WELCOME, PREFROSH!

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The Tech
Established 1881

Volume 136, Number 11

Friday, April 8, 2016

WEATHER, p. 2

FRI: 51°F | 33°F
Mostly cloudy

SAT: 45°F | 28°F
Partly cloudy

SUN: 42°F | 31°F
Partly cloudy

DANIEL MIRNY—THE TECH

Course 6 announced a new minor in an email Wednesday. It is expected to be a popular choice of minor for many undergraduates.

New CS minor will be available fall '16

Dept. expects 100 to declare minor

Karleigh Moore
EDITOR

Starting this fall, MIT will offer a minor in Computer Science.

"We expect the minor will better serve the needs of MIT students broadly. It will allow students to major in other disciplines and get computational depth. We don't expect a large change in the number of EECS majors. We could see a drop in the number of double majors," Professor Anantha Chandrakasan, EECS Department Head, said in an email to *The Tech*.

"Over the past few years, it has become obvious that basic skills in CS are very useful for not just all of engineering but fields as varied as linguistics and the physical sciences. The computational biology joint degree was one effort to create a new program that intersected CS and the life sciences. We received indications from students and other departments that they were interested in degree programs that intersected CS in some way. With the development of the 6.0001/6.009 entry point into CS, we felt that the time was ripe to execute on the CS minor."

The EECS department has predicted that around 100 students will declare a minor in Computer Science this fall.

Chandrakasan says that

Minor, Page 3

IN SHORT

The MIT Water Innovation Prize Finale will be held today, April 8 at 6 p.m. in Kirsch Auditorium.

Nominations for best SHASS professor are due Sunday, April 10.

A DormCon meeting will be held Thursday, April 14 at 7:30 p.m. in East Campus.

Taxes will be due this year on Monday, April 18.

CPW will run until the morning of Sunday, April 10. Go out and welcome the prefrosh!

IN HER OWN WORDS

Military commander now prefrosh

At first, Sara's story sounds like the stories of many of the other admitted students visiting MIT this weekend. She was born in California, was very active in extracurriculars growing up, and felt like she had won the lottery when she was accepted to MIT.

However, when it comes to everything between California and MIT, Sara's story couldn't be more different.

Her actual name is not Sara. She has been responsible for the lives of dozens of people before. She herself has run for her life. That's because Sara was a commander of a technological unit in the Israeli military for nearly four years.

Although she couldn't reveal her true identity because of the security surrounding the unit she recently discharged from, Sara agreed to speak with *The Tech*. The following is Sara's story, put together from an interview that was edited for brevity and clarity.

I was born in California and I moved to Israel when I was about three years old. One of my parents is Israeli.

I grew up in Israel and I still have a lot of family in California, so my summers I spent in California. That's why my English is kind of good.

I grew up in a suburb north of Tel Aviv. I had a lot of extracurriculars. Sunday and Wednesday, I had ballet. Monday and Thursday, I had tennis. Tuesday and Friday, I had scouts. I had one day off, which was Saturday.

I wanted to do everything. I've always had a lot of interests. I think my dad is also like that.

Growing up in Israel had a huge impact on my shaping and my personality. I think in Israel, because you go to the army straight out of high school, you mature faster and you also gain independence younger. Here, at least where I'm from in California, I know that you can't really hang out with friends, even in the mall, until late junior high, because it's dangerous. It's a 300 million-person country.

In Israel, it sounds dangerous on the news, but it's actually one of the safest countries in the world, and it's only seven million people.

In Israel, alcohol and stuff

Commander, Page 3

Student faces COD hearing after holding open door to dormitory

Student worries about 'human cost' of dorm security policy

This year's Campus Preview Weekend is the third to take place since dorm security was fully implemented.

The CPW security policy that has been in effect since 2014 only gives prefrosh card access to the dormitory they are staying in. To access a different dorm, they must be attending a specifically scheduled event and check in at the front desk, or they must be checked in as a guest by an MIT student resident.

