

MIT & Cambridge statistics on crime

Campus Police report numbers

By Leon Lin
STAFF REPORTER

How has crime at MIT changed in the past two years? In 2011, the MIT Police received six reports of rape and 22 reports of liquor law violations referred for disciplinary action on MIT's campus, according to the 2012 MIT Annual Security and Fire Safety Report, released on Friday by the MIT Police. These are the highest numbers since 2007. In 2010, there were three reports of rape and 38 reports of liquor law violations on campus at MIT.

In addition, the MIT Police received one report of rape and 14 reports of liquor law violations off campus in 2011.

On-campus burglary reports to-

taled 16 in 2011, down from 22 in 2010. These are the lowest numbers since at least 2007, during which MIT Police recorded 197 on-campus burglaries.

In each of 2010 and 2011, there was also one report of motor vehicle theft and one report of aggravated assault.

The Cambridge Police Department reported 23 rapes, 158 motor vehicle thefts, 261 aggravated assaults, and 520 burglaries in 2011.

In the same year, the Harvard University Police Department reported 12 rapes, three motor vehicle thefts, seven aggravated assaults, 24 burglaries, and 35 liquor law violations referred for disciplinary action.

The MIT Police accept anony-

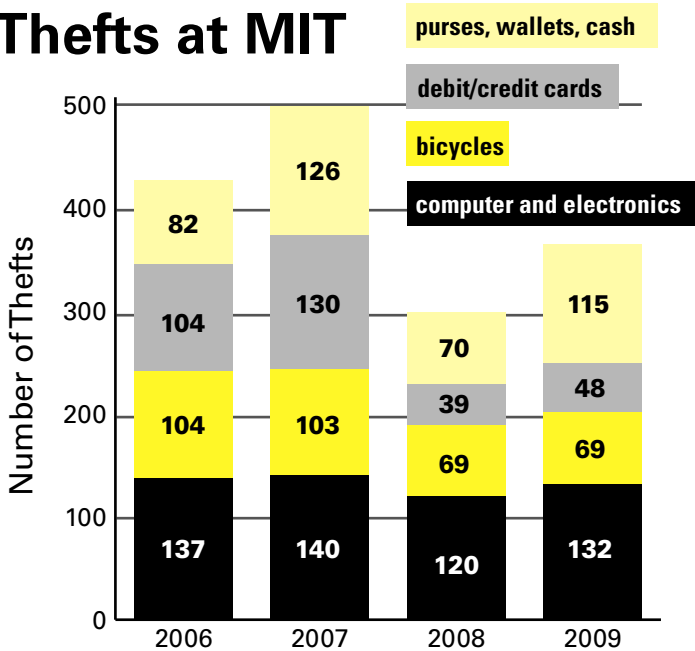
Crime statistics, Page 10



ANNIE JIAO

President L. Rafael Reif talked with students during dinner at Simmons Hall last Thursday evening. The visit coincided with Simmons' 10th anniversary, celebrated over the weekend and with the unveiling of a 144", twelve-panel digital display on the west wall of the dining hall.

Thefts at MIT



SARAH RITTER—THE TECH

Breakdown of thefts reported to MIT Campus Police from 2006 - 2009

The faculty newsletter on edX

FNL on MIT 2030, edX, & faculty/staff quality of life

By Anne Cai
NEWS EDITOR

Released approximately two weeks ago, the September/October *Faculty Newsletter* features views on edX from the faculty and highlights from the Faculty/Staff Quality of Life Survey conducted in the spring, in addition to continued coverage of MIT 2030 developments — such as the establishment of the Provost's Task Force on Community Engagement in 2030 Planning — and graduate student housing difficulties. *The Tech* recently covered faculty involvement on MIT 2030 at <http://tech.mit.edu/V132/N39/mit2030.html>.

The future of MITx and edX

This issue of the Faculty Newsletter included thoughts from Literature (Course 21L) Professor Ruth Perry and Emeritus Professor of Mechanical Engineering Woodie C. Flowers PhD '73 on the future of edX and MITx, and the *FNL* Editorial Subcommittee wrote that "edX will be a continuing theme in the *Faculty Newsletter* over this next year."

