

3.091 to return to traditional lecture format

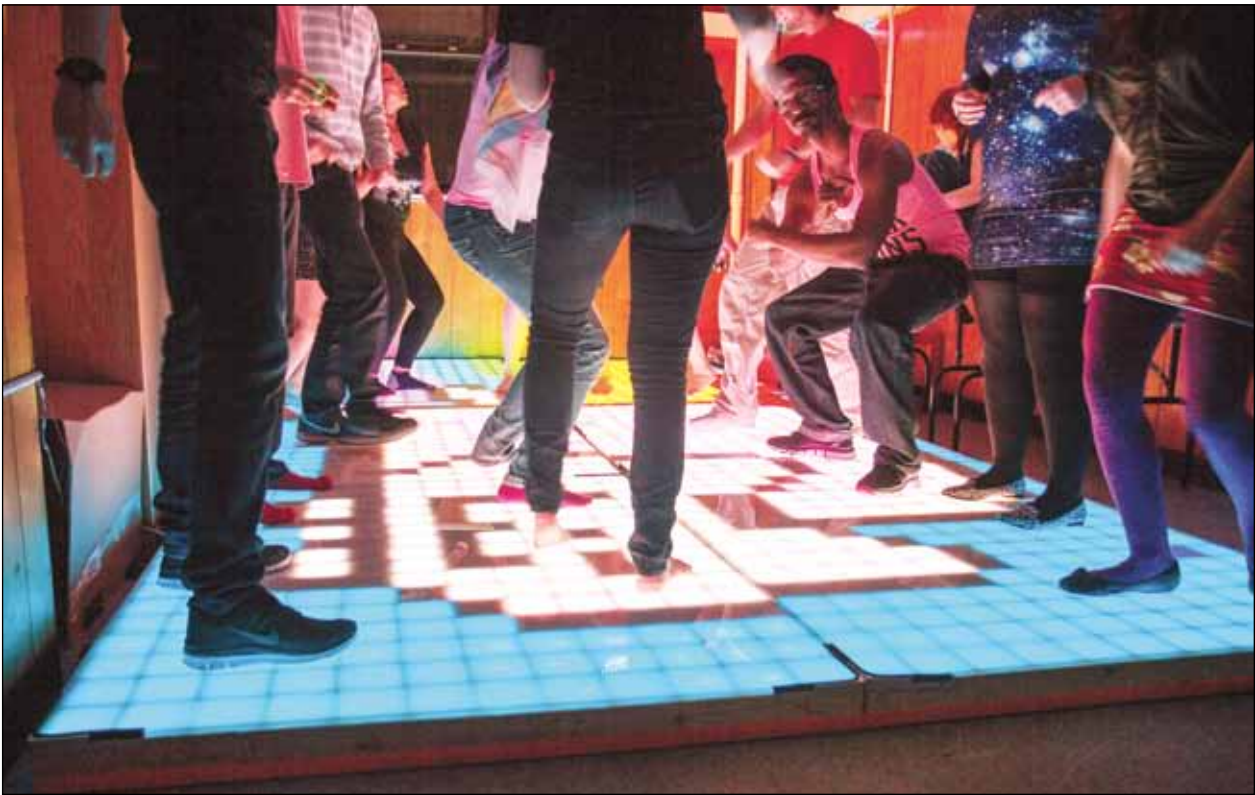
*Prof. Cima says edX trial
results ‘not yet conclusive’*

By **Tiffany A. Chen**
STAFF REPORTER

3.091 is reverting back to its original format of lecture/recitation as the semester-long experiment comes to an end. Findings from the experiment are not yet conclusive, 3.091 Professor Michael J. Cima stressed in an email to The Tech; the full report to the Committee on the Undergraduate Program is due at the end of February.

The experiment took elements from Cima's 3.091 course on edX, a massive open online course platform developed by MIT and Harvard, and translated them to classroom learning. Before each lecture, students were instructed to watch online learning sequences. Instead of p-sets, midterms, and a final, students in 3.091 took a series of 37 online assessments throughout the semester.

3.091, Page 12



SHERRY REN

Residents of First East kick off the Bad Ideas Ball in East Campus on Sunday, Jan. 26 by celebrating the completion of a Disco Dancefloor. The dancefloor took well over a thousand man hours to construct and was funded by CAMIT, Techfair, Bad Ideas, and alumni donations.

NEWS BRIEFS

Dean of School of Architecture and Planning steps down

Yesterday, Adèle Naudé Santos, dean of MIT's School of Architecture and Planning (SA+P) announced her intention to step down and return to faculty, effective at the end of the Spring semester. Santos is a professor in both the Department of Architecture and the Department of Urban Studies (DUSP), as well as a practicing architect with her own architecture studio in San Francisco, Santos Prescott and Associates.

During her ten-year tenure as dean, Santos worked to consolidate the School of Architecture into two central locations, overseeing renovations in MIT's Main group and a crucial fundraising campaign for the Media Lab. Santos also worked to increase the visibility of the School and made several high-profile hires for the department.

Suggestions for the next dean of SA+P can be sent by email to sap-search@mit.edu or by letter to Room 3-240.

New incoming director of Beaver Works

Effective February 1, Robert T.-I. Shin '77, current division head of the Intelligence, Surveillance, and Reconnaissance (ISR) and Tactical Systems Division at MIT Lincoln Laboratory, will assume the role of Director of the MIT Lincoln Laboratory Beaver Works Center. Shin will also be a member of the MIT School of Engineering Extended Engineering

Council.

Beaver Works, located at 300 Technology Square, was established in November 2013 as a joint research laboratory by the Lincoln Laboratory and the School of Engineering. The space is operated by Lincoln Laboratory and provides space for students, faculty, and researchers from MIT and Lincoln Laboratory to collaborate on research projects.

Course 1 professor wins prestigious NSF award

Pedro Reis, Assistant Professor of Civil and Environmental Engineering and Mechanical Engineering has won a 2014 Early Career Award from the National Science Foundation's Structural Mechanics and Materials program, according to the MIT News Office. The award is the NSF's most prestigious award for assistant professors early on in their career.

Reis is the Principal Investigator in the Elasticity, Geometry, and Statistics Laboratory, where research focuses on understanding the mechanics of thin objects and structures. With the Early Career Award, Reis, will continue the research in his "Smart Morphable Surfaces for Aerodynamic Drag Control" project, with the goal of developing a new class of Smart Morphable Surfaces that can acquire reversible and on-demand customizable typography, according to his award abstract. Applications include radomes (domed structures that protect radars), wind turbine towers, automobiles and aircraft structures.

—Deborah Chen

OBITUARY

The life of Prof. Robert A. Alberty

By **Liz McGrath**
DEPARTMENT OF CHEMISTRY

Robert A. Alberty, professor emeritus in the Department of Chemistry and former dean of MIT's School of Science — whose seminal contributions to the thermodynamics and kinetics of biochemical reactions are still at the forefront of chemistry — passed away on Saturday, Jan. 18, at the age of 92.

