

New 'GWAMIT' Women's Group

Will help grad women connect

By Ana Lyons
NEWS EDITOR

Though about half of undergraduates are women, among graduate students, women are outnumbered by men two-to-one. For these women, the campus can be an isolating place.

Sensing a lack of community among graduate women, Furman recently founded Graduate Women at MIT (GWAMIT), which hopes to provide career-building and networking opportunities.

“There’s definitely a gap here at MIT,” said Kay D. Furman ’07, who is a graduate student in the Division of Health, Science & Technology. “Women [between different departments] don’t even get to meet each other.” Though a few departments have women’s groups, Furman thinks GWAMIT can be an umbrella group that will organize activities and provide support to graduate women across all departments.

When women are minority of the population it is important to bring them together, Furman explained.

“Women need to feel a sense of community, they need a safe place to talk about things where they can drop down their guard of their pro-

Many graduate women are not aware of resources

Percent of women who said they were “not aware” of a certain service

Personal counseling from faculty or staff, 44%

Help starting departmental women group, 54%

Help planning events, 59%

Help building interdepartmental connections, 60%

Help formulating initiatives, 62%

Help programming workshops, 63%

2009 GRADUATE WOMEN SURVEY

fessional image — a place where they can relax a little and not have to put up that defense,” she said.

GWAMIT will offer unique services

The group hopes to run a mentoring program that matches graduate students with either professional women within or outside of their department. Though many departments run sessions on career-building, Furman also sees a need for seminars on the work-life balance, and more general skills for promoting success, such as networking and communication skills for women in

GWAMIT, Page 14

Serenade me, Valentine!

Behind the scenes of an MIT tradition



JESSICA LIU—THE TECH

The MIT Logarithms practice for their Valentine’s Day serenades in 4-152 on Tuesday. Both the Logs and the Muses will be singing a mix of classic and modern love songs all around campus today.

By Danielle Gorman
STAFF REPORTER

So you’re sitting in 18.02 lecture in your classy “I Heart Bio” t-shirt, nodding off as you peruse the latest edition of The Tech. Suddenly, a horde of teenage males wearing a riot of colorful shirts and ties burst into your classroom.

They point to you and say to Professor Mattuck, “We have a message of love for that sleeping biologist! May we have your permission to deliver this message?”

As you slump down in your seat in a vain attempt

to make yourself invisible, a group of Logs — short for “Logarithms,” the all-male a cappella group, not a pile of lumber — sprint toward you.

Gustaf “Gus” P. Downs ’13, who is the “Knee” of February 2010, kneels in the aisle, and instructs you to sit on his thigh. You awkwardly straddle his leg, realizing just a second too late that you have chosen to face him in an incredibly awkward pose.

Despite your discomfort, you should know that you’re one of the lucky ones. At least they didn’t sing Taylor Swift’s “You Belong With Me” to you. Your se-

Serenades, Page 12

New class offerings on Haiti

Project-based courses focus on providing aid

By Ziwei Hao
STAFF REPORTER

In response to the Jan. 12 earthquake, MIT has offered classes focusing on Haiti and how students can help. The Martin Luther King Jr. Design Seminar (17.920) over IAP created a Lobby 10 display and this spring, Special Topic: New Media Projects For Haiti (MAS.963) will study some of the issues Haiti is now facing.

New Media Projects For Haiti is a 9-unit, project-based class in which students develop new technologies and educational tools to benefit Haiti. This new course, led by Media Arts and Sciences professor Barry L. Vercoe and visiting scientist Dale Joachim, will guide students as they explore Haiti’s problems, which include low literacy and low civic engagement. In the first half of the course, students will perform background research and

learn from discussions and guest lectures. In the second half, participants work together on a solution to a specific problem.

“The idea is that, towards the end of the class, the class will go to Haiti at the end of April and test out their project,” said Dale Joachim, who ran the Haiti IAP Workshop on earthquake relief. “We’ve gotten quite a number of students wanting to add this class.”

Like the MIT International Development Initiative’s D-Lab course, the New Media Projects course will have students implement their project in a foreign country. However, unlike D-Lab’s individualized and small group projects, the final project is specific to Haiti and the whole class will contribute to a single project.

MLK Seminar looked at Haiti over IAP

The MLK Seminar, led by Tobie Weiner

Haiti, Page 13

IN SHORT

The 2012 Ring Premiere will be in Kresge Auditorium today at 8 p.m. Doors open at 7:30 p.m. Raffle for prizes and meet the special guest!

No school on Monday, for Presidents’ Day.

A new MIT iPhone App with shuttle schedules

and other features is available for free at the App Store.

2010 Winter Olympic Games begin today. Watch on NBC (MIT Cable channel 26).

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

N.E.R.D to play Spring Weekend concert

By Matt Fisher
STAFF REPORTER

Hip-hop prevailed over nineties soft-rock in this year’s annual MIT Spring Weekend concert. The American funk-rock/hip-hop group N.E.R.D — known for edgy tracks like “Sooner or Later” and “Everyone Nose” — will headline the concert. Electronic mash-up group Super Mash Bros. playing the opening act. The concert will occur on April 23 at 8 p.m. Tickets will be available starting March 1.

The Student Activities Office is taking a chance on N.E.R.D The previous two Spring Weekend concerts featured Ben Folds and Third Eye Blind, both of whom ranked high in the annual poll disseminated in November, according to Paul Spangle, who is in charge of the selection process. In contrast, neither of the two bands performing this year were among the top five acts chosen by MIT students in the November poll. (Jimmy Eat World, One Republic, Dashboard Confessional, Switchfoot, and the Dropkick Murphys ranked highest.)