Flowers previously wrote about MITx in the January/February 2012 *FNL*, where he took a critical stance on the direction and motivation of MITx. MITx, wrote Flowers, should not make a mistake like the OpenCourseWare (OCW) initiative — which he described as "a large da-

tabase developing digital rot and becoming increasingly irrelevant." Flowers emphasized then that MIT's resources should be put towards developing better "training tools" for education.

Flowers wrote again in the September/October *FNL* regarding his edX concerns, calling it "a product without a strategy" and warning against just copying existing strategies.

"EdX should not be a me-too copy of Coursera and/or Udacity," wrote Flowers. "They were first and had momentum before we started."

Flowers believes MOOCs (Mas-

FNL, Page 7

MongoDB courses to be offered via edX

Software company 10gen, developer of the popular MongoDB database platform, announced last week that it will be offering two free online courses on MongoDB, using the edX platform.

Academic classes from HarvardX, MITx, and BerkeleyX are offered on the main edX website. 10gen's classes, although using the edX platform, will be offered on 10gen's website and not on the main edX website. EdX officials have characterized the software as an open platform that can be used by other groups to offer courses of their own.

A primary mission of the venture is "to research how students learn and how technology can transform learning — both on-campus and worldwide," according to the edX website, and 10gen's courses will be the first major use of edX software (which itself uses MongoDB databases, according to 10gen's website) in an area other than academia.

The two 10gen classes — one targeted toward software developers and one toward database administrators — will be taught by 10gen employees with experience using and

teaching MongoDB, according to 10gen's website.

10gen bills MongoDB as a "NoSQL" database: instead of a traditional "relational" database (such as the popular Oracle and MySQL database platforms), MongoDB stores "JSON-like documents," which each resemble tables or rows in a relational database. They claim that this layout "simplifies coding significantly, and also improves performance by grouping relevant data together internally." MongoDB is used to run the websites of companies such as Disney, Cisco, Craigslist, and MTV.

According to *Ars Technica*, 10gen previously offered on-site MongoDB courses for a price of around \$1,500 per course. The new edX-based courses (which are free) have already enrolled 4,000 students combined, roughly four times the enrollment of last year's on-site courses.

EdX was developed as a joint venture between Harvard University and MIT; the University of California, Berkeley joined in July.

—Jake H. Gunter



JOSEPH MAURER—THE TECH

Four-tenths of a second after launch, this two-liter bottle rocket ascends above Briggs Field during a Gordon Engineering Leadership Program activity.

HAVE SOMETHING TO SAY? JOIN THE TECH!

The Tech is always looking for new writers to contribute!

FRESHMAN ARROGANCE

What really is the point of being a student at MIT? **OPINION, p. 4**

CAMBRIDGE TO CAMBRIDGE

MIT is in the eye of the beholder: here, a CME student. **CAMPUS LIFE, p. 11**

B	I
rof. reads from slide	Words small/n to se
telephone rings	Studer Faceb

YOU CAN ALL WIN AT THIS GAME OF BINGO

How to turn your classes into one constant, exciting game of Bingo!
FUN, p. 5

MIT POLICE'S CRIME LOG

What kinds of calls do the MIT Police receive?
NEWS, p. 8

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Sudoku

Solution, page 8

	5	2		4	1			
7								6
3			8	9	7			
		4		7	5	6		
	3							5
		7	1	6		8		
			4	2	3			9
9								4
			9	5		7	2	

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Techdoku

Solution, page 9

6x		48x			5
120x				6x	
30x			15x		4
6x				16+	
18x		16+			
	4			12x	

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1-6. Follow the mathematical operations for each box.

S M B C BY ZACH WEINER [2749]

SATURDAY MORNING BREAKFAST CEREAL



It took about ten minutes to figure out that the English major was threatening me.