A member of the MIT faculty since 1967, Alberty led the School of Science from 1967 to 1982, when he returned to teaching and research in physical chemistry. He became professor emeritus in 1991.

"Bob's characterization of enzyme kinetics from 1955 to 1965 remains the model for investigations of enzymatic mechanism," says chemistry department head Sylvia Ceyer, the J. C. Sheehan Professor of Chemistry. "His work is well-known for its utmost attention to detail, and despite being a demanding scientist, he was the quintessential gentleman — always kind and warm-hearted."

Alberty's work placed the kinetic model by Leonor Michaelis and Maud Menten some 30 years earlier on a firm theoretical basis, Ceyer says, by describing the interplay between kinetics and equilibrium. He was also the first to recognize the complexity of the many species of adenosine 5'-triphosphate (ATP), she adds, and to develop a rigorous, but easily generalizable,

thermodynamic treatment to relate them.

Alberty was widely regarded by MIT colleagues as an accomplished educator at both the undergraduate and graduate level. Many of his students and postdocs went on to pursue outstanding research careers; he was particularly proud of those who became members of the National Academy of Sciences — a status he himself achieved in 1965.

Alberty was the author or co-author of physical chemistry textbooks that are widely used to this day. Physical Chemistry (Wiley), a textbook he co-authored with Farrington Daniels in 1955, was his most esteemed and enduring work. Alberty's refinements to the book spanned more than 50 years, during which time he and his co-authors — most recently Mouni Bawendi and the late Robert J. Silbey, both professors at MIT — updated the volume to meet current trends and standards. Physical Chemistry is still considered the benchmark textbook in the field, and is used in teaching 5.60 (Thermodynamics and Kinetics) in MIT's Department of Chemistry.

"I had the pleasure of watching Professor Alberty — Bob to everyone here — in action during the updating of the Physical Chemistry textbook," says Bawendi, the Lester Wolfe Professor of Chemistry. "Bob was tireless and incredibly organized. He knew the contents of the

Alberty, Page 14

IN SHORT

The Tech will resume its normal publication schedule (Tuesdays and Fridays) starting Tuesday, Feb. 4. Looking forward to another good semester!

Quarter 3 P.E. Registration for undergrads opens at 8 a.m. today! Go to mitpe.com to sign up!

There will be a memorial service celebrating the life of Ann Wolpert,

director of the MIT Libraries from 1996 to 2013, on Friday at 3 p.m. in 10-250 followed by a reception in Barker Library.

The memorial service for Charles Vest, former MIT president from 1990 to 2004, will be held on March 6 at 4:30 p.m. in Kresge. The National Academy of Sciences will also be holding their own memorial service for Vest on February 20 in Washington.

The Community Service Fair is Tuesday, Feb. 4 in Lobby 10, 12-3 p.m.! Stop by and find a community service opportunity with the help of the PSC.

Regular meal plan service for the Spring semester resumes Saturday with brunch! Let there be food!

Send news information and tips to news@tech.mit.edu.

CHARM SCHOOL'S DIRECTION

Has IAP Charm School's focus shifted too much toward job seeking? **OPINION, p. 4**

DELICIOUS AND MEATLESS

Root is delightful even for non-vegetarians. **ARTS, p. 8**

TECHÉMON: FINAL INSTALLMENT

Q.E.D.'s ending to the limited IAP edition comic series *Techémon*. **FUN, p. 5**



MIT G&S: THE FOREST OF EOREN

MIT Gilbert & Sullivan Players prepare to perform a student-written production. **ARTS, p. 8**

BREAKING SILENCE

A personal account of sexual assault and beginning to recover. **CAMPUS LIFE, p. 15**

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Charm School — headed in the wrong direction?

By Eve Sullivan

People at MIT, like people anywhere, get together for a variety of reasons: to enjoy each other's company, to work, to play, to serve the community. The concern that prompts my writing is that Charm School, first organized more than 20 years ago as an enjoyable, playful, service-oriented IAP activity, has, to its detriment, been transformed into an event focusing more than it needs to on job-seeking skills and other manners in the professional world. These include "dining etiquette and table conversation during business dinners" and "effective email in the business world." Work is only one part of our lives where table manners and email messages are important.

Apparently the Student Activities Office organizers have seen fit to transform this slightly crazy “bazaar” of offerings that (thankfully still) includes sessions on flirting, telling jokes, small talk, and making introductions into one with a primary emphasis on professional development. While personal charm has a role to play in academic and business success, its utility should not be the reason to develop it. How to handle things (the right fork or glass at table) and to choose one’s attire (dressing for success) are certainly important, but I believe that it is more important, in developing charm, to honor and enhance personal interactions. Of course it is useful to know basic social skills, but I hope that we learn and practice them because we care about each other, not because we are paid, or expect to be paid.

Business leaders are taught that you cannot manage what you cannot measure. But must we try to manage and measure everything? Not every thing that counts can be counted, and charm certainly counts. We can all, I hope, recall times when someone's generous and kind presence made an unhappy moment bearable. Likewise, we remember happy times made exceptional by the joyful presence of family and friends.

Last year, it was made a requirement

that students register for Charm School activities, in order to “track demographics,” in the words of the organizers. Do we “track demographics” when we have a party? I don’t think so. We invite people, maybe put up balloons, turn on some tunes, “cook up a storm” (or order out!) and hope guests show up, talk together, eat, dance and have fun.

Putting a primary emphasis on recording data de-personalizes our interactions. In the field of medicine, doctors and patients complain that the time spent actually talking and listening has substantially diminished with the introduction of digital records. In the field of education, in many districts, an experienced supervisor or mentor making classroom observations no longer just watches what goes on between teacher and students and makes notes on paper for later review and discussion. Instead, the observer must now use a tablet during the class session in order to answer a set series of quantifiable questions, and check boxes. In both these situations, something ineffable is lost.

The minor but essential interactions that can make our days pleasant, or in their absence make them very unpleasant, are at the core of charm. Do I think of the person coming after me through the door, look back, and hold it for him or her? Do I treat the store clerk like a person or like a warm-ish robot, an extension of the cash register? Do I greet the server at the café or just order my coffee, as if he or she were simply standing in the way of my caffeine infusion? An element of true charm is how well we treat people whom we don't have to treat well. Of course we show respect to a prospective client or employer. Just as important is our respect for people with whom we have less formal interactions or who serve us in some way.