The event’s undergraduate coordinators, Joseph P. Diaz ’10 and Christine Chen ’12, said that the event budget, the availability of certain bands, and other subjective considerations all factor into



STAR TRAK ENTERTAINMENT

Pharrell Williams (of The Neptunes) is the frontman for N.E.R.D., the funk-rock/hip-hop trio that will be headlining MIT’s Spring Weekend Concert on April 23.

the selection process in addition to the results of the poll.

Spangle said he hopes that bringing younger, less well-known bands to MIT

Spring Weekend, Page 11

RESULTS FROM THE GIVEAWAY

The Tech gave away sex toys to deserving souls. These are their stories. **CL, p. 10**

FOR PEACE, BOMB IRAN

To prevent a nuclear Iran, the U.S. needs to consider military strikes. **OPN, p. 4**

EDUCATION NEEDS STANDARDS

And only the federal government can provide them. **OPN, p. 5**



VAMPIRE WEEKEND

If you thought you knew what these overeducated East Coast kids were all about, *Contra* will prove you wrong. **ARTS, p. 8**

















CUTE COFFEE SPOT, LOVE IT!

Tracy Kambara found the perfect little place on Newbury to chill and act hipster. **ARTS, p. 8**

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Obama has edge over GOP in NYT/CBS poll

Weather Systems	Weather Fronts	Precipitation Symbols			Other Symbols
H High Pressure	 Trough		Snow	Rain	 Fog
L Low Pressure	 Warm Front	Showers			 Thunderstorm
 Hurricane	 Cold Front	Light			 Haze
	 Stationary Front	Moderate			Compiled by MIT Meteorology Staff and <i>The Tech</i>
		Heavy			

Biodiversity: the invisible crisis

It's not a number, it's a measure of the health of an ecosystem

By Erasmus K. zu Ermgassen
STAFF COLUMNIST

One hundred species will go extinct today. Another hundred tomorrow, and a further hundred the day after that. We lose roughly one hundred species of plants and animals every single day, and it's all your fault.

The figures may only be estimates, just as we are not sure exactly how many species we share the planet with, but it is certain that we lose tens of thousands of species every year, which means you are currently living through the greatest extinction event since the dinosaurs died out sixty-five million years ago. We face the startling truth that the impact we have on life on Earth is equivalent to a 10km² asteroid crashing into the Gulf of Mexico. The real problem, however, is that, unlike an asteroid collision, we can't feel it when those species disappear forever. Biodiversity loss is an invisible crisis.

Holly Moeller, in an article on the 9th of February for *The Tech* (“Biodiversity misses the point”), argues that conservation practices are undermined by their focus of protecting biodiversity. Unfortunately, conservation *is* biodiversity conservation — what else is there to conserve? She also argued that conservationists had to take into account the “bigger picture.” This is a false perception of conservation efforts. Conservationists do not simply “tally the genes” or count the number of species; instead they are constantly making complex decisions in order to best apply the limited resources that conservation projects control.

Factors considered include the evolutionary "uniqueness" of species, the age of their lineages, the level of threat, ecosystem function, and the cost-effectiveness of the project. This is why a deep-sea microbe is not necessarily as valuable as a "smiling dolphin." For example, the relative conser-

vation priority of species depends partly on their redundancy, or how easily their role in the ecosystem can be filled by alternative species. Bacteria typically have great redundancy, whereas dolphins may be more difficult to replace. This argument, of course, ignores the question whether these microbes are likely to be in need of our help anyway.

In any case, for many people conservation itself is the “bigger picture.” Conservationists realize what Big Business seems to have forgotten: that all humans are fundamentally tied to their environment, that human welfare is dependent on the functioning of our surrounding ecosystems.

The value of biodiversity has long been debated but many now believe that should we protect it not only for aesthetic or moral reasons, but also for economic ones. Ecosystem services are the plethora of functions benefiting humanity that nature carries out for free, including providing clean water, stor-

ing and recycling our wastes, and removing carbon dioxide from the atmosphere. Global ecosystem services have been calculated at around \$33 trillion, equal to more than half of total global economic output. Research has now shown that the efficiency of an ecosystem's services is related to how much biodiversity is preserved, or how intact the ecosystem is. All of which makes biodiversity of critical importance. If you care about economics, then you care about biodiversity, because ecosystems without biological diversity stop acting like ecosystems.

So, 2010 is the official Year of Biodiversity. Yes, it's essentially a worthless title, and as 30 percent of all mammals, birds and amphibians threatened with extinction this century, it seems 2010 will probably matter as little to biodiversity as The Year of Einstein (2005) mattered to Einstein. On the other hand, if it raises awareness of a crucial, invisible crisis, we should applaud that — not question it.

One country, one set of standards

The federal government must demand more from students, because the states don't

By Ryan Normandin
STAFF COLUMNIST

This is the second in a three-part series on education reform in America.

The United States of America is odd. Rather than having one central government that runs the country, we have several sets of governments which all exert influence on us. Each state, while united under the Constitution and ruled by the federal government, has its own government that passes laws, its own courts to hold trials, and its own department of education to issue standards. However, in matters of national importance, the federal government holds the power. No state can declare war or sign a treaty, for example. Why, then, does the federal government not hold the power to set standards for public education, one of the most important aspects of success for America and its citizens?

Winning the political battle to put national standards into place is without a doubt a great challenge. National standards are often opposed by both Democrats and Republicans, as Democrats dislike enforcing a national standard and Republicans dislike giving more power to the federal government. Yet there should be no question in anyone's mind that we need education reform.

A vivid example of this need can be found in Mississippi. Going by the standards that Mississippi set for itself, an astounding 89 percent of fourth graders were “proficient” in reading, making the best educated fourth graders in the entire country. However, they did not do so well on the National Assessment of Educational Progress, a nationwide test administered to random students in every state. In fact, saying the Mississippi fourth graders did not fare well is an understatement. In 1997, only 19 percent of Mississippi’s fourth graders were

proficient or better — the state was last in the country.