Sudoku II

Solution, page 8

7		2			4			8
		8		1			5	
5						1	4	
	7	9			1			
8			2		7			3
			6			5	7	
	8	5						9
	6			2		8		
3			9			7		5

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Covert Agenda by Gail Grabowski

Solution, page 9

ACROSS

- 1 Army beds
- 5 Chicago or Miami
- 9 Big pigs
- 13 Place to play tennis
- 14 Garfield dog
- 15 Skeptical comment
- 16 Make changes to
- 17 Rural water source
- 18 Fully cooked
- 19 Social event with costumes
- 21 Not shallow
- 22 Be a suitor
- 23 Feeling angry
- 25 Glass in eyeglasses
- 29 Drain cleaner chemical
- 31 Longed for
- 35 Lip-balm additive
- 36 Therefore
- 38 Self-esteem
- 39 Bungle
- 41 Mural or sculpture
- 42 Carved pole
- 43 Musical drama

- 44 Car horn sound
- 46 Words of dismay
- 47 Deal in secondhand goods
- 49 Health resort
- 50 Sloppy condition
- 51 Frog relative
- 53 NHL tiebreaker periods
- 55 Stylish
- 58 Self-employed detective
- 64 Nada
- 65 Sit for a portrait
- 66 Born earlier
- 67 Dry as a desert
- 68 "... happily ___ after"
- 69 Pioneer's transportation
- 70 Valentine flower
- 71 Near-failing grades
- 72 Big bunch

DOWN

- 1 Coke or Pepsi
- 2 Baseball scoreboard data
- 3 Difficult journey
- 4 Scatter about
- 5 Wild West headgear

- 6 Notion
- 7 Cash drawers
- 8 Canary's color
- 9 It may be behind a bookcase
- 10 Woodwind instrument
- 11 Unit of heredity
- 12 Staircase part
- 13 Engine part
- 20 Oaf
- 24 Fully attentive
- 25 Hard work
- 26 Run off to marry
- 27 Brief letters
- 28 Cryptographer's creation
- 30 French coins
- 32 Church donation
- 33 Blissful settings
- 34 Floor models
- 37 Brief visits
- 40 Angel's topper
- 45 "Toodle-oo!"
- 48 Drank like a cat
- 52 Steered a vehicle
- 54 Loads, as cargo

	1	2	3	4		5	6	7	8		9	10	11	12
13						14					15			
16						17					18			
19					20						21			
				22				23		24				
25	26	27	28		29		30		31			32	33	34
35					36			37		38				
39				40		41				42				
43						44			45		46			
47					48		49				50			
				51		52		53		54				
55	56	57			58		59				60	61	62	63
64					65					66				
67					68					69				
70					71					72				

- 55 Industry mogul
- 56 Man of the hour
- 57 Part of the eye
- 59 "That's clear to me"

- 60 Israeli airline
- 61 Outer boundary
- 62 Comics cry of pain
- 63 Suffix for north or south

Faculty, staff are satisfied despite major workload

Results finally released from the spring 2012 Faculty and Staff Quality of Life Survey

FNL, from Page 1

sive Open Online Courses) are a “fad” and “right now, their purveyors are preoccupied by a race to volume.” MOOCs are just a trimmed substitute for a real course — direct human interaction is necessary in education, while MOOCs are about “telepresence.” In light of these concerns, Flowers urges edX to think about the end game of online education and evaluating how MOOCs could be designed to “help MIT improve our own educational productivity.”

Focusing more specifically on how and whether teaching the humanities could be appropriately executed through online platforms, Perry wrote that online education “sometimes feels like a solution for which we are being asked

to develop a problem.” Teaching of humanities, in its current state, “resists standardization,” since it requires knowing students as individual intellectuals with unique backgrounds and tailoring the education accordingly. Communal discussions are imperative, and online groups are “not as fully participatory as face-to-face exchanges in real time.”

Flower urges edX to think about how it could improve MIT’s educational productivity.

It’s more difficult to “translate humanistic thought to online modules,” wrote Perry, adding that

some wonder “whether the originators of these X initiatives even thought about even thought about liberal education in the humanities at all, or if it was added as an afterthought.”

She also cited the allocation of teaching and mentoring resources as a huge potential concern for teaching the humanities online.