Charm School is not the only effort at MIT to improve the individual student's experience at the Institute and strengthen our community. MIT Together, launched two years ago by Chancellor Grimson, seeks to eliminate the perceived stigma in

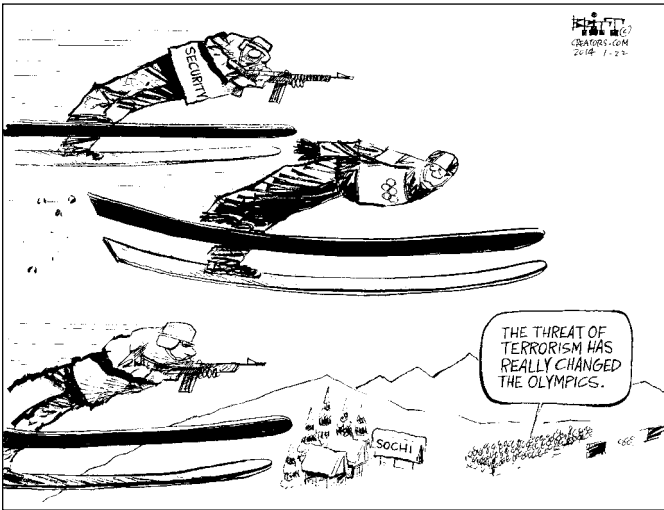
asking for help. In a December, 2012 MIT News article, Grimson was quoted saying, “I hope that through MIT Together, students will better understand that all of us go through failures, experience self-doubt, have occasional stresses in our personal lives, and that seeking help and advice from others is a natural way of overcoming these challenges.”

Programs like Charm School and MIT Together should partner to offer events throughout the year. MIT can certainly organize, at various points during the term, rolling rallies combining activities on both charm and compassion. Pop-up help booths on various topics is another possibility. A third might be to make some elements of both initiatives part of Family Weekend. Doing this would increase collegiality, improve cooperation, intensify congeniality, irritate complacency and invigorate creativity. This is not a new suggestion, but perhaps timely, given the following:

In the Jan. 22 issue of *Nature*, Elizabeth Gibney reports that “Extreme” workloads plague scientists at the start of their careers and many struggle to maintain a work-life balance, particularly those academics who are parents. The undergraduate and graduate years are an ideal time to help students develop life skills, including social-emotional awareness, that will serve them well throughout their adult lives. Other community members benefit too, as we all can improve in these areas.

I am grateful to be able to share my perspective on the wonderful MIT tradition that is Charm School. I just don't want to see it taken off track. Manners are important and can be taught, but charm and compassion can only be modeled and practiced. MIT needs more of all three.

Eve Sullivan — Retired Senior Editorial Assistant, Annals of Physics, and originator of “How To Tell Somebody Something They’d Rather Not Hear” a perennial Charm School favorite, now in the capable hands (and heart) of Constantine Psimopoulos, DAPER Fitness Director.



Due to an editing error, *The Naturalist's Notebook* column in the Tuesday, Nov. 12, 2013 issue neglected to specify the following in a quote: "... Fiat Spider 850; you don't often see those around anymore."

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HP 14/14

EXP

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MASSACHU USED "RUN AWAY FROM REALITY"!



MASSACHU

MASSACHU COME BACK!!

IT'S SUPER EFFECTIVE!

BY ERIKA TRENT

WHETHER WE'RE IN MIT OR IN SOME FICTIONAL UNIVERSE

WE WILL ALWAYS SEARCH FOR AN EXCUSE TO EVADE REALITY



STUDENT HAD REVELATION! STUDENT IS DEVASTATED!

END

Strangers to Fiction by Deena Wang

What you say:

Wow, we have so much in common!



Translates to:

Wow, we watch the same media!



"You breathe air, I breathe air; you eat food, I eat food..."

Your Choice by Gail Grabowski

Solution, page 13

ACROSS

1 Outdoor parking areas

5 Honolulu's island

9 Cab-fare calculator

14 Money in Italy

15 Low poker pair

16 Full of energy

17 Eye-color area

18 Soda-can openers

19 Was concerned

20 Eventually

23 Mined rock

24 Lamb's mom

25 Defeated ones

29 "___ the night before . . ."

31 Tummy muscles, for short

34 Continuously bother

35 Wines and dines

36 Busy as ___

37 Yard-sale possibilities

40 Mannerly man

41 Calendar row

42 Soda bottle size

43 Weird

44 Glass in eyeglasses

45 Explosions

46 Full collection

47 Life story, for short

48 Question about an urban legend

55 Cockpit boss

56 Assistant

57 Oil cartel

59 In unison

60 Raindrop sound

61 Unwanted garden plant

62 Do the driving

63 Change for a \$20 bill

64 "No ifs, __, or buts!"

DOWN

1 Hawaiian necklace

2 Yours and mine

3 Threesome

4 Just average

5 Playful aquatic mammals

6 Mindful (of)

7 Vagabond

8 Cold War adversary: Abbr.

9 Colorful parrots

10 Make happy

11 Bicycle wheel

12 Hardly ___ (rarely)

13 Stop-sign color

21 Toward the Arctic

22 Tenant's contract

25 Turn loose

26 Rowed a boat

27 Get to one's feet

28 Dawn direction

29 Carryall bags

30 Earn a living

31 Shares a border with

32 Artist's cap

33 Fortune tellers

35 Small songbird

36 China's continent

38 Have a loan from

39 Dole out

44 Any monogram initial

1	2	3	4		5	6	7	8		9	10	11	12	13
14					15					16				
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	48	49				50	51			52	53	54		
55						56				57			58	
59						60				61				
62						63				64				

45 Upper-arm muscles

46 Teacake

47 Try to win, at an auction

48 Clenched hand

49 Hand-gel additive

50 Extremely attentive

51 Manicurist's tool

52 Where Des Moines is

53 Unlock

54 Must have

55 Mas' mates

58 S&L investments

The comic strip consists of four panels showing a conversation between a man and a woman in a kitchen setting.

- Panel 1:** The man, wearing glasses and a white shirt, looks stressed. The woman, with long dark hair, asks him for help.