Before the current incarnation of dorm security, CPW prefrosh IDs granted card access to all dormitories.

East Campus is an exception to this policy. Due to the layout of that dormitory, it is not practical to enforce the security policy there.

William Navarre
EXECUTIVE EDITOR

Some students have faced consequences for violating MIT's controversial dorm security policy that puts AlliedBarton security workers at front desks and requires all students to tap an ID before entering.

Two such students are Samuel M. Duchovni '17, a Random Hall resident, and Nchinda Nchinda '17, a resident of MacGregor.

Duchovni said he has been caught violating the policy by holding the door open for residents to come in behind him seven times, and has been warned that if he is caught doing so again, he will face a hearing before the Committee on Discipline, and could ultimately be removed from student housing or placed on probation. He strongly disagrees with the security policy and considers his violations to be acts of civil disobedience.

Nchinda says he has had a hearing before the COD and has been placed on probation for a second time for violating the policy a total of at least twenty times. If he is caught violating the policy again, he said he will definitely be "kicked out of MacGregor," and might be required to leave MIT student housing completely.

The policy has faced a fair amount of criticism. Opponents have said it is unnecessary, inconvenient, and is overly rigid.

It's a violation "if you tap in and hold the door open for somebody, if you are polite," Duchovni said. "There's a failure to understand the human cost of the policies."

"They're asking us to essentially

Security, Page 4

LENNY MARTINEZ—THE TECH

Dean of Admissions Stuart Schmill welcomed and congratulated accepted students during Thursday's CPW Orientation.

BEYOND COLLEGE ACCESS

A story of immigration, discrimination, and hope. **CAMPUS LIFE, p. 12**

LOUIS C.K. HAS A TV SHOW

It's called *Horace and Pete*. Yeah. **ARTS, p. 16**

WELL-EXPLAINED JOKES

Are the best kind? **ARTS, p. 17**

PORTRAITS OF RESILIENCE

How do we talk about the things that make us uncomfortable? **CAMPUS LIFE, p. 13**

SUMMITING THE HIGHEST PEAKS

Alums may claim a Guinness World Record. **SPORTS, p. 18**

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WEATHER

Cooler weather for the weekend

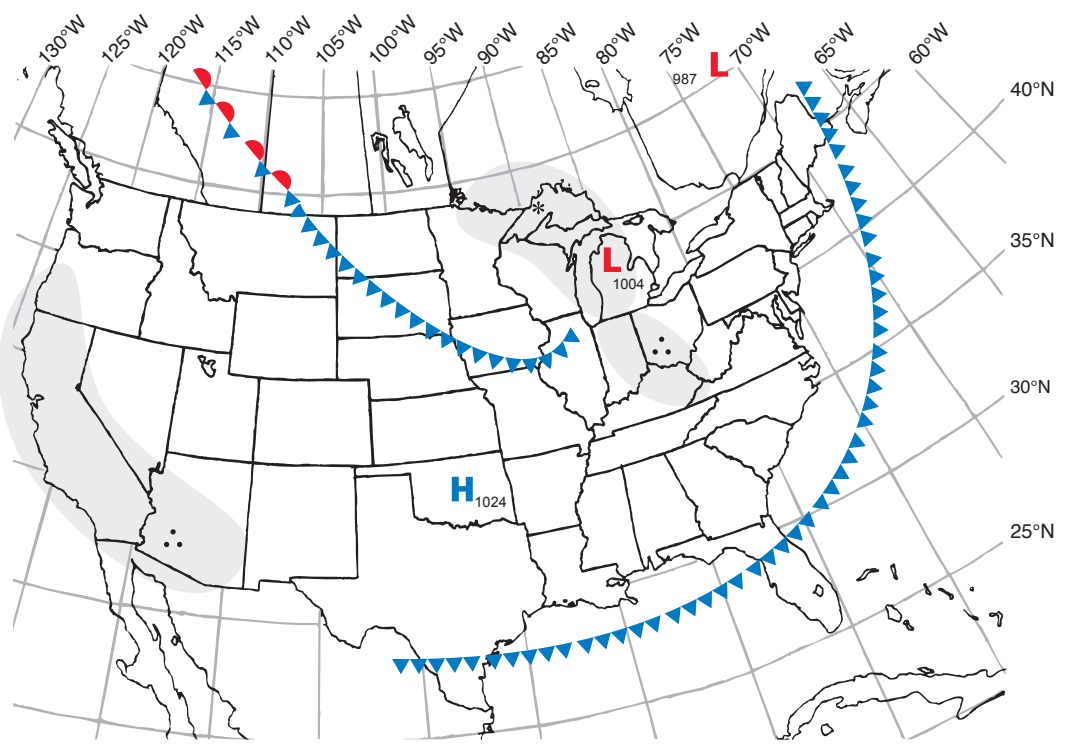
By Costa Christopoulos
STAFF METEOROLOGIST