While edX courses are currently all in science and engineering, other MOOCs have begun to offer courses from other disciplines (Coursera, for example, offers 31 courses in the Humanities and Social Sciences category).

Highlights of the Faculty/Staff Quality of Life Survey

The FNL also featured results from the spring 2012 Faculty/Staff Quality of Life Survey, which was

last conducted in 2008. Over 90 percent of respondents indicated they were somewhat or very satisfied with being an employee of MIT, with respondents across all schools showing higher satisfaction than in 2008.

Over 60 percent of faculty indicated their workload was too heavy or much too heavy.

Regarding workload, faculty reported an average of 63 work hours per week (average across all faculty and staff being 49 hours per week). Over 60 percent of faculty indicated their workload was too heavy or much too heavy; for all other

groups, this figure was below 40 percent. Similarly, over 50 percent of faculty reported feeling often or very often overwhelmed in the last year, while over 60 percent of all other groups reported being only occasionally overwhelmed or never overwhelmed.

Outside of work, most groups surveyed reported higher satisfaction with their life outside of MIT than with being an MIT employee, except for faculty and postdoctoral researchers who reported lower outside-MIT life satisfaction.

Chancellor Eric Grimson PhD ’80 has “asked staff to see if they could put together that kind of survey for the students, both undergraduate and graduate, with the expectation that we would probably administer it in the spring,” given that there is time for a survey.

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Police Log

The following incidents were reported by the Campus Police between Sept. 13, 2012 and Sept. 25, 2012. The dates below reflect the dates the incidents occurred. This information is compiled from the Campus Police's crime log. The report does not include alarms, general service calls, or incidents not reported to the dispatcher.