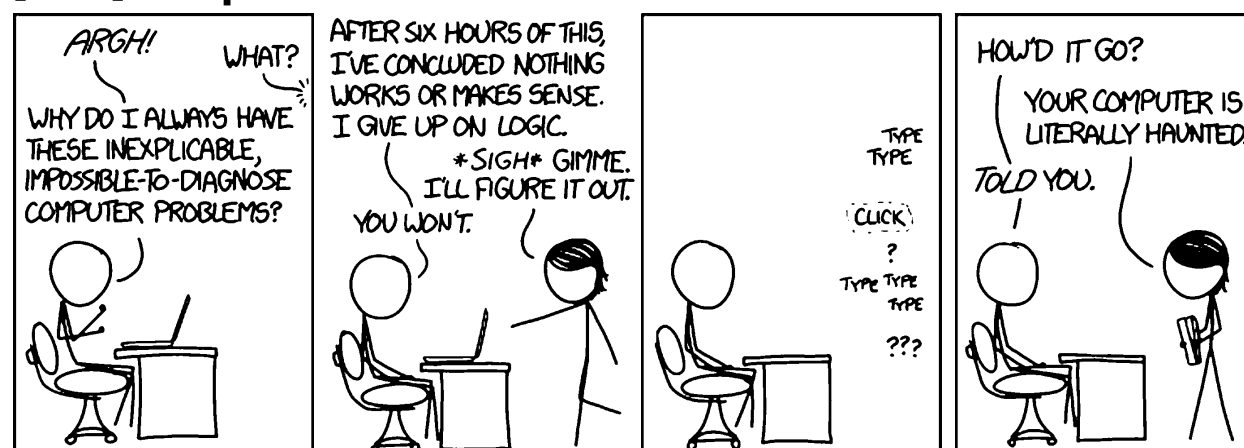
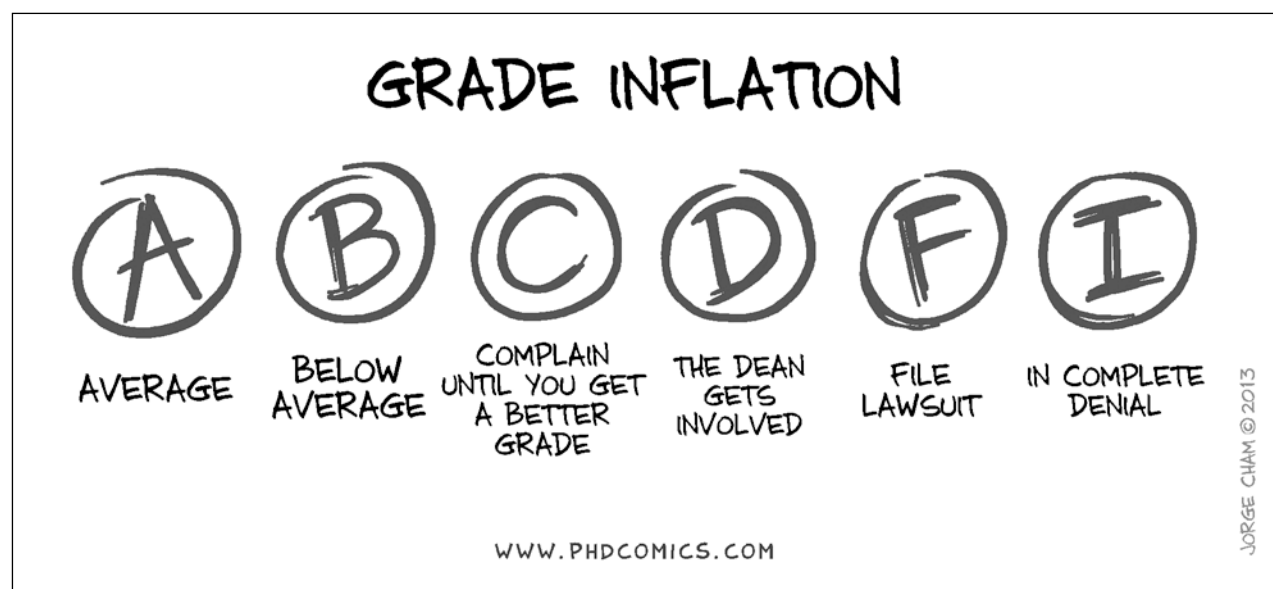
You haven't been at MIT long enough to forget basic math...

Can you help me out?
- Panel 2:** The woman explains the problem with hamsters.

If hamsters reproduce at a rate of 4 per pair every 5 weeks, and my python eats 1 every 2 days...
- Panel 3:** The man looks thoughtful, scratching his head. The woman points to a hamster in a cage.

...how many hamsters should I buy so that colony size will eventually reach equilibrium?
- Panel 4:** The man holds a hamster and looks smug. The woman looks on with her hands clasped.

How rude! His Yelp page will certainly be hearing from me!



'It has a ghost in it. Take it back,' 'No;

Solution, page 14

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

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.

Solution, page 14

144x				360x	
	3-		6x		
60x		5x		144x	
	8+		4		6+
5+		5+			
	90x			2x	

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.

TAU BETA PI

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From warheads to cheap energy

The father of the US-Soviet atomic recycling program

By William J. Broad
THE NEW YORK TIMES

As the Cold War ended in the late 1980s and early '90s, a new fear arose amid the rejoice and relief: that atomic security might fail in the disintegrating Soviet Union, allowing its huge stockpile of nuclear warheads to fall into unfriendly hands.

The jitters intensified in late 1991 as Moscow announced plans to store thousands of weapons from missiles and bombers in what experts viewed as decrepit bunkers, policed by impoverished guards of dubious reliability.

Many officials and scientists worried. Few knew what to do.

That is when Thomas L. Neff, a physicist at the Massachusetts Institute of Technology, hit on his improbable idea: Why not let Moscow sell the uranium from its retired weapons and dilute it into fuel for electric utilities in the United States, giving Russians desperately needed cash and Americans a cheap source of power?

Last month, Neff's idea came to a happy conclusion as the last shipment of uranium from Russia arrived in the United States. In all, during two decades, the program known as Megatons to Megawatts turned 20,000 Russian warheads into electricity that has illuminated 1 in 10 U.S. light bulbs.

Neff fathered the atomic recycling program in spite (or perhaps because) of his lack of name recognition, his inexperience on the world stage and his modest credentials in arms control. Moreover, he not only came up with the original plan but shepherded it for decades. "I was naïve," Neff, 70, recalled

in a recent interview. "I thought the idea would take care of itself."

In fact, it required sheer doggedness and considerable skill in applying nuclear science to a global deal freighted with technical complexities and political uncertainties. Yet in the end, Neff noted, the mission was accomplished: Uranium once meant to obliterate American cities ended up endowing them with energy.

Nuclear experts hail it as a remarkable if poorly known chapter of atomic history. The two decades of bomb recycling, they say, not only reduced the threat of atomic terrorism and helped stabilize the former Soviet Union but achieved a major feat of nuclear disarmament — a popular goal that is seldom achieved.

In the nuclear age, the rare isotope uranium 235 has played starring roles in war and peace. When highly purified, to a level of 90 percent, it fuels atom bombs; at 5 percent, it powers nuclear reactors for electric utilities.

As the Cold War ended, Neff wondered whether these disparate worlds might be able to do business together. When Washington and Moscow announced major unilateral arms reductions in late 1991, he recalled, "I said: 'Wow. What's going to happen to all these weapons?'"

The beleaguered communist state, he feared, was already cutting back on nuclear upkeep, workers' pay and dozens of measures meant to keep weapons safe. He also suspected that newly impoverished Russian nuclear scientists, once a pampered elite, might seek work elsewhere.

"It all sounded dangerous," he said.

His solution was atomic recycling. The question was how to float the idea.

On Oct. 19, 1991, nuclear experts filed into the Diplomat Room of the State Plaza Hotel in Washington. The agenda of the nongovernmental meeting was demilitarization. A Soviet delegation attended, as did Neff.