Therefore, there exist two major problems with state-determined standards. The first is their very nature — all American citizens should be learning the same thing and be held to the same standards. The disconnects that exist between states' own standards are astonishing and are harming students nationwide. The second issue is the quality of the standards created by individual states. In order to meet federal mandates, obtain certain funds, and look good, states are lowering the bar in public

No state can declare war or sign a treaty, for example. Why, then, does the federal government not hold the power to set standards for public education?

education. And that is unacceptable.

This is also a societal problem. Today's society celebrates mediocrity over excellence. This is in no way intentional, but the examples are numerous. For example, sometimes schools distribute awards and scholarships so that "everyone is included" and "no one's feelings are hurt." Countless taxpayer dollars go towards programs to boost performance in low-achieving schools, as should happen, but gifted students are nearly completely neglected. Gifted students and those with learning disabilities both have special needs. It has been shown that many gifted students, if their needs are not met, will flunk out of school or get into trouble.

There are still more examples. Teachers issue itemized “study guides,” essentially outlining the entire test for students. They allow retake after retake, with 10 point bonuses at the end.

Even with the standards so embarrassingly low, even when high school students in Massachusetts are being asked on the Massachusetts Comprehensive Assessment System to read a graph and subtract numbers while Chinese students are asked to prove perpendicularity or find the angle between planes, students in America are still failing state exams. And what happens when students fail? The states, rather than fixing the problem, lower the standards yet again. This way, the state looks good to the federal government, high school students go happily on their way, and the United States, unable to keep up with the rest of the world, falls behind as China surges ahead.

We not only need national standards, we need high national standards. In fact, we need to expect more out of our students than any other country does. We need to switch to a full year school schedule, extend the number of hours in the day, fire incompetent teachers, reward excellent students and teachers, spend more time on math and science, and impose national standards that raise the bar. Every high school student in the country should leave high school with an understanding of advanced math, an understanding of physics, biology, and chemistry, and the ability to think critically and solve problems. They should have an understanding of American history and government, and the ability to read and write well.

Yes, it is a lofty goal, but what's the goal now? Each high school establishes its own "mission statement," usually saying something about producing "responsible citizens" and providing a "safe-learning environment" where the needs of all students

are met. But these all go without saying. Of course a high school is going to be safe and meet the needs of its students. Where in the mission statement is the part about producing students who are globally competitive, who have a deep understanding of subject material and who are smart? Who are ready to go out and not just live in the world, but contribute to it, to change it to make it a better place? High schools can produce all the responsible students they want, but if they are unable to do anything, when are they even going to get a chance to be responsible?

Without a doubt, national standards are the only way in which the United States can continue to remain a leader in the international community. It is time for both parties to face the facts. The 50 states are all teaching 50 different things in 50 different ways with 50 different varieties of standards that are far too low. Our government needs to convene a panel consisting of educational scholars and developmental and educational psychologists and experiment with different curricula, different school models, and different methods of teaching. There will be mistakes, but out of these will come a solid system of public education that this country can be proud of.

In fact, out of this will come what will be the greatest public education system in the world. The panel needs to make a decision and the politicians need to follow through. It's time to expect our students to succeed at more than the bare minimum. American students are capable of incredible things. But with standards as they are, splintered among 50 states and lower than those of some other nations, America is doing its citizens a disservice.

We are one country, and we need one set of high standards. Yes, students will be challenged, but they will rise to meet to that challenge.

UA UPDATE

Interim elections and upcoming campaigns

The first Senate meeting of the Spring semester was held on Monday, February 8. Interim Senate Speaker and Vice-Speaker elections were held during the meeting: Tim J. Stumbaugh '12 was elected Speaker of the Senate, and Tim R. Jenks '13 was elected Vice-Speaker. Senate members discussed ways to unify the voices of undergraduate student leaders to clarify the undergraduate viewpoint in the eyes of administrators. Other discussion topics included the proposal for allowing second semester freshmen to live off-campus, suggestions to improve the FSILG recycling

program, the release of the final version of the Institute-wide Planning Task Force report, and reformatting the procedure for nominating undergraduates to Institute Committees.

The Elections Commission held a candidates information meeting last Tuesday. Candidates need to collect signatures and turn in paperwork, platform statements, and photographs by Friday, February 26 by 5 p.m. in the UA office (W20-401). Questions should be directed to ua-elect@mit.edu.

— Elizabeth A. Denys, UA Secretary
General





I'M GOING TO DO BETTER THIS TERM.

BEEP BEEP BEEP

6:40

I'VE GOT MORE WORK, MORE OBLIGATIONS, BUT THAT WON'T STOP ME.

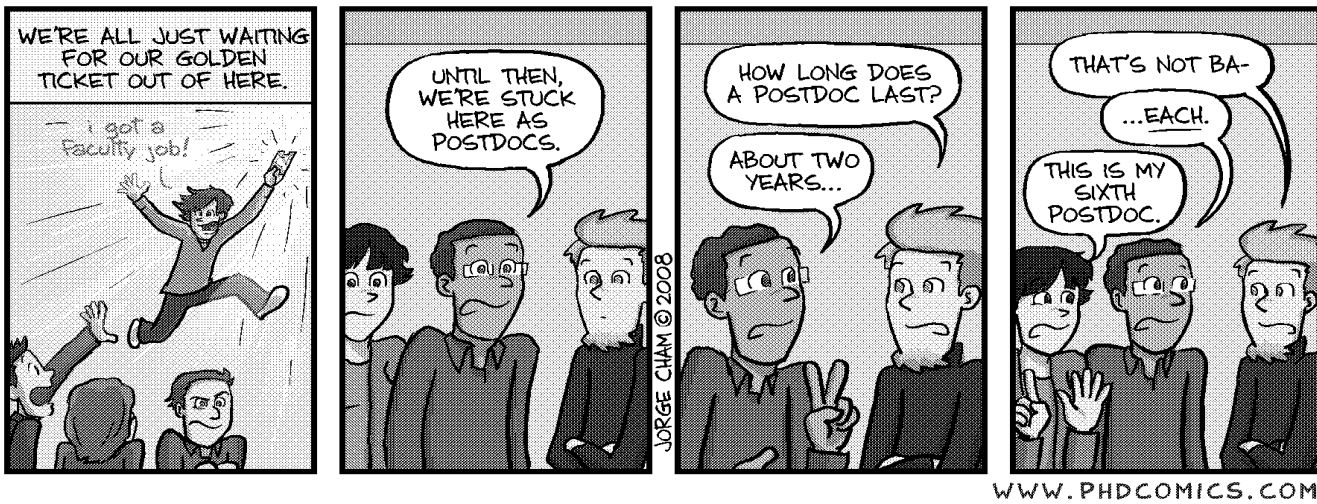
WELCOME BACK TO THE SPRING TERM OF UNIFIED.