- Sept. 25 Bldg. E52 (50 Memorial Dr.) 4:00 p.m. Person left his wallet and cell phone in men's room at the faculty club and when he realized it he went back and they were gone.
- Sept. 24 Bldg. 46 (46 Vassar St.) 3:00 p.m. Larceny of bicycle.
- Sept. 25 Bldg. 77 (77 Mass. Ave.) 1:35 p.m. RP states bike was stolen from 77 Mass. Ave. Bike Rack.
- Sept. 24 Bldg. 46 (46 Vassar St.) 11:15 a.m. Larceny of bicycle.
- Sept. 24 Killian Court 11:00 a.m. RP states Bike was stolen from Memorial Drive at Killian Court.
- Sept. 24 Off Campus 10:45 a.m. Party states he sent iPhone to an Ebay contact — wrong address. Bldg. 68 (31 Ames St.) 8:54 a.m. Malicious damage to class room. Bldg. 38 (50 Vassar St.) 6:08 a.m. Report of suspicious person in area who fled area.
- Sept. 23 Bldg. W20 (84 Mass Ave.) 12:00 p.m. Party states wallet was stolen. Bldg. 34 (50 Vassar St.) 12:28 a.m. Caller reports larceny of three laptops stolen left unattended.
- Sept. 21 Bldg. E52 (50 Memorial Dr.) 5:00 p.m. Bike stolen from the E52 bike rack. Officer takes report.
- Sept. 21 Main St. & Memorial Dr.) 3:00 p.m. Caller reports his bike having been stolen from bike racks on Memorial Dr. of building while speaking with caller officer found another bike unsecured, bike taken for safe keeping.
- Sept. 21 Bldg. NW86 (70 Pacific St.) 9:09 p.m. Reports of a person refusing to leave area. Units issued trespass to individual. Bldg. E53 (30.) 2:30 p.m. Wallet removed from purse and suspect confronted by witness who gave up the wallet.
- Sept. 21 253 Commonwealth Ave 2:33 p.m. Laptops stolen from unlocked area. Report to follow.
- Sept. 20 Bldg. 76 (476 Main St.) 9:30 a.m. Larceny of a bike.
- Sept. 19 Bldg. 1 (33 Mass Ave.) 2:31 p.m. Report laptop stolen.
- Sept. 18 (450 Beacon St.) 8:00 p.m. Reports damage to his vehicle.
- Sept. 18 Bldg. 14N (160 Memorial Dr.) 2:13 p.m. Report of an unwanted female in the library. Subject issued a trespass warning.
- Sept. 18 Bldg. 7 (77 Mass. Ave) 1:15 p.m. Larceny of bicycle
- Sept. 18 Bldg. E51 (70 Memorial Dr.) 1:15 p.m. Larceny of iPad left unattended.
- Sept. 18 Bldg. 9 (105 Mass. Ave) 9:30 a.m. Larceny of pocketbook
- Sept. 17 Bldg. W7 (362 Memorial Dr.) 9:00 p.m. RP states his bike was stolen from Bldg. 5 bike rack
- Sept. 17 Bldg. 46 (46 Vassar St.) 1:40 p.m. Larceny of a bicycle from Bldg. 46. Report taken.
- Sept. 16 Bldg. 50 (Walker Memorial) 11:58 p.m. Reports individual attempting to steal Bicycle at rear Walker Memorial. Responding units spoke with subject, identified as the owner of the bicycle. Checks out OK.
- Sept. 16 Bldg. W91 (570 Memorial Dr.) 4:48 p.m. Person looking over fence at children. Issued trespass warning.
- Sept. 16 Bldg. (290 Albany St.) 1:00 a.m. Intoxicated person with no affiliation to MIT found lying on street. Transported for medical assistance.
- Sept. 15 Bldg. W20 (84 Mass. Ave) 6:13 p.m. Report stolen phone from student while sleeping.
- Sept. 15 (284 Vassar St.) 3:15 a.m. MIT and Cambridge PD, 284 Vassar St. for a MV. Accident car hit a pole, no injuries.
- Sept. 14 Bldg. 26 (60 Vassar St.) 9:36 p.m. Larceny of bicycle Bldg. 26 bike rack
- Sept. 14 Dispatched bike 5 to Next House dorm W71 to meet RP for report. Bldg. 54 (21 Ames St.) 11:00 p.m. Larceny of bicycle Bldg. 54 bike rack. Dispatched bike 3.
- Sept. 14 Bldg. W20 (84 Mass. Ave) 6:25 a.m. Sector 4 off with female subject at W20. Trespass warning issued, escorted off property.
- Sept. 14 Bldg. 4 (182 Memorial Dr.) 12:33 a.m. Students on roof top of M4/10 Dome area.
- Sept. 14 Bldg. 3 (33 Mass. Ave) 12:12 a.m. Homeless woman showering in M3 restroom. Trespass warning issued.
- Sept. 13 CP (32 Hereford St.) 11:16 p.m. Noise complaint, officers respond and problem resolved.
- Sept. 13 Bldg. W20 (84 Mass Ave.) 5:19 p.m. Check on suspicious individual. Trespass warning issued.
- Sept. 13 PSK (487 Commonwealth Ave) 1:30 a.m. Noise complaint, officers respond and problem resolves.

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Solution to Sudoku I

from page 6

8	5	2	6	4	1	9	7	3
7	4	9	5	3	2	1	8	6
3	6	1	8	9	7	2	4	5
2	8	4	3	7	5	6	9	1
1	3	6	2	8	9	4	5	7
5	9	7	1	6	4	8	3	2
6	7	8	4	2	3	5	1	9
9	2	5	7	1	8	3	6	4
4	1	3	9	5	6	7	2	8

Solution to Sudoku II

from page 6

7	1	2	5	6	4	3	9	8
4	3	8	7	1	9	2	5	6
5	9	6	8	3	2	1	4	7
6	7	9	3	5	1	4	8	2
8	5	1	2	4	7	9	6	3
2	4	3	6	9	8	5	7	1
1	8	5	4	7	3	6	2	9
9	6	7	1	2	5	8	3	4
3	2	4	9	8	6	7	1	5

