The Course VI "D" defined

To the Editor:

In the Dec. 7 issue of The Tech, Professor John Fox states that a grade of "D" represents "... the level of performance that is not necessarily that of the class as a whole..." However, the statement is not justified. The "D" grades are assigned to students who do not meet the minimum requirements of the course. This is obviously not an "average" grade, but rather a grade that indicates a serious deficiency in performance.

The Problem:

The course has a grading policy that assigns grades based on the performance of a student. A grade of "D" indicates that the student has not met the minimum requirements of the course. This grade is not a "worst-case" scenario, but rather a grade that indicates a serious deficiency in performance.

The Solution:

We propose that the grading policy be revised to assign a grade of "F" to students who do not meet the minimum requirements of the course. This grade would be a "worst-case" scenario, and would indicate that the student has failed to meet the minimum requirements of the course.

Lyman P. Hurt '83
Egg Taster

Guest Column: Kenneth J. Meltsner

How to improve MIT without really trying

No one really cares. Most sane people have better things to do with their time than get involved. They work, study and party, all without the Dean's Office luncheon meetings. Most students are too busy coping with the problems of MIT life, which range from dating to laundry, to realize that they are in any way responsible for the violent actions of individuals and groups; the Admissions Office still hasn't developed a fool-proof filter for twits. Our relatively peaceful existence has spoiled us; no one should complain about minor problems when Torahs are burned in Milton.

That is why I think that students shouldn't get involved. Pick your fights carefully, because there are more important things here than meetings. Practically everything is more important than meetings: good jokes, good tv shows, good food, etc. You can have your choice, to name a few.

I'm not a hedonist and I don't think that it is inadvisable to proceed further. If you encourage more folks to be part of this motif, they may not seek only pleasure; that's why there's student government. The bad experience serves a purpose; they learn. A real man is expected to be a fighter, not a gentleman.

MIT has been a carnival for me, with clown shows, melodrama, and great MIT as I have. Student government taught me more than I wanted to know about dealing with other people, because I didn't want to be elect. I thought the election was a marvelous back until the day before the election; the funniest if we had won by two votes.

Enjoy your holiday. With luck (a bit of a bad joke, you should get as much out of MIT as I have. Sustain and stay happy! If you want, feel free to write me (8653 Don Carol Dr., El Cerrito, CA 94530). I don't promise to answer, but I've made too many promises that I haven't.

By the way, Ken Segel didn't fire me, I quit.

Opinion feedback

American Society for Testing and Materials

A GAMBIT member's quiz

Question: Discuss the relationship of these sets to the technologies available to perform them. For example, it is comparatively easy to attack the way gay people live using television, but television's effects may be switched off. It feels different when someone tells a gay joke across your dinner table. Another effect is due to fire regulations; hoses are now available everywhere, and the protection of safety equipment gives us further chance to harm each other.

Answer: The relationship of these sets to the technologies available to perform them is a complex one. For example, it is comparatively easy to attack the way gay people live using television, but television's effects may be switched off. It feels different when someone tells a gay joke across your dinner table. Another effect is due to fire regulations; hoses are now available everywhere, and the protection of safety equipment gives us further chance to harm each other.

Question: Given that perhaps ten percent of the population is lesbian or gay, what is the likelihood that none of the group was gay in a sample of three or five members? seven members? How can one tell from their perception of what is normal and what is wrong?

Answer: The likelihood that none of the group was gay in a sample of three or five members, seven members, etc., can be calculated using probability theory. How can one tell from their perception of what is normal and what is wrong?

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