Five days later, Neff made his idea public in an Op-ed article in *The New York Times*, "A Grand Uranium Bargain." The illustration showed a kitchen pot and spoon floating eerily above a countertop and — just behind — an open window. Outside was a bomber.

"If we do not obtain the material," he warned, shadowy agents in the former Soviet Union, perhaps uncontrolled by central authority, might seek to "sell weapons-grade materials to the highest bidders."

The idea gained support in both Washington and Moscow. Carrying it out, through a tangle of conflicting state and commercial interests, was another matter. Neff was there to prod it along at almost every turn. In late December 1991, he was among the last Westerners to see the Soviet hammer and sickle flying over the Kremlin.

The first shipment of uranium arrived in 1995; 250 more followed over the next 18 years. Last month, a freighter sailing from St. Petersburg to Baltimore delivered the last shipment. Strapped into transport pallets were giant steel drums, each holding about two bombs' worth of diluted uranium.

Colorful signs on the drums showed fluttering Russian and United States flags, with a message in large type: "20,000 Nuclear Warheads Eliminated."

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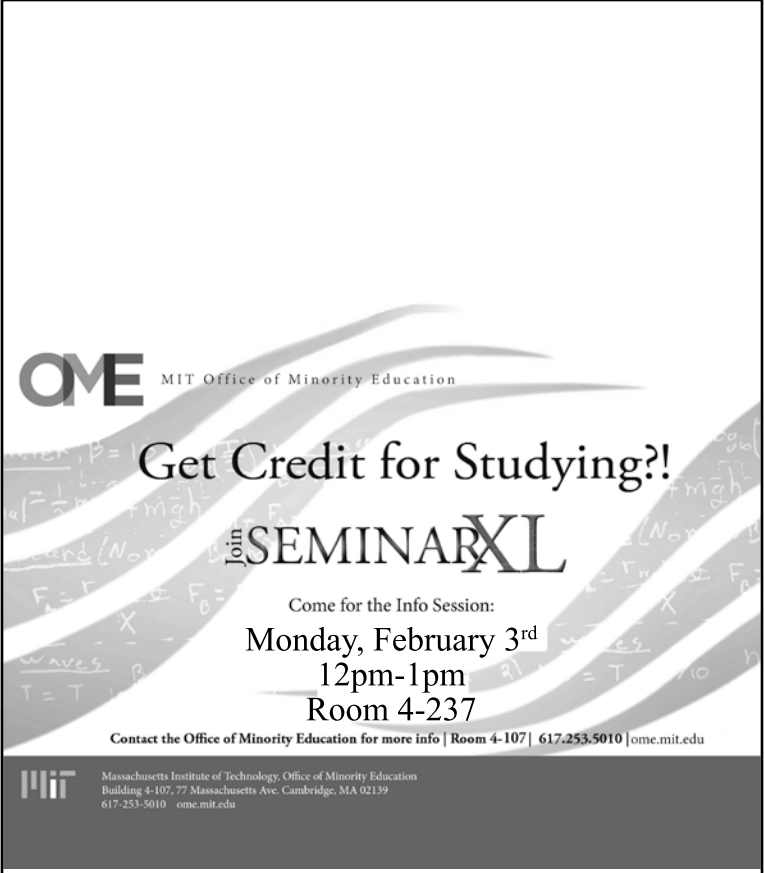
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Experimental 3.091 to revert for Spring

Students express mixed feelings

3.091, from Page 1

Despite the implemented changes, pass rates for this semester did not differ much from previous years. According to Cima, 5 percent of the class failed last semester, compared to 6 percent in 2012 and 4 percent in 2011, so there is no statistical significance. However, “outcomes, as measured by success at solving problems, is substantially improved over the traditional format,” said Cima.

The number of week flags was substantially lower this term. Compared to the 29 flags given out in 3.091 in fall 2012, only 2 people were issued flags this year. Cima states that the new format of the class seemed to help the lower half of the class more.

“My impression is that the new format had greater positive impact on the less motivated of the students,” Cima said. “That is, those students who would have been in the lower half of the class substantially improved their performance. This is why we had only one tenth the number of fifth week flags as compared with past years.”

Conversely, he commented that the more motivated students did not seem to have as much of a chance to shine with this new format.

Sabrina A. Iqbal '17 felt that the assessments shortchanged the material. “Since passing a certain number of assessments was almost the only requirement, it meant most people didn’t really care about the material,” Iqbal said. “Also, the assessments could be taken multiple times, so many people I know would not even study and would just guess the answers because they could go back and try again.”

After she passed an assessment, she wouldn’t worry about the material anymore.

Due to concerns that some students were going to try to pass the class by only taking the assessments, Cima implemented mandatory attendance — students had to attend at least 80 percent of lecture, and 80 percent of recitations. Students that did not attend 80 percent of lectures and recitations were at risk of failure. Cima told *The Tech* in September that the policy was put in place in order to preserve the integrity of the experiment as well as to avoid breaking rules which bar GIRs from being offered completely online. “The data supports that attendance does correlate with outcomes,” Cima said.

Student Reactions

Subject evaluations did not differ considerably from previous years, with the overall rating of subject going from a 4.6 for Fall 2012 to a 4.2 for Fall 2013.

Some students appreciated the what the experiment did for the class. For Helen L. Zhou '17, the new

format made for a lower stress environment. “Multiple attempts at each assessment allowed students to be more relaxed while taking these assessments,” Zhou said.

Stephen Guo '17 also appreciated the lessened stress. As he points out, the assessment format meant that there were fewer points of concentrated stress, but “it was challenging because people essentially had to pass on a week by week basis,” he said.

Motivated students did not seem to have as much of a chance to shine in this new format.

Others, such as Anna Jungbluth '17, don’t regret taking class, but she said the new format is not something that she would recommend. Compared to her other classes, she felt as if she didn’t learn much. For her, midterms were the times in which she sat down and fully learned the material, and “the time when I understand the connections between several topics.”

The assessments meant that she never really went back over the material, and after she passed an assessment, she wouldn’t worry about the material anymore, Jungbluth mentioned.

Jonathan T. Morrell '17 found that the online learning sequences gave him a lot more flexibility in learning, but he thought that the assessments should’ve been better at evaluating student understanding. “Currently they assess the answer you get from doing a problem, however the answer is obviously secondary to the process you take to get there. If there was a way to better assess that, the class would be much improved,” Morrell said.

Nevertheless, according to TA Zhaohong Han, the new format changed students’ approach to learning; instead of coming in right before exams, they would “pay more attention to the content in recitation now and ask more questions every time.”

TA William F. Dickson '14 felt that students “understood connections between stuff earlier in the semester, much better than students in the past” as a result of the assessment based format.