SMBC, from Page 6



Solution to Crossword
from page 6

C	O	T	S	C	I	T	Y	H	O	G	S			
C	O	U	R	T	O	D	I	E	I	B	E	T		
A	L	T	E	R	W	E	L	L	D	O	N	E		
M	A	S	K	E	D	B	A	L	L	D	E	E	P	
		W	O	O	S	O	R	E						
L	E	N	S	L	Y	E	W	A	N	T	E	D		
A	L	O	E	T	H	U	S	P	R	I	D	E		
B	O	T	C	H	A	R	T	T	O	T	E	M		
O	P	E	R	A	T	O	O	T	O	H	N	O		
R	E	S	E	L	L	S	P	A	M	E	S	S		
		T	O	A	D	O	T	S						
C	H	I	C	P	R	I	V	A	T	E	E	E	Y	E
Z	E	R	O	P	O	S	E	O	L	D	E	R		
A	R	I	D	E	V	E	R	W	A	G	O	N		
R	O	S	E	D	E	E	S	S	L	E	W			

Solution to Techdoku
from page 6

6	1	2	4	3	5
4	5	6	2	1	3
5	6	1	3	2	4
1	2	3	5	4	6
2	3	4	6	5	1
3	4	5	1	6	2

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Crime stats report

Disclosures due to 1990 Clery Act

Crime statistics, from Page 1 at Harvard.

In 2010, *The Daily Beast* ranked the safety of residential colleges nationwide with at least 6000 students, and found a poor showing from Boston-area schools. MIT came in 13th for most unsafe. Harvard took second place, just behind Tufts University in first.

Colleges and universities are required to disclose campus crime statistics under the Clery Act, passed in 1990.

mous reports of sexual assaults, which are treated with confidentiality to the full extent of the law, according to the Security and Fire Safety Report. While MIT's Report does not distinguish confidential reports in its statistics, Harvard's does. All 12 rape reports in 2011 at Harvard were listed as confidential reports, which comprise the large majority of rape reports each year

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FROM CAMBRIDGE TO CAMBRIDGE

Generalist Americans, specialist British

Outside of lectures, Cambridge and MIT have different educational structures

By Mark A. Salmon

The increasingly globalized workforce means that large multinational companies recruit graduates from all over the world. Given that various countries have their own university systems, there will certainly be differences in how students are prepared to meet the challenges of employment. I'm in the fortunate position of having studied in two countries — my first two years of college were spent at Cambridge in the U.K. (where I will return next year) and I am now at MIT through the Cambridge-MIT Exchange. As such, I have firsthand experience of how both universities teach and I have been surprised by the contrasts.

In the U.K., degree programs are usually much more subject specific than their American counterparts. Indeed, prospective students apply to a particular course at a particular university while still in high school, and often choose their A-Levels (the last set of examinations taken at school, which takes up the last two years of compulsory education to study for) to align with this. As a typical student will only take four subjects at A-Level, omitting certain subjects to narrow the field of study is unavoidable. As a consequence, the decision as to what to study and possibly which career to take is largely made at the age of 16.

This lies in stark contrast to the U.S. system of arriving at college without having declared a major and being given the opportunity to take any class one desires within the relatively wide scope afforded by the university requirements. College may also seem to many readers to be absurdly early to be making important decisions like one's future studies and career. These different latter-stage high school and early college strategies continue to have profound implications later in the further education process.

For example, it is widely acknowledged across the world that the typical American university graduate is very well-rounded, with a good base of knowledge in a wide variety of fields and greater ability in subjects closer to his major. U.K. graduates are much more focused on a smaller range of material, leading to a narrower breadth of capabilities but a higher level of competence in the chosen field. By way of evidence, students in the CME program such as myself take a number of graduate courses to ensure good compatibility with what we are missing back home despite only being juniors, but would seriously struggle in some of the freshmen GIR classes in subjects outside our major.

Interestingly, both MIT and Cambridge lean away from their native country's conventions.