I CAN DO THIS.

OH, * * * *

THIS TERM YOU'LL BE WORKING IN GROUPS OF 5-7 TO REDESIGN A TURBOFAN ENGINE FOR GE. THIS WILL BE FOLLOWED BY A DESIGN BRIEF AND A PRESENTATION TO A PANEL OF FACULTY AND GE EMPLOYEES.

Michael Benitez
2-12-10



WWW.PHDCOMICS.COM

ALBUM REVIEW

The Columbia crew goes to Cali

Vampire Weekend's *Contra* brings you an eclectic, experimental mix of Afro beats and rambling synths

By Maggie Liu
ARTS EDITOR

Vampire Weekend's debut album in 2008 surfed the crest of the collegiate retro-pop wave (with the likes of *Chester French, This is Ivy League*). As everyone in the industry knows, a band's image is as important as music. Although there have been many great musicians, those lacking a visual concept often find themselves eclipsed in popularity by bands with less talent but better taste in sneakers.

Vampire Weekend succeeds where others may fail. They are not your stereotypical indie rockstars. Bright-eyed, freshly-scrubbed and sporting Sperry Topsiders, they came together at Columbia University. *Vampire Weekend* is to indie pop-rock as *Kid Cudi* is to traditional rap. However, the conventions are always being defied and *Vampire Weekend's* open defiance of the conventional rockstar image seems to have become something of a novelty: intellectual pop stars. Well, it does appeal to the crowds of Buddy-Holly-bespectacled youths studying liberal arts and shuffling about in skinnies and flannel. Although *Vampire Weekend* is associated with trust-fund babies who cavort about in faux-hip glory, their music actually satirizes that crowd.

Ezra Koenig, the band's vocalist, recently admitted in a *Rolling Stone* interview his frustration with the misperception of his band: "Sometimes I feel a little bummed. To me, it's very obvious that we're using satire and irony." However, I was not surprised when I saw the album cover of *Contra* pasted all over the

Urban Outfitters stores and website. A quaint Polaroid featuring wide-eyed blonde who could pass for a Ralph Lauren model stares blankly ahead, the signature polo player on her shirt branding her. I couldn't help chuckle at the irony.

Ironical or not, Vampire Weekend's first album was associated with the East Coast liberal arts scene. In the sophomore album, *Contra*, the East Coast band has teleported to California. Ezra proclaims: "It's pretty obvious it's not a xerox of the first one. We made it our goal with this one to do new things, to progress, not to have a clean break from the first album but keep moving forward [sic]" While the Afro-centric roots still remain, there's more auto-tune, guitar plucks, crooning, Ezra's falsetto, and words strung together — more sound than singing really. The music has come farther in *Contra*, oftentimes monopolizing the pieces. The vocals and the instruments often swap roles, the vocals setting up the piece and the instruments declaring the melodies.

There are definitely certain songs that seem to blur into a long trail of instrumental drums and synthesizers. While Ezra has insisted that the second track is not a complete break from the first one, I think only a couple tracks hearken back to their debut album. "Taxi Cab" is particularly reminiscent of Vampire Weekend's earlier tracks, both in style and lyrics. There's an insecurity and deep melancholy associated with the tenderness of growing up: "unsentimental, driving around / sure of myself, sure of it now / you stand this close to me / like the future was supposed to be."



BEGGARS GROUP USA

Although Vampire Weekend is associated with trust-fund babies who cavort about in faux-hip glory, their music actually satirizes that crowd.

Vampire Weekend's distinct style may be its downfall: Ezra's soothing croons can lend a homogenous feel to many tracks. But the band is a trendsetter. In *Contra*, the band takes all the expectations of another pop-rock album about girls and college and throws them out the window. It is definitely an album that takes multiple listens before it grows on you — unless you're the type that quickly takes to colorful amalgamations of musical riffs. The

variety of music that *Vampire Weekend* draws from has grown wider. The band has become more inclined to take risks and create sounds that are unabashedly weird and quirky. The title of the newest album, *Contra* sums up their goal. "Contra is anybody you try to frame as your opposite, as not a party of your world," Koenig explained to *Rolling Stone*. Like it or not, music elites will have to make space for this band's particular brand of contra.

DOUBLE SOY LATTE, PLEASE!

I'd rather be studying on Newbury Street

Espresso Royale has a fantastic atmosphere, and the lattes aren't half bad either

By Tracy Kambara
STAFF WRITER

If the Student Center has become your all-in-one dining hall, study room, and bedroom, allow me to suggest a simple lifestyle change. Coffee shops and cafés are no longer havens for artsy Mac users with thick-rimmed glasses who work from home. Toting my clunky Dell, visually aided by my contact lenses and armed with full-time student status, I'll be writing about Boston-area cafés near MIT so that you'll finally be able to get that Reading Room stench out of your clothes.