As promised in last week's issue of The Tech, Boston saw abnormally cold weather and snow earlier this week. On Monday Boston picked up around 5 inches of snow, or roughly three times the average snowfall for the entire month of April. Temperatures ranked 15-20 °F below average for several consecutive days. The weather pattern will remain active this weekend as a trough carves into the eastern US.

The low pressure system which brought rain to the area yesterday is now sliding off to the northeast. A cold front will cross the area this morning, bringing with it cooler temperatures for the weekend. Abnormally warm temperatures over the North Atlantic and Greenland will displace colder air into central Canada and the eastern US. Expect lows around 30s °F this weekend and highs in the 40s °F. A weak storm system will bring a chance of light snow to the area of Saturday night. Early next week, temperatures warm ahead of an approaching storm system that will bring a chance of rain by mid-week.

Extended Forecast

Today: Mostly cloudy. High of 51°F (11°C). Winds southeast at 10-15 mph.
Tonight: Mostly cloudy. Low of 33°F (0°C). Winds west at 5-10 mph.
Tomorrow: Partly cloudy. High of 45°F (7°C). Winds east at 5-10 mph.
Sunday: A chance of snow in the early morning, then partly cloudy. High of 42°F (4°C). Winds northwest at 10-15 mph



Situation for Noon Eastern Time, Friday, March 8, 2016

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 *The Tech*
		Heavy	⁂	∴	

Solution to Lemon
from page 6

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

Solution to Lime
from page 6

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

Solution to Grapefruit
from page 6

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

Solution to Kumquat
from page 6

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

Solution to Tangerine
from page 7

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

Welcome, CPW Attendees.

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Commander, from Page 1

starts at 18, because they figure, if you can go to the army and get killed at 18, then it makes sense that you'll be able to drink.

In Israel, you know you're going to go to the army once you finish high school. Everyone starts a selection process: the first summon. Specifically, the selection process for me was over a year long. One day we had seven tests, and each one was an hour — like worse than the SAT.

I was selected to the elite technological unit.

Then you do three weeks of basic training. I went to four months of an intense course, and basically you're introduced to the unit. It's an intense environment: 5:30 a.m. to 11 p.m.

I feel like it's the equivalent of college since it's an intense environment and it pushes you, and the friends that you make there, you just go through different situations that you wouldn't go through in a regular environment: high stress, pressure, competitiveness.

Another thing is that in the course, you also have a lot of the traditional military assignments. You guard, so you're with a gun and the vest. And we have to get up at 3 a.m. for a shift of guarding. We draw straws to decide who gets the middle of the night shift.

It's not easy for everyone to do the transition. My best friend in the course, she was a girl that took it really, really hard. She was crying, I think, 85 percent of the time. I took it personally that I wasn't able to help her and make the experience better for her, because I really think that everything is attitude. In the army, if you get caught up in the little things, you're going to get very frustrated very quickly.