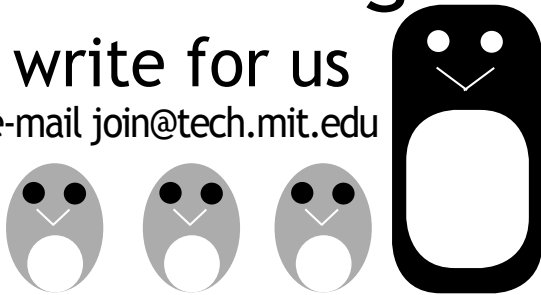
He acknowledges “the only problem might be that there is no cumulative exam.” However, he feels that if given the final exam, the majority of students would not have had to cram.

The course ran into some bugs early in the semester, which were fixed as the semester progressed. One issue that many students ran into, according to Dickson, was that students would have conflict with the original assessment times. However, the staff resolved the issue by allowing extensions in the case of conflicts. Moreover, some students ran into problems with the assessment software itself, but the staff fixed this as the semester progressed.

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Solution to Crossword
from page 5

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

Solution to Sudoku II
from page 7

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

Solution to Techdoku II
from page 7

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

Solution to Techdoku III
from page 7

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

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EVENTS

JAN. 29 – FEB. 4

WEDNESDAY

(12:00 p.m. – 1:00 p.m.) How do the Libraries select books for the shelves and your computer access? — 14N-132

(6:00 p.m. – 8:00 p.m.) Institute Diversity Summit presents *Brother Outsider: The Story of Bayard Rustin* — 32-123

THURSDAY

(5:00 p.m. – 6:00 p.m.) History of Heavy Metal: Part III — 14N-217

FRIDAY

(11:00 a.m. – 12:00 p.m.) How to Speak lecture by Professor Patrick Henry Winston — 10-250

(2:00 p.m. – 4:00 p.m.) MIT Can Talk Speaking Competition — 32-141

SATURDAY

(5:00 p.m. – 8:00 p.m.) Harry Potter Trivia Challenge — 1-246

(8:00 p.m. – 9:30 p.m.) A Concert of Music by Elena Ruehr — 14W-111

MONDAY

(7:00 p.m. – 8:30 p.m.) Women and Gender Studies presents *How to Lose Your Virginity* — 6-120

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

Alberty remembered fondly for contributions to science

Alberty shaped field of theoretical thermodynamics

Alberty, from Page 1

book to the last detail, [and] rewrote or edited large parts of it, with a clear sense of what he thought should be reorganized to make the text up-to-date. It was an amazing learning experience and a humbling one to watch the two Bobs — Bob Alberty and Bob Silbey — rework the text, especially with Bob Alberty well into his eighties at the time.”

“When I was hired at MIT in 1990, it was in anticipation of Bob’s retirement,” Bawendi adds. “But it never felt that Bob ever actually ‘retired,’ as he was still heavily involved for so many years writing theoretical works, textbooks, and active in leadership positions of chemical and scientific organizations. I was lucky to have had the chance to work with Bob.”

Alberty’s work on Physical Chemistry led to invitations to participate in and chair national research committees concerned with laboratory safety standards and chemical disposal. A report he authored for the National Research Council in 1981, “Prudent Practices in the Chemical Laboratory,” sold more copies than any of that organization’s previous publications. Alberty also chaired the committee that wrote a second report, in 1983, “Prudent Practices for the Disposal of Chemicals in the Laboratory.”

Alberty was no stranger to senior administrative roles at universities: In 1967, while dean of the Graduate School at the University of Wisconsin at Madison, he was invited to become dean of the School of Science at MIT, as well as a faculty member in the Department of Chemistry. His notable achievements as MIT’s dean of science included the development of a joint MIT-Harvard University MD-PhD program and the establishment of the Cancer Research Center, now the Koch Institute for Integrative Cancer Research. He was also the first co-chairman of MIT’s exchange program with Wellesley College and chaired the Institute Committee on Environmental Health and Safety.

As dean of science, Alberty “was always available to his colleagues, and always optimistic about finding funding for many endeavors to benefit chemistry and the Institute as a whole,” says Bob Field, the Robert T. Haslam and Bradley Dewey Professor of Chemistry. “He liked nothing better than to convey good news about tenure.”

“I overlapped with the late stage of Bob Alberty’s career, after he returned to being ‘just’ a professor following a stint as dean of science,” says Keith Nelson, a professor of chemistry. “Long past official retirement and into emeritus status, Bob had fewer official responsibilities but just as much scientific curiosity, energy, and enthusiasm as ever. So he took advantage of the opportunity to work with few distractions to consolidate much of the last phase of his theoretical research and to write a unique textbook, *Thermodynamics of Biochemical Reactions*, published in 2005.”

This topic is not covered in standard courses, Nelson adds, “largely because the theoretical framework and

its applications were developed much more recently than the rest of thermodynamics, and significantly by Bob Alberty. The very next year, Bob published a supplementary text on applications of Mathematica software to problems in biochemical thermodynamics. ... [He] was not content to inscribe his scientific achievements in textbook form, but also succeeded in bringing his discipline to life for a new generation of students and scientists.”

Alberty spent 30 years as an advisor to the Camille and Henry Dreyfus Foundation and was instrumental in developing many of its programs — including the Henry Dreyfus Teacher-Scholar Awards Program, which supports young chemistry professors who have demonstrated interest and ability in being outstanding teachers as they are considered for tenure.

Alberty’s notable achievements as MIT’s dean of science included the development of a joint MIT-Harvard MD-PhD program and the establishment of the Cancer Research Center.

Born in Winfield, Kan., Alberty carried out his undergraduate studies at the University of Nebraska, receiving his BS in 1943, followed by an MS from the same university. In 1947, he received his PhD in chemistry from Wisconsin and immediately became an instructor at that institution. He moved up the ranks at Wisconsin, becoming a full professor in 1956. In 1962, he was appointed associate dean of letters and science before being appointed as the dean of the Graduate School in 1963.

Alberty received professional awards and accolades including membership in the National Academy of Sciences, the American Academy of Arts and Sciences, the Institute of Medicine, and the American Chemical Society.

Alberty was predeceased by his wife of 66 years, Lillian; the couple met in high school, when he was president of the chemistry club and she was the club’s secretary. They both attended Wisconsin and married the day after their graduation.

Alberty is survived by his three children, Nancy Lou Zant, of Fairfield, Mont.; Steven C. Alberty, of Eugene, Ore.; and Catherine Alberty Baxter, of Rosville, Minn.; by nine grandchildren; and by six great-grandchildren.

Services will take place at 11 a.m. on Saturday, Jan. 25, at University Lutheran Church, 66 Winthrop St., Cambridge.

This obituary was originally published online by the MIT News Office on Jan. 23, 2014: <http://web.mit.edu/newsoffice>.