"I don't really like John Cusack movies."
 "Well, I thought *Must Love Dogs* was like,
 a cinematic masterpiece."

Walking into Espresso Royale Caffè, I think, *Damn, these baristas are awesome.* Located on a lower level brownstone on Newbury Street, Espresso Royale is just two blocks east of Mass Ave. It's a Friday afternoon, and the small tables are only about half full. I find a spot near an outlet and settle down for a few hours.

In addition to a small display of baked goods, Espresso Royale offers a substantial selection of made-to-order breakfast and lunch sandwiches. They are served on their kettle-boiled bagels, which come in a variety of flavors.

I opt for the Santa Monica, which is essentially a glorified lox sandwich (via a generous helping of avocado spread) that doubles as a tribute to my birthplace. They

also have an impressive selection of vegetarian options, like the Veggie Blast and the Joy of Soy sandwich.

Espresso Royale's no-frills drink selection keeps it basic, with regional coffee beans, espresso-based drinks, and teas. My soy latte is topped with leafy foam art, putting a little smile on my face (easily amused: guilty as charged).

Several key factors converge at Espresso Royale to make it one of my favorite study spots. For starters, the wi-fi is free, the music is not distracting, and the people are friendly. Grab a seat in the back to avoid cold drafts as customers walk in and out. The tables are close together, but most other customers are either studying or sharing funny work stories — nothing your iPod

can't block out.

I would not recommend Espresso Royale for attempting that twenty-hour p-set requiring five classmates, unfettered e-mail access to a TA, and a sleeping bag, but it is conducive to reading HASS papers or doing online research.

Of course, not everything is perfect. I wish my bagel had come toasted, and I prefer my latte a little hotter and a bit stronger. But Espresso Royale more than makes up for its shortcomings in environment, proximity to campus, and entertainment — where else would I overhear references to Sideshow Bob, *The Hobbit*, and Scarlett Johansson in the span of fifteen minutes?

Damn. These baristas *are* awesome.



MELISSA RENÉE SCHUMACHER—THE TECH

South African a cappella group Ladysmith Black Mambazo blends gospel and dance during their concert at Sanders Theater on Saturday night.

Many times, every night, my body remembers and misses him so badly, that I can't but help feel the longings for him. So I'm hoping for a vibrator, either Tantus Echo Vibrator or OhMiBod, to get me to that Big O and wait for the time to pass in order to reunite with the love of my life in the coming months.

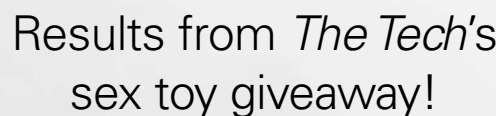
All the other science and engineering majors have hands-on lab experience by the time they graduate. Even in 6-3, by the time a guy taken 6.01, he has the meticulous hand skills required to build a breadboard circuit. A man with these skills can surely find the clitoris. Meanwhile, the only implements math men are used to are pencils, clearly phallic,

The probabilists claim their bad performance is “almost surely” only temporary. And the topologists see my pussy as a damn doughnut! (Unfortunately, it’s a doughnut they definitely don’t know how to eat.)

Some girls are built for orgasms — I'm not one of them. After listening to my friends talk about coming two, three, four times during sex, I was pretty convinced that I would never get to experience even one orgasm. I didn't have my first one until I bought a toy last year. Turns out the problem wasn't incompetent partners — I just need a little extra power to get over the edge. Now I have a boyfriend who is wonderful in every way — including in bed. Despite his sincere and repeated efforts, I still can't finish without a little electronic help. Other vibrators are awkward to use during sex — they kind of break the mood. The We-Vibe would be perfect for both of us. This Valentine's Day, I want to share everything with him — including an orgasm.

I've opened up a lot sexually since I got to MIT, and before I got here I literally shuddered at the mention of anything like masturbation. Needless to say, I have had a pretty drastic change of opinion on that front, and it really is true that having fun with yourself teaches you a lot about what you do and don't like, and what does and doesn't work for you. As there don't seem to be any guys in my immediate future, I'd like to spend Valentine's Day with a date I *know* won't disappoint me.

I have never been able to orgasm during sex. Actually, not during any interaction with another person. I've had enjoyable experiences, but I've been struggling with all the mental blocks and the rest of that bullshit that gets in the way of being able to let go and get off. Don't get me wrong, I've masturbated, and I orgasm perfectly fine. But I even struggle doing that in front of another person — leading to not getting off, taking a huge amount of time, or a crappy orgasm. I don't even know what a vaginal orgasm feels like or where my G-spot is. Maybe because of bad situations with past relationships (or lack thereof), I have trust issues and illogical apprehensions and a dozen of other things holding me back. But now, I'm in my longest, and first *real* relationship with a great and loving guy. We have plenty of sex and he's been so patient and understanding. I know he just wants me to feel good too (as do I), but I don't even know where to start. I just want to try something out and see if it will help.



— Christine Yu

And so I ask, for this day of love,
please give me a sex toy from heaven above.

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A capella groups help students woo their Valentines

Serenades, from Page 1

cret admirer carefully selected a song with a soloist about whom Logs President Thomas Gerrity '11 waxed poetic with an admiring sigh, "I cannot wait for Jason Ashe to be unleashed on MIT this Friday... I think he really kills the solo in 'Love' by Musiq Soulchild. Oftentimes, we in the background have trouble trying to capture that song, but Jason just makes it seem so easy."

Although you might feel alone in that room of over two-hundred happily anonymous classmates, you are not actually alone in your discomfort. The sale of Valentine's Day serenades has become an annual tradition for MIT's two single-sex a cappella groups. Today there will be over eighty romantic and not-necessarily-consensual serenades as the Muses, an all female group, and the Logs sprint back and forth across campus to deliver musical declarations of love.