Afterwards, in the unit, it's completely different. In your actual service, they encourage you to innovate and it's an "impossible to possible" spirit. We have a phrase in Hebrew: you can be a big head or a small head. Small head means to do what you're assigned to do, and big head is to go beyond.

As an officer, I had many challenges. I managed several teams of soldiers, so you learn a lot from that experience. I was dealing with a lot of big data.

There was once a problem we had where we didn't have the tools to analyze some data correctly. One night, my commander asked us for something, and I was like, I can't answer this because I don't have the tools. This problem had been going on for months.

I wrote my commander an email at 5 a.m. saying that we needed a better long-term solution that involved developing software. That will give us the tools to analyze and process this data properly.

He told me, "I think I really agree with you. That's a great idea. Good luck. This software is your new project."

Which was the best thing that ever happened to me in the military, because that's how I was introduced to the tech and software development side of it. I was now leading a team of software developers.

That's when I was really happy that I took the highest computer science course that was available in high school. I knew a little bit of computer science — even though it was the highest offered, it's probably covered here at MIT in two days — it allowed me to understand what is possible and what is not, and how to prioritize the programmers' tasks.

That's when I realized I'm hungry for more technology. That's why I ended up applying to MIT as well. I'm an artist at heart, so I discovered this interest and excitement towards computer science in the army.

During all this, I was in a base close to the Gaza Strip. At the end of my service, it was some heated times over there. For a month, we lived in bomb shelters. There were sirens every hour.

As an officer, you're like a mom. I needed to worry about my soldiers. After each siren, you have to make sure everyone is fine and that everyone made it. Most of our casualties were actually running to the bomb shelter, because you only have half a minute.

Statistically, you're going to most likely die in a car accident rather than get hit by a rocket, but you still run for it, and when you have hundreds of people running for it, it can get dangerous. That month, you could be running every hour or two.

That's why we slept in bomb shelters, because some people don't wake up from the sirens. I shared my room with seven other girls, so four bunk beds in one room. That can also get dangerous: eight girls running from it, with a little table in the middle of the room. So if you're in a bomb shelter, you just don't go anywhere.

Everyone was going in and out of the base for funerals all the time. It was a tough time.

I feel like I won the lottery getting into MIT. I think it's also a lot of luck. I don't believe in pure success.

I don't know if I'm going to choose to go to MIT or not. I do think MIT is a super special place — forget the obvious world-class academics, professors, and best technological institute in the world — everyone here is so nice, down-to-earth, and real.

Being an Israeli, the mentality is very straightforward and direct, and I think I really appreciate that.

— Drew Bent

Minor will include new set of classes

Substitutions will not be allowed: dept. questions advising capacity

Minor, from Page 1

course 6 class sizes might increase, particularly in the courses required for the minor, though he notes that the courses required for the minor are already "very large and serve non EECS majors." He says that automated grading will help "EECS deal with a potential enrollment increase." If more teaching resources are deemed necessary, the EECS department will request more funding for TAs from the Dean of Engineering during the annual budget process.

The minor will incorporate classes, such as 6.009 and 6.031, that are likely to be part of the new course 6 curriculum in the works, according to Professor Chris Terman on the minor's piazza page. This new curriculum is currently being reviewed by the Committee on Curricula, commonly known as the CoC.

To complete the Computer Science minor, students must take 6.0001, 6.002, 6.009, 6.042[J], and 6.006; 2 classes total from from a list of basic classes, 6.004, 6.034, and 6.008, and advanced classes, 6.036, 6.170, 6.033, 6.045, 6.046, and 6.031. (The latter will replace 6.005 starting in spring 2017, and will count as a CS header subject for 6-3 majors). One of the two courses must be from the advanced list.

Aside from the few listed on the minor's description page, no substitutions will be accepted for the listed requirements. Some students on the minor's new piazza forum have expressed frustration that 6.0001 and 6.0002 are required even if a student has already completed 6.01 or upper-level computer science classes. Others hoped that courses with content similar to minor requirements would be accepted, such as 18.200A, which a student on piazza claims is a common substitute for 6.042 (a class required for the minor).