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Friday 1/31	
5:15 PM	Pasta! Put all the sauces on all the things!
7:00 PM	Fermi Questions. How many french fries have ever been eaten?
9:00 PM	League of Legends. Come play the most popular game in the world, League of Legends! No experience required.
Saturday 2/1	
9:00 PM	Rock Band. Get Ready 2 Rokk.
Sunday 2/2	
12:15 PM	Lunch! Join us for a tasty home-cooked meal by our cook Karen.
1:30 PM	ART. We will have people teaching/doing drawing, origami/kirigami, clay, chainmail, painting, crochet, and post-it art murals. No experience required! Let's make art together.
3:30 PM	More ART. It's not too late to join us in doing some art.
7:00 PM	Game of Thrones Board Game and Episode Marathon Night. Set aside a night. Get ready to lose some friends. Winter is coming.
Friday 2/7	
5:15 PM	Tacos! Stuff tacos to your heart's desire.
7:00 PM	Food Tongue 101. Pear wonton peach sauce food tongue?
9:00 PM	LAN Party. Warcraft 3, Starcraft 2, Natural Selection 2, Age of Empires 2, League of Legends. You name it!
Saturday 2/8	
12:15 PM	Lunch! Join us for a tasty home-cooked meal by our cook Karen.
1:30 PM	Anime Marathon. Join us for an Anime Marathon of Eden of the East!
5:15 PM	Dinner! More food by Karen. Yum!
7:00 PM	Programming Competition. Write an AI to compete in a short game of our design.
9:00 PM	Laser Maze. Homemade laser security system, Nerf gun guards, puzzles, what else could budding spies want?
Sunday 2/9	
12:15 PM	Lunch. Karen is the best. She makes us tasty food. Join us in eating said food.
1:30 PM	Python Bee. "Now was that three spaces or four? Darn. Let's start over."
3:30 PM	Manhunt. How quickly the tables turn and the prey becomes the predator. Rock paper scissors tag---tag the last of your prey at your own risk! Join us on campus at Lobby 7!
5:15 PM	Make Your Own Pizza! Try your hand at crafting a delicious pizza.
7:00 PM	Scary Games By Committee. Play scary games! Watch other people play scary games! AAAAAAAAAAAAA!
9:00 PM	Charades Variants. Impossible charades, telephone charades, contact charades, blindfolded charades, ALL OF THE ABOVE AT ONCE.

Solution to Sodoku I

from page 6

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

Solution to Techdoku I

from page 6

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

Breaking silence

An account of sexual assault

By Anonymous

Author’s foreword

I am writing this not because I know exactly what words are the most right to say, but because I know it is important: I know it is important, and I know that I am not alone.

I graduated from MIT nearly two years ago, with a relatively normal, MIT life. I lived in a dorm, double majored, was involved in various student groups, and spent most of my spare time doing research. In the spring of my junior year, I was raped by an older colleague within my research group, losing my virginity.

I viewed the man as a mentor and close friend, and I felt a great deal of respect and trust for him, as a mentor. A dinner that I thought was going to be about discussing science turned into something extremely wrong.

For over a year—a year of confusion and deep depression — I remained primarily silent. My grades and focus suffered tremendously, but I was too embarrassed to tell any of my professors or teachers, or even most of my friends and family, what I was going through.

I viewed the man as a mentor and close friend, and I felt a great deal of respect and trust for him, as a mentor. A dinner that I thought was going to be about discussing science turned into something extremely wrong.

Only in the weeks leading to my graduation, I reported the case, formally, to the police, with the support of MIT’s extremely supportive Violence Prevention and Response program (VPN). I was afraid of reporting, for not being believed, for making the man who had done it to me angry, for potentially ruining a former friend’s life (when all I wanted to do was protect other students), and even for the ungrounded fear of losing all respect from my research advisor.

After three months of repeatedly explaining my story first to the supportive MIT police, then to the supportive local police, and finally to an unsupportive Assistant District Attorney, I was eventually told by the ADA that I had merely had “traumatic sex” and that the man was “sick” and “an *sshole.” But, “it was not illegal for [him] to want sex,” she said. She told me that there was not a clear enough of a struggle, and that “consent is not like signing a contract” (that my standards for consent were too high).

Although I now know with 100 percent certainty that I did the right thing for myself and my situation — in reporting the rape to authorities — I was even more deeply traumatized by the experience, at the time. I have since decided that silence would have been the most painful type of humiliation to bear, especially over time. But it was the concern for the well-being of other young, trusting and equally vulnerable students that initially drove me into action: action to report and now action to speak publicly.

After years of therapy, the love of my family and close friends, travel, and self-care, I am beginning to feel whole again. I am sharing this story here, because I want to give hope to any individual — male or female — who may currently feel voiceless, confused, worthless or hopeless, due to sexual violence. You are not alone and your amount of worth is infinite. Be gentle and

patient with yourself.

Here is my story.

It is as raw and unedited as when I first put words to my experience — in the weeks before I reported my rape to the police — over two years ago:

Junior spring. Sex without adequate warning. Sex without my consent. Sex in a clearly imbalanced power scenario. A man 10 years my senior. Deeply disturbing and nauseating. Coworker. R---

It is so much easier to deny than to say. Rape.

As a “strong” woman, I initially wanted to forget it had ever happened: I believed that I was an extraordinarily naïve person who had fell into a foxhole. At the time, I did not consider how it was fundamentally flawed to view myself as prey, and him, a socially acceptable predator. I wanted to believe that night was a glitch that may or may not have happened: it was left to me to decide.

Regardless of whether his primary ammunition was his net of words or the dead weight of his body on top of me, I initially accepted that this was the way things were, and I noted my inadequacy in navigating the system—in all of my shock and numbness. It was too bizarre to possibly ever understand.

The most important reality, I thought, was that nothing had happened, as far as the rest of the world knew. I was still alive and that’s all that really mattered. I could go on with my life, however I would choose. I believed that the only seed of shame produced that night was firmly planted in me — not him — and if I could hide it well enough, no one would need to see its spec of ugliness.

Yet, I had asked him to stop multiple times and tried to push him off of me. I knew this. He ignored me, but who was to blame? I had not spit in his face or tried to claw his eyes out. Instead I lay on his bed naked — with my clothes peeled off — trying to calmly explain that I would not, I could not, have sex with him. The rapid, forceful, and completely foreign advances were too much already. My “stop” was immediately silenced with “your body wants me so bad.” When he didn’t listen, my brain failed to believe it was actually happening and shut down. I felt deep guilt and shame that my subsequent silence was interpreted as a waving white flag: mistaken for consent.

The abuse of his power was evident; he was ten years my senior and in a higher-ranked position at my workplace.

I told him “stop” and I truthfully told him that I was a virgin. Yet, when he was finished, hours later, he pushed me aside saying, “You were never a virgin anyways” (what did he even mean? I still do not know). He damned my desire for rationality to a hell of pure absurdity; he suddenly became not a person but a wall.

I could not process why suddenly, after years of working alongside him, why my words and opinions were suddenly inadequate. Instead, I wondered when, exactly, did I stop existing as a student? Had I always been this silent to him? I did not fully consider why he wanted to watch me wash myself. Comparing this familiar action to the previous night’s unfamiliar events, it seemed like an act of charity and not a means of self-preserving insurance.