For you, these serenades will consist of a few minutes of pleasing harmony and corny (or comical) lyrics. For the Logs and the Muses, however, each serenade is the product of hours of practice and preparation. Today the songsters will put their practice and hard-earned stamina to the test in the biggest challenge they have faced to date — together, they sold more songs than ever this year. The Muses alone sold almost 3 times as many serenades as in previous years, for a grand total of over 40 serenades.

Want to serenade? Run!

More goes into these serenades than just one week of preparation. In essence, the groups begin pre-

paring for the serenades with their first rehearsals of the year. Each group rehearses for six hours each week. Both groups have shows off-campus and on-campus. The Logs perform nearly every weekend, and at times have up to six gigs in just one weekend.

Given their easy-going attitudes during performance, the Logs conduct themselves in a surprisingly professional manner during practice. Having attended their spring concert, I knew of their strong personalities and vocal talents. What I didn't realize was how artfully they must balance fun and work in order to maintain their tradition of singing for the fun of it. The boys bump into each other and roughhouse a bit during the short breaks, but when called to attention by director Edan Krolewicz '12, they immediately assemble into an orderly formation.

In addition to their six hours of practice each week, all members of both groups take on additional responsibilities to make the serenades possible. They staff a sales booth from Monday through Thursday, from 9 a.m. to 5 p.m. They miss their Friday classes. They run more 500m dashes than track sprinters. Then, after all that, they face the awkward task of asking award-winning professors for permission to interrupt lectures. They deliver their message — often to beet-red, reluctant individuals — and sprint off to their next appointment. It's "a logistical nightmare," Gerrity said.

This year, had to deal with a huge influx of new members. "We have two-thirds new members right now," said Devorah Kengmana '11, the serenades manager. "They are all very lively, and there's a lot of silliness that goes on."



The MIT Muses serenade **Tech** writer Danielle L. Gorman (seated) during their rehearsal in the McCormick Hall penthouse on Tuesday.

Because they gained so many new members during IAP, The Muses have faced a time crunch. In order to deliver on their offered selection options for Valentine's Day Serenades, they had to learn six entirely new songs. Despite this challenge, President Amber R Lin '11 was able to create a calm and relaxed atmosphere for the Muses' Tuesday night practice

"We try to be serious," Kengmana explains, "but that doesn't always work. It's partially doing serious singing and it's partially just hanging out, being silly, and enjoying singing

because we all love it so much."

Despite being known by his friends as a bit of a goofball, Edan Krolewicz '12 effortlessly switched into his role as the Logs' director at this past Tuesday's rehearsal. "Everyone is very supportive. The older guys lead by example... They show me respect and allow me to [take control of] my role," he said.

Krolewicz showed no mercy to the Logs while training them. He had them all sing, run sprints through the halls of the Infinite, and then sing more in order to prepare them for the ardors of singing love songs immediately after sprinting from a previous serenade. Already familiar with the songs they'll be singing this Friday, the Logs focused on fine-tuning the audio and visual aspects of their performance.

Although the Muses and the Logs

are separate organizations and operate their serenades independently, they do communicate and bond together through the experience of serenading. They share a booth. They watch each other's things, alternate who selects the music, and talk with one another. Kengmana revealed that the Muses support the Logs by baking them cookies before each of their on-campus performances, and that the Logs return the favor by bringing flowers to the Muses at their performances.

Although they have several serious love songs, The Muses are best known for their rendition of Natasha Bedingfield's "I Wanna Have Your Babies." This year, the group added another laugh-garnering love song, The Backstreet Boys' "As Long as You Love Me," which was arranged for the Muses by a Logs alum.



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Solution to Easy Sudoku
from page 7

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

Solution to Hard Sudoku
from page 7

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

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New Haiti courses explore ways to aid a country in need

Haiti, from Page 1

from the Department of Political Science and selected student facilitators, is an IAP design seminar following the ideals of equality voiced by Dr. Martin Luther King, Jr. Over the past decade, the MLK seminar class has grown from a small group of 10 to a class of 150 students that carries out various projects every January.

This year, several students decided to construct an installation on Haiti after an earthquake had devastated the country. Their display shows pictures of victims after the catastrophe, a model of the Presidential Palace in Port-au-Prince that had been destroyed in the earthquake, and informative pamphlets on the history and current crises in the country.

“I’m really big on community service,” said Jacob K. Wamala ’12, one of the students who worked on the Haiti installation. “Our visual

installation raises awareness for the tragedy and provides background information on Haiti.”

In addition, the group planned a Haiti Relief Diversity Dinner this past Tuesday, February 10 in Walker Memorial to raise funds for the Partners in Health Relief Efforts.

“We want to focus on MIT’s unique capacity to help those in need,” said Joseph Diaz ’09. “We had a high turnout for this event and had raised about \$1,000 in just one night.”

The MLK seminar was originally started to create a small art project honoring Dr. King, Wiener said, but it became a whole 12-unit class, and a way for student from diverse backgrounds to meet each other.

Ever since, MIT and Wellesley students have worked together each IAP to create artistic and political installations in Lobby 7 and Lobby 10 to express their thoughts on civil rights, justice, race, and the principles of Dr. King.



Addir Fellows — MIT Interfaith Dialogue Community Lecture Series

ONE VOICE

Palestinian and Israeli Youth leaders seeking peace in the Mid-East

TUESDAY
February 16, 2010
7:00 pm

W11 — Religious Activities Center
Main Dining Room
(corner Amherst St. and Mass. Ave.)

Dessert will be served.

Questions: ora@mit.edu
Website:
studentlife.mit.edu/rl/addir_fellows

What is OneVoice?

