was correctly quoted as saying that the policy in EECs was generally b-om-

mitting. What I intended by this statement is its most obvious in-

terpretation that in most EECs more than half of the graded stu-

dents were A's and B's. A letter by Russell L. Brand printed on page six of the November 10 issue of The Tech implied that my statement was incorrect.

I made my statement on the basis of A's and B's, not hard data. But I have checked the data and find that my statement holds. The percentages of A's and B's among graded students in 12 required subjects in the department during Spring 1982 were 45, 54, 54, 46, 54, 60, 60, 50, 63, 68, 73. During Fall 1981 the similar percentages (for the somewhat different list of required subjects offered) were 30, 57, 50, 60, 70, 60, 60, 60, 45, 42, 45, 72, 82. The two 45% occurred in 6002. Students have indeed said some trouble with that subject recently. We think they are doing better this term and don't know what all the trouble is with that problem. They worry a great deal about it in the end, which would stop some of the problems, but we will also be expected to do something about the same degree. Brand also comments on our D-v policy, but the fact is our policy is simple, and the fact that D is minimally acceptable performance, demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiency serious enough to make it undesirable to proceed further in the field without additional work. We have urged faculty advisors in EECs to take this definition seriously. In our experience most of the two or three 15 percent of our course members who got into serious academic difficulties at MIT did so by failing advanced subjects taken without adequate preparation.

To the Editor:

It seems about time for someone who seems to be a commen
denominor in the present in the problem area that has been popping up for student government and stu
dent activities here at the Insti-
tute. The General Assembly (GA) talks of a lack of direction, student activities in general say that they are having trouble find
ing members, especially ones who are willing to spend some time on this activity, becoming officers, etc. Solutions are suggested to this with this kind of structure of this group, create the problems in their place and add incentives to become a part of it. These are short term solutions which do not address the root cause. What we are experiencing at MIT is a significant lack of leaders in the student body. This is especially true in the case of this issue. That this is the only cause, but certainly is a significant cause of the problems now at MIT. We have here at MIT one of the most talented groups of in-
dividuals in the world today. Not only are MIT students bright, but they also have a wide variety of skill: athletic, musical, and lead-
ership. We were accepted into this institution because of these abilities and when we leave these hallowed halls we will be expect-
ed to become leaders in a world that is currently lacking them. Not only will we be expected to assume leadership roles in the fields of science and engineering, but we will also be expected to move into leadership positions in commerce, government, etc.

To the Editor:

This is an awesome responsi-

bility and we should be preparing us. But does it? Like any other talent or skill, leadership needs to be learned and prac-
ticed. That is why we require people to take the courses here which are offered in the Department of Computer Science and the like. Some courses have been offered in the past which are designed to teach people the concept of leadership. What I intended by this was to make it inadvisable to proceed further in the field without additional work. We have urged faculty advisors in EECs to take this definition seriously. In our experience most of the two or three 15 percent of our course members who got into serious academic difficulties at MIT did so by failing advanced subjects taken without adequate preparation.