Interestingly, both MIT and Cambridge lean away from their native country's conventions. MIT, by virtue of its strong technology bias, creates individuals very strong in science, to the potential detriment of their ability in the arts relative to science students from other colleges. Cambridge, at least in the science and engineering faculties, is one of the very few U.K. establishments that doesn't require specialization at point of entry. Engineers follow a set general engineering degree for two years before electing their preferred branch of the subject for the final two years. Scientists are required to study wide range of topics for their first two years before splitting into chemistry, biology, etc. Perhaps the optimal solution is a middle ground between the methodologies on either side of the Atlantic, with the top two universities in the world ap-

proaching this from different angles.

However, I have found that the teaching styles of the two universities are relatively disparate, despite the similar overall strategies. Lectures are a given in any higher education establishment, but beyond this the two establishments move apart. MIT has a very strong propensity for labs and practical work, promoting a very "hands-on" approach in line with the Mens et Manus motto. It is clear to any outsider that the Institute puts its considerable income to good use here with no shortage of lab space or equipment.

On the other hand, Cambridge labs, certainly the undergraduate ones, are of significantly lower priority. For the first two years of the engineering course, for example, the labs are intended to be demonstrations of theory learned in lectures. Full credit is awarded simply for showing up and occasionally writing a cursory lab report. In later years, the labs develop into more extensive and graded projects, but the courses are biased much more towards theory.

In place of recitations, Cambridge uses supervisions, whereby students go through problems and queries they may have with their work or more generally in the course with academic material at a typical ratio of two to one. This incredibly intensive procedure is an invaluable resource students really come to appreciate — though there is nowhere to hide in the event of not having done the work — and allows a very thorough and comprehensive understanding to be developed in a relatively short time. Which is perhaps just as well, given that Cambridge runs three eight-week terms a year, compared to MIT's two semesters of around 14 weeks not including IAP.

The final, and perhaps greatest, difference lies in the grading system. MIT's continual assessment through quizzes, midterms, problem sets, projects, and finals is a very in-depth method, with the

added advantage of spreading pressure over a longer period. In Cambridge, an entire year's work hinges on the one or two weeks in June when the exams take place. During the final term of the year, there is a tangible difference in the atmosphere between the weeks of serious revision before exams and the glorious celebration of excess the week after. This time is known as May Week, and has the world renowned May Balls.

In Cambridge, an entire year's work hinges on the one or two weeks in June when the exams take place.

One might think that you can cruise through the first two terms of the year, but this way of thinking would be a catastrophic mistake: a lesson many students learn the hard way. If you don't learn it the first time, chances are you won't in the five or six weeks before exams as you try and pour over a year's worth of material. Both methods divide opinions; some feel the continual assessment leads to students cramming the night before quizzes without learning for the long term, while others think that finals alone do not factor in practical skills and impose unrealistic amounts of pressure on students. Nevertheless, both are undoubtedly tough tests of a student's ability.

MIT and Cambridge both provide brilliant levels of education for those willing to seize the opportunity and put in the hard work. The students who persevere are the ones that companies will be looking for, regardless of where they studied.

EVENTS**OCT. 2-7****TUESDAY**

(6:00 p.m. – 7:00 p.m.) Three Dollar Tuesday Indian food graduate student event — 50, Morss Hall

(6:30 p.m. – 8:30 p.m.) *Waste Land* film screening — E14-633

WEDNESDAY

(12:00 p.m. – 1:30 p.m.) The Future of the American Military — E40-496

(5:15 p.m. – 7:30 p.m.) *Switch* film screening presented by Dr. Scott Tinker — E51 Wong Auditorium

THURSDAY

(6:00 p.m. – 8:00 p.m.) Urban Films: *The City Dark* film screening — 3-133

(7:00 p.m. – 9:00 p.m.) Performance by MIT band Scuba Parade — Coffeehouse

(7:00 p.m.) *Live Free or Die* film screening — 6-120

FRIDAY

(7:00 p.m., 10:00 p.m.) LSC shows *Brave* — 26-100

SATURDAY

(8:45 p.m. – 4:30 p.m.) Graduate student Edgerton Outlet Mall shopping trip — NW10-Edgerton Front Desk

SUNDAY

(12:00 p.m. – 1:00 p.m.) Sidney Pacific October graduate student brunch — NW86-MP room

Send your campus events to events@tech.mit.edu.

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