The OneVoice Movement is an international mainstream grassroots movement with over 650,000 signatories in roughly equal numbers both in Israel and in Palestine, and 1,800 highly-trained youth leaders. It aims to amplify the voice of the overwhelming but heretofore silent majority of moderates who wish for peace and prosperity, empowering them to demand accountability from elected representatives and work toward a two-state solution guaranteeing an end to occupation and violence, and a viable, independent Palestinian state at peace with Israel. Find out more at: www.OneVoiceMovement.org



The above banners are asking:
"What are YOU willing to do to end the Israeli-Palestinian conflict?"

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MIT Interfaith Dialogue Program

Made possible by the Council for the Arts at MIT

Free tickets for MIT students!

Boston Chamber Music Society

Sunday, February 21 at 7:30pm

Sanders Theater, Harvard Square, Cambridge

Mozart	<i>Fantasia in F minor, K. 608, arr. for Piano Four Hands</i>
Beethoven	<i>Piano Trio in E-flat major, Op. 70, No. 2</i>
Beethoven	<i>Grosse Fuge, for Piano Four Hands, Op. 134</i>
Brahms	<i>Piano Trio in C minor, Op. 101</i>

Boston Modern Orchestra Project: Strings Attached

Saturday, March 6, 2010 at 8pm

Jordan Hall at New England Conservatory, Boston

Nathan Ball	<i>Stained Glass (2009)</i>
Scott Wheeler	<i>Crazy Weather (2004)</i>
Stephen Hartke	<i>Alvorada (1983)</i>
Milton Babbitt	<i>Correspondences for string orchestra and synthesized tape (1967)</i>
Betty Olivero	<i>Neharót Neharót (2006)</i>
Béla Bartók	<i>Divertimento (1940)</i>

Tickets available at the MIT Office of the Arts (E15-205)
Monday - Friday, 2:30 - 5:30pm in person, first-come, first-served only

2 tickets per valid MIT student ID

<http://web.mit.edu/arts/see/freetickets/index.html>

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Students must show a valid MIT student ID upon redemption of pass.

‘Graduate Women at MIT’ group to help women grad students feel like less of a minority at MIT

GWAMIT, from Page 1

male-dominated fields.

“I think their emphasis on professional development is key,” said Blanch E. Staton, Senior Associate Dean for Graduate Students, regarding the new group. “I think the careers office does a good job in terms of increasing awareness of diverse opportunities, but there is always more work we can do.”

GWAMIT celebrated their internal kickoff earlier last January 28, but the plans to host its external kickoff event to the wider MIT community sometime this April with a keynote speaker and several spring seminar series to follow.

Another defining characteristic of the group, will be their tendency to approach common topics from more fresh viewpoints, says co-founder Jean Yang G. “When choosing panels of speakers, we always chose women with perfect work life balance. I want to hear from someone who doesn’t have kids; I’d like to hear from a single mother. I’d like to try to ask some more provocative questions.”

GWAMIT also plans to collaborate with events for departmental groups, such MIT Sloan Women in Management (SWIM). President of the SWIM, Veena Jayadeva G, was enthusiastic about the idea of opening up some of the group’s more general events to a wider audience, soon with the help of GWAMIT.

“There’s so much stuff happening at MIT, and it’s really hard to find what going on beyond departments,” Jayadeva said. “This group [GWAMIT] is a much more formalized way to go to one place and say ‘ya this is what’s going on.’”

For reasons like these, “the group has done a really nice job of reaching out to multiple offices throughout the campus and being pretty in-tune with trying not to overlap with what’s already going on in campus, focusing really complimentary efforts” said Alicia Erwin, Assistant Director of Student Activities.

“We’re pretty excited about the formation of GWAMIT,” the two agreed.

Inspiration from Harvard

group

Furman, who is a full-time graduate student at both MIT and Harvard, got the idea for GWAMIT from a similar group at Harvard. The Harvard Graduate Women in Science and Engineering, or HGWISE, was founded following Larry Summers’s controversial comment that “innate” differences between men and women may explain why fewer women pursue successful careers in math and science.

Furman said that she was impressed with the organization of the group, which runs a mentoring program, numerous workshops, informational panels, and social events.

The mentoring program was especially memorable. “You don’t really know what mentoring is, but when you find a mentor and see the insight they have, you realize the importance,” she said. “[The] experience gave me new perspectives on what grad student women services could be.”

At Harvard, Furman noticed that the women were much more tight-knit. “Grad women at MIT tend to feel more isolated,” she said. “At Harvard science and engineering is encompassed in a much smaller subunit of the schools; I would guess the engineering school houses some seven or eight subjects that at MIT would be divided into different departments and fields.”

“Here a woman in chemistry would never see a woman in Sloan or a woman in architecture,” which is why GWAMIT could help, she said.