"We do not have plans to allow substitutions at this time, but this might change based on student feedback next year. One concern is the amount of work that is associated with advising in a minor program that allows significant substitution. If the minor is as popular as we would like it to be, EECS does not have the advising capacity to customize it to every student," Chandrakasan said.

Students majoring in 6-1, 6-2, 6-3, 6-7, 7, and 18C will not be permitted to declare a Computer Science minor due to significant overlap in course work, and in the case of course 7, the existence of the 6-7 degree.

EECS proposed the minor in January 2016 and the CoC approved it in late March. Professor Chandrakasan said he "received strong encouragement for [the minor]" from President Reif, Chancellor Barnhart PhD '88, and Dean Waitz.

Solution to Give It a Go

from page 7

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

A sampling of people you'll meet during a typical dinner at *The Tech*:

Lenny, Course 2
Michelle, Course 3
Jiahao, Course 6
Patricia, Course 8
Vivian, Course 9
Amy, Course 10
Vince, Course 12
Fiona, Course 14
Samir, Course 16
Katherine, Course 17
Claire, Course 18
Jack, Course 19
Tara, Course 20
Mirny, Course 21
Karleigh, CMS
Alex, Course 22

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For some, dorm security still a concern

Claim: students who opposed policies the most moved off campus

Security, from Page 1

police each other," he added, referring to the fact that residents are expected to prevent other residents walking in behind them without scanning their IDs. "This is destructive to the community and [to the] bonds between people."

We used to have a "perfectly good security policy. [Students] let in their friends whom they trusted. This was perfectly fine for Random."

Students had always left laptops out in communal areas without fear that they would be stolen, he said. He doesn't believe there was a security problem to be solved.

Duchovni echoed a common sentiment among dorm security opponents: the policy was implemented so MIT could "be seen to do something that has the appearance of security."

Nchinda said that the security policy is especially frustrating on moving days. He says that before it was implemented, he could easily open the door for a pair of residents moving a heavy couch into the building.

That would be considered a violation now. If you're carrying a heavy couch into the building now, he said, "you walk up with the couch, you drop it, you tap your ID. [Then] you go in... it's an annoyance."

While Nchinda is not a fan of the policy, he says he's "definitely not purposefully violating it."

"It takes effort to be conscious of it," he said. "Now I have to take the effort to be conscious of it."

Duchovni and Nchinda both said that residents of their respective dorms have moved out due to the security policy.

"They felt strongly about the policy, so they just moved out to frats or to independent living groups," Nchinda said. It contributes to the reason the Division of Student Life doesn't have more students complaining about the policy. "It's because people who have the strongest feelings moved elsewhere."

He says he conducted a survey of MacGregor residents and found the consensus was that residents would prefer a less strict policy, and find the current policy inconvenient and difficult to follow. (He suspects that it was his sharing these findings with the COD that prevented him being removed from MacGregor.)

Nchinda noted that his dorm's RLAD probably spends a lot of time sending out emails to students caught violating the policy, since so many people have trouble following it.

Duchovni had stronger opinions about the fact that DSL requires RLADs to send emails to students caught holding the door open for other residents.

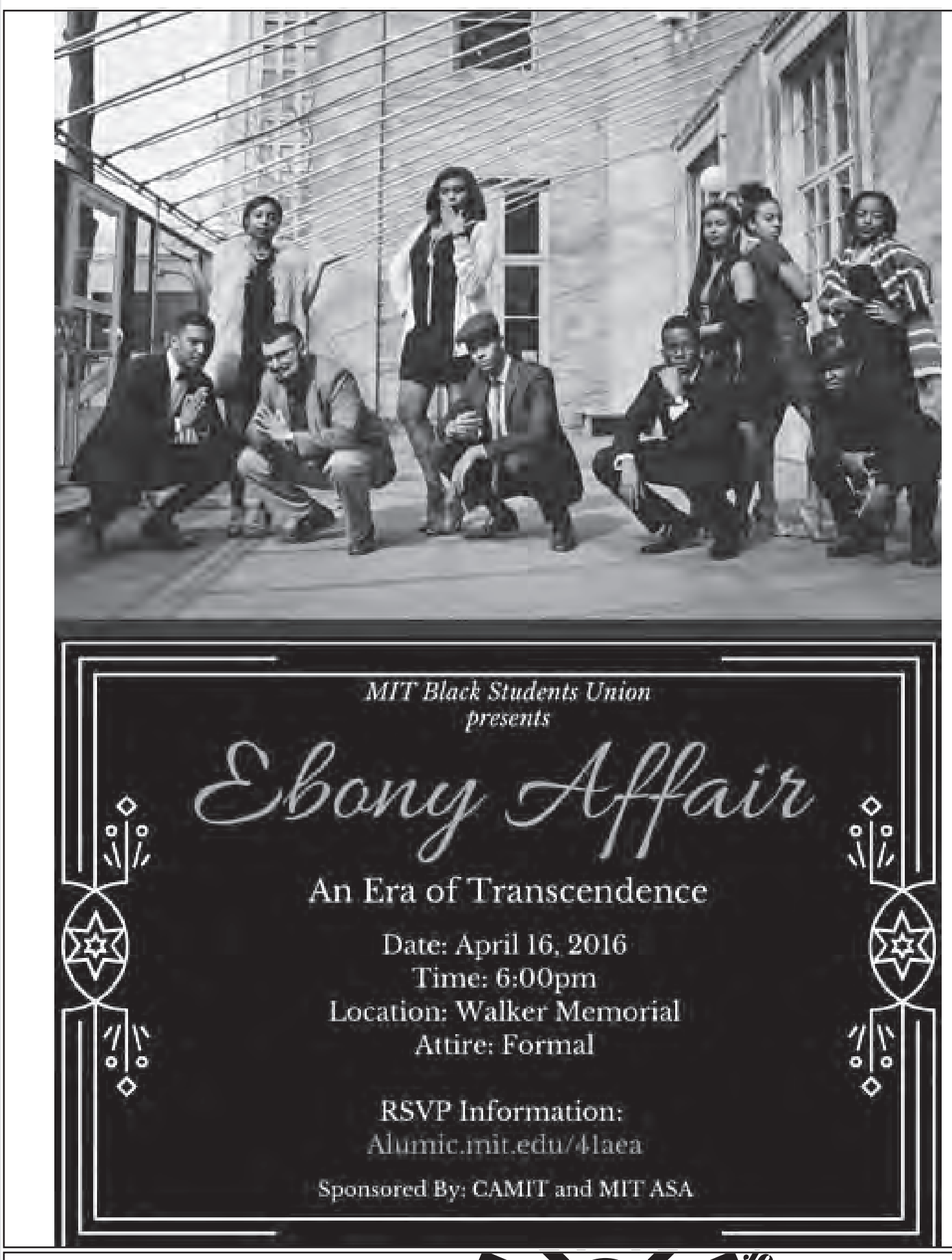
"The RLAD is supposed to be sort of a part of the support network, is my understanding," he said. "Not the police officer who is telling you you've broken the rules."

Duchovni questioned the reasoning behind why it's so important that students tap in even when it is clear to everyone involved that they are a resident.

"The standard explanation is that it's about safety, and if there is a fire or some emergency, you want to have some record of who is in the building," he told *The Tech*. "The problem is people do not tap out."

He said that the likelihood the information would ever be useful is so low that it is not worth the cost to the community.

If there were a lot of thefts, he said, then maybe the system would be useful to curb that problem and track when the potential perpetrators enter the building. That would be a different situation, he said.



