Editorials

Proposals might hinder diversity

The structural changes in undergraduate degree requirements proposed by Chairmen of the Faculty Advisory Committee will have few effects on the lives of current and future MIT students. Two of Smith's other proposals, however, have greater implications.

The proposal to guarantee a minimum of 48 units of unrestricted distribution within departmental requirements, the course already requires diversity.

It is much wiser to continue the current system. Students can put the 12 units to much better use if they have unrestricted options.

MIT already graduates excellent engineers and scientists. The Institute's goal should be to encourage diversity among its students. Minimum unrestricted elective hours encourage such diversity; an extra-departmental science distribution subject does not.

Use the resources; become educated

Established for advancement and development of science, its application to industry, the arts, agriculture and commerce. Students spend thousands of dollars every year in pursuit of knowledge, mostly as described above the balconies of Lobby 7. MIT, as an educational institution, must have goals broader than those expressed in the in-scription.

"At MIT it is clear the undergraduate education is too intense and its scope is too narrow," said newly-appointed Associate Provost for Educational Policy and Programs Professor Samuel J. Keyser last week.

Keyser does not have to be right. MIT offers its students a broad education, but it is up to the students to take full advantage of the Institute's resources.

One way to broaden an MIT education is to join one or more student activities. Activities provide an education which cannot be taught in lecture. They allow students to meet and interact with people of varied backgrounds and interests. Student activities offer valuable experience in working and communicating with others. They help train leaders and managers.

Involved students will not be the "narrow-scope" people Keyser spoke about.

Another way to broaden the only opportunity for broadening one's education. Boston, Cambridge, and MIT provide ample opportunity for new experiences — experiences unrelated to student interests.

That's right, for over 104 years, we have put the best paper we could, that we have given it our all, from knowing that we have put out the best paper we can go on a resume after just one year (except during MIT vacations), Wednesdays during January, and alternate Tuesdays.

The drive to get better, because we know that there is so much further to go. There is so much more to cover, so much more to do.

The drive that comes from having to say, "If only we ..." once a week, pulling us to try harder the next. And the satisfaction of saying, "We did it," the next week pushes us further.

The Tech, like all organizations, suffers from a shortage of people. There are not enough staff hours to allow us to cover everything of interest, or importance, to the community, everything that counts. Sometimes these goals conflict with each other. Sometimes, the paper's quality is not what it could be, because we wish to provide the experience to journalism and publishing. Sometimes, the paper's quality is not what it should be, because even Tech editors have to sleep.

The commitment pays off, ultimately. Only with the Internet and the mistakes, can we expect to learn. Only if we are given the chance to learn, can we publish the best paper we can.

Only then will more paper keep coming back.

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