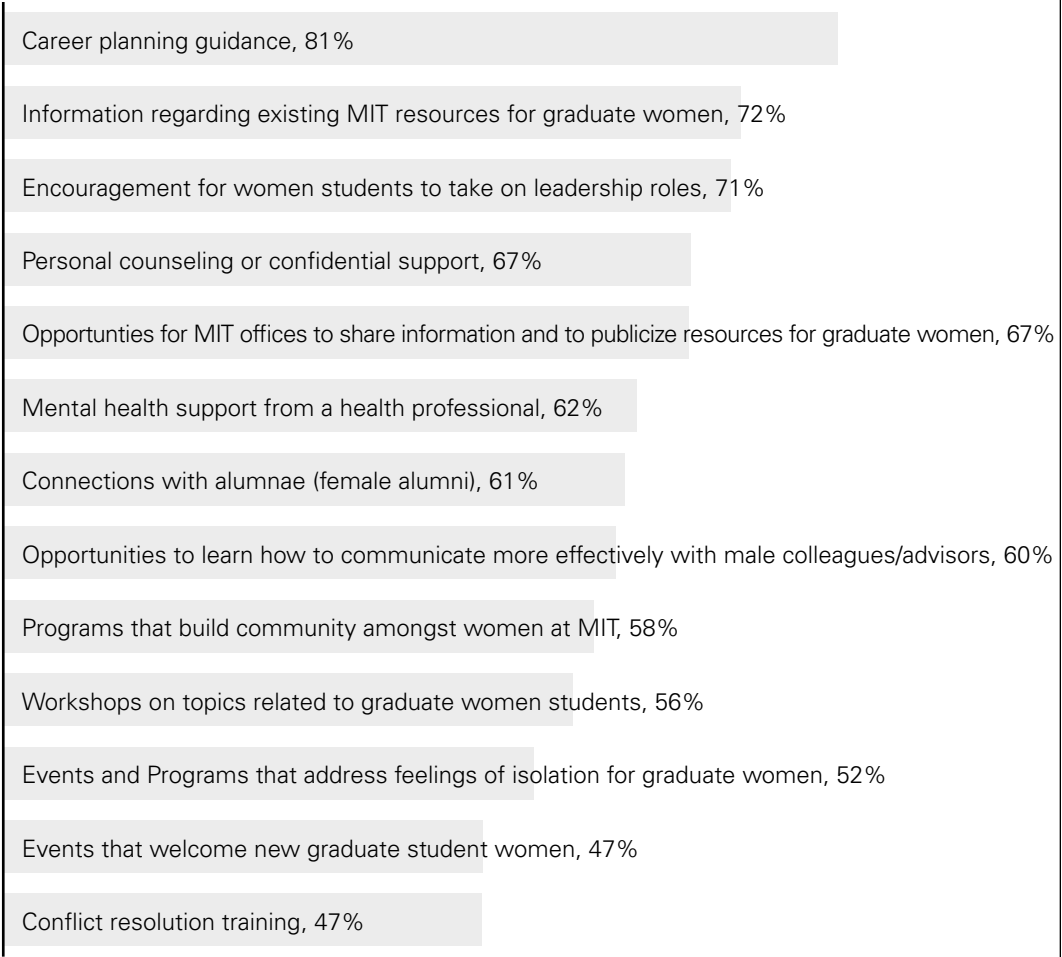
Recognizing grad women’s needs

In December, an e-mail survey asking current graduate women how they take advantage of support services at the Institute was sent out. Roughly 1,900 of the 1,916 female graduate students responded to the survey, co-organized by the Graduate Student Council, Student Activity Office, and the Office of the Dean for Graduate Education.

Preliminary results of the survey show that many graduate women are unaware of several major resources available to them such as “help formulating initiatives,”

Importance of Graduate Women Support Functions (among residents w/ option)

Percent responding ‘Very Important’ or ‘Essential’



2009 GRADUATE WOMEN SUPPORT SURVEY

An electronic survey asking women graduate students to evaluate their use of certain resources at MIT was circulated last December and January. Out of 1,916 graduate women, about 1,900 responded. Data collected showed that “career planning guidance” and “information regarding existing MIT resources for graduate women” were among the more important resources as perceived by those surveyed. GWAMIT provides links to many MIT resources on its website.

“building interdepartmental connections,” and “receiving personal counseling from faculty and staff.”

Graduate women responded that they viewed “career planning guidance” and “information regarding existing MIT resources for graduate women” to be among the most relevant resources of interest—a point that especially resonated with Furman and the other GWAMIT co-founders.

“As an undergraduate, I knew every resource at MIT because it was hit over my head through GRTs and through orientation events,” said Furman. “But as a graduate student, you don’t really find out about

things. Your advisor doesn’t necessarily know the resources available, departments don’t necessarily tell you like dorms would, orientations are great, but some people don’t attend or go to the content related activities.”

According to Furman, grad students are much more independent and want something they can find on their own time. “We really think that looks like a website that compiles all sorts of resources available all at one place,” she said.

For example “S^3....no one would ever [think to] Google search for that. Instead, we need people or a website to funnel for that.”

Building Fellowship

Aside from focusing on career-building events and resource sharing media alone, GWAMIT founders also stressed the benefit of social activities with other women as part of their central philosophy.

“There’s an importance in sharing stories,” Furman said. “Men get out, have beers and talk about some professor, and they don’t include women all the time. Women also need time to co-miserate, share success, and really feel validated in some sense,” Furman said.

Realizing that many graduate women work in a male dominated field, GWAMIT co-founders also hope that the social interaction with other women in provide a brief change of scenery for the female MIT grad student.

“Being around men all the time can be exhausting,” Furman said. “One woman [I talked to] said she hadn’t had another conversation with another woman in five weeks, outside of her CVS pharmacist.”

GWAMIT recently launched their new website, which compiles a list of resources and groups available for graduate women at MIT and announces the group’s upcoming events. It can be found at: <http://gsc.mit.edu/gwamit>.

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Jason Gurwin of Harvard Business school pitches his team’s idea to the audience and a panel of three judges at the finale of the MIT 100K Executive summary contest on Thursday in 10-250. He described his team’s business idea, which won the competition, as “the first social and competitive platform for savings.”

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vs. Clark University	W 59-52
Women's Basketball	
Thursday, 2/11	
vs. Wheaton College	W 75-65
Men's Volleyball	
Tuesday, 2/9	
vs. Endicott College	L 3-2
Thursday, 2/11	
at Wentworth College	W 3-0



—Alexis Dale, team representative

A graphic featuring a grey t-shirt with the text "QRST'S" printed on it in large, bold, white letters with black outlines. Below the t-shirt, the text "Printing - Embroidery and More..." is written in a black, cursive-style font. At the bottom, it says "part of R.A.W. (Rinnigade Art Works)" in a simple black font.