“I can’t help but feel that I took advantage of you and it’s not really fair,” he later wrote. That was as close to an apology as I would ever get, and those words seemed to come from an entirely different spring: one which was vaguely familiar and contained traces of logic. But regardless, what exactly

was not fair he never explicitly stated or clarified. I would never understand.

The first person I described my experience to (the day I had been dropped off at my dorm room) was another student, who I viewed as a more-experienced friend whose judgment I then respected more than my own. But when I began to describe what had happened, she interrupted me with kind laughter and gently touched my shoulder saying, “no one can be that stupid” (in response to my description of how I was alone with him, to begin with). “The next time you’re in a situation and you don’t know what it means, you call me,” she said. I reminded her that I had lost my cell phone, weeks before.

Extending her advice, she told me “I know it feels weird now that he was much older than you, that he wasn’t your boyfriend, and that you were uncomfortable with wanting it at the moment,” she paused “But at least did you get any sexual pleasure from it?”

“No,” I had not. That didn’t seem to matter.

She said she had to work on some homework and hugged me goodbye. I remembered I had to do the same.

Even then — even in a stage that I now call shock and denial — I realized that my sexual experience was physically painful, his words were taunting and hurtful, his neglect for my opinion was belittling, and his seemingly older and wiser advice that “I could tell no one” was humiliating. The abuse of his power was evident; he was ten years my senior and in a higher-ranked position at my workplace. As an opening to the night, he bragged that only weeks before had he “helped secure” a multi-million dollar grant, which he described over an uncomfortably overpriced dinner that he insisted on buying me. It was because of his work, he said, that people could do much needed-research, probably in things like cancer. Here, he was the true ethical hero, he said: focusing on the big picture and what really mattered.

The morning after, he reminded me that other girls always enjoyed “it” more than I had. He suggested I should get to know my body more, and then I wouldn’t feel so uneasy next time. I needed to learn how to “let go” of myself, he said, if I wanted to enjoy it. I wanted to believe he was wrong — part of me always wanted to believe that I wasn’t the reason for my own confusion and lack of control—but as he pointed out, I was now uncertain of everything, and should be.

His words: “F**king tease,” “you want it,” “stop fighting it,” “let it feel good,” “relax,” “yes,” “this is just like porn,” “you want this,” and “I’m sorry I never told you how cute you are” cycled through my head and taunted me relentlessly. I wanted to believe that his words, and my inability to process them—rather than the act of rape itself — were the real enemy. It was easier that way.

But my body and my subconscious forced me to believe otherwise.

In the days following, I could not eat. I could not sleep. I could not cry. I could not move. I failed my only final that marking period, and I barely finished my other classes’ final projects. I upset my dorm’s housemasters by not moving out of my room on time, and I missed my first flight home. Most everyone I knew had already moved out and left for the summer. In the following days, I would miss three more rescheduled flights. At least, I could not be bothered to care.

Finally, a friend unaware of what had happened and who lived in the area, helped me box all of my belongings and move them into the basement. She wanted to say goodbye before the summer began, and she noticed I needed help when she unexpectedly stopped by. For the first time in days, I ate. I had a reason to get out of bed and reclaim the movement of my limbs. Like most of my friends, I told her nothing. She will unlikely ever know how much she saved me that day.

Nearly a year later, my nightmares have not ceased, but my story is no longer one

that I carry alone. I have finally accepted that I cannot forget, and I should not forget. But perhaps what is most interesting, is only now have I begun to feel true fear. I still wake up each morning, unable to discern that the hand resting on my shoulder is my own, and not another’s. I continue to half-sleep each night, fully-clothed, with all of my lights on. I spend the first moments of each morning in unquenchable nausea and fear.

But, what I worry of more, is what will happen if I remain silent. I am beginning to question what I can do, or what I should do, with what I can remember.

But, what I worry of more, is what will happen if I remain silent. I am beginning to question what I can do, or what I should do, with what I can remember. I have accepted that I will never be able to tell if I am reacting too little or not enough. I realize that all that I can be from now on is what remnants I have chosen to keep of myself: what I remember, what I feel, and what I think is worth speaking for.

Before, as a consequence of post-traumatic stress, I dreamed every night that a different man raped me. In excruciating detail, I dreamed myself being raped by my closest friends, men I have loved and trusted, my family, and men I have purely imagined. Faithfully, every night, men would sink into my dreams and find me. Each night was a new and complex scenario; each rape I was unprepared for and took me by surprise. I woke up each morning, shaking, crying, and needing to throw-up everything I had eaten the previous evening.

Even in the daylight, and even now, I am constantly startled. I constantly forget things, and I constantly drop things I am holding, without even noticing. I have let many of my peer-aged friendships disintegrate, which I am now trying to restore and re-patch. I no longer get joy in eating at elaborate dinner-dates in their company (I realize, the more I eat, the more I will vomit the next morning), and I hate men’s stares and walking alone to my apartment.

I now realize this makes things difficult, but not impossible. I became convinced that if a man ever forced himself on me again, I would rather die fighting than live in an eternal night of loneliness, confusion, nightmares and vomit. More so, however, I became more and more aware that no other woman, man, or child should ever feel so hopelessly trapped and alone, in the same way that I have. I now worry more for the health of other people; people perhaps like me.

Most of all, I have come to realize that when one cannot distinguish a deeply disturbing emotional and physical hell from what is the socially accepted “norm,” there must be something about the norm, in reality, which is seriously flawed.

Now, my dreams have not ceased, but the content has dramatically changed. I dream of telling my boss, the police, and my entire family of what happened. In my nightmares, no one believes me, and I am thrown out of the room. I never know precisely who to tell, or how. My words are never adequate or sufficient. I am tormented by this worry in both my waking and sleeping hours alike.

Trusted friends assure me this is a largely irrational fear, and I wish I could believe them. But I think this — this question of whether her point holds any real validity, or even if it should — means that I am making progress.

This account is anonymous to protect the identity of the author.

```
File Edit Options Buffers Tools Im-Python Python Help
from new_skills import *

def learnMarketableJobSkills():
    return linux, OSX, javascript, applescript, perl, python, PHP

if self.interest == True:
    print "E-mail join@tech.mit.edu"

----:----F1 joinTechno.py (Python)--L1--Top-----
```


Team competes in Beanpot and NRA sectionals

DAPER STAFF

Goh claimed the top spot on Sunday, seeing all of her rounds score at least 93 points on her way to a



ELIZABETH PHILLIP

The rifle team also won NRA sectionals.

Team wins in weekend meets

DAPER STAFF

Next up for the Engineers will be the Wheaton Invitational, which will take place from Friday through Saturday, Feb. 7-8. The next time MIT will race after that will be at the NEWMAC Championships, set to take place from Thursday, Feb. 20 through Sunday, Feb. 23 at WPI.

Squash vs. Boston University 8 p.m., *Zesiger Center Squash Courts*



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