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FUNFUNFUNF

Tangerine

Solution, page 2

7+		6×	210×	144×			1–
30×	120×				9×		1–
		20×		18×			9÷
7			2÷	4		2	
42×		1		30+		126×	
8		15+			28×		40×
29+		3÷				6	
		56×		1–		14+	
1			14×		6		1–

8÷	8	8	4	4–	4–	8
8	8	8	4	4	4	8
8	8	8	4	4	4	8
8	8	8	4	4	4	8
8	8	8	4	4	4	8
8	8	8	4	4	4	8
8	8	8	4	4	4	8

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.

Give It a Go by Charles Slack

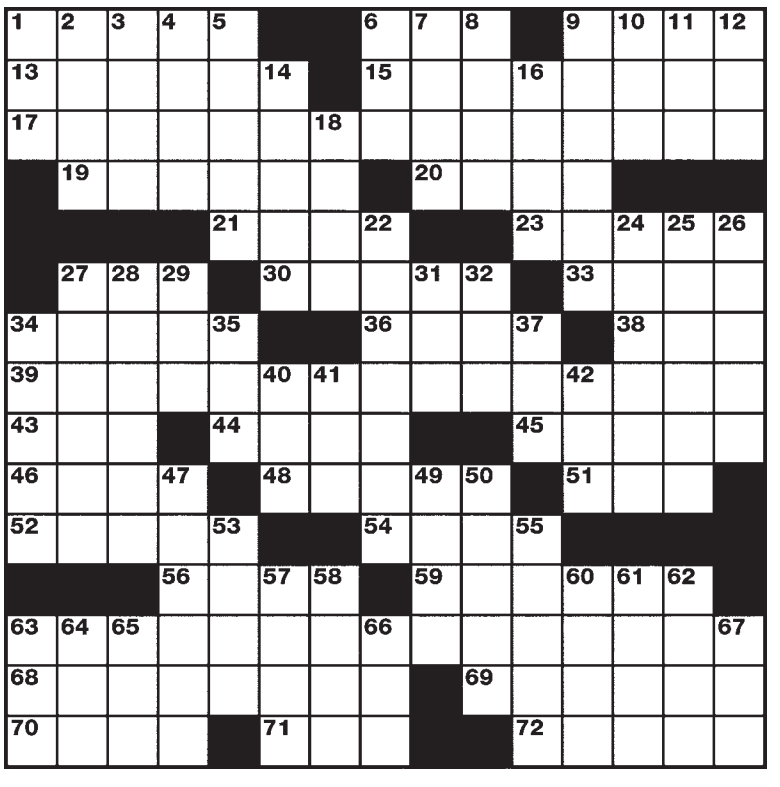
Solution, page 3

ACROSS

1 Ancient artifact
6 PC bailout key
9 Les Misérables author
13 Amusingly unexpected
15 Malicious
17 Go __ (start over)
19 Least outgoing
20 Highway
21 Ticket remnant
23 Busybody
27 Mexican Mrs.
30 Villainous expression
33 Takes care of
34 Backbone
36 Letters like PDQ
38 Explosive initials
39 Go __ (participate passively)
43 Allow
44 Hem in
45 One courting
46 Visionary
48 Freezing temperatures
51 Put the kibosh on
52 Chilean range
54 Line on an invoice
56 64 Down attachment
59 Hardest to find
63 Go __ (get nowhere)
68 Rest period
69 Use a microwave, maybe
70 Poems of praise
71 Smidgen
72 Bridal contribution of yore

DOWN

1 Tease
2 Important periods
3 Scottish water
4 Very dark
5 Alludes to
6 Atty.'s designation
7 Motivate
8 Farewell in Napoli
9 Embraced, as advice
10 Sci-fi sighting
11 What a holster holds
12 World Cup cheer
14 Is priced at
16 Cafeteria carrier
18 Astonish
22 With whiskers
24 Whimsical idea
25 Looked after
26 Daisy look-alike
27 Organ near the stomach
28 Revolted en masse
29 __ Arbor, MI
31 Ballpark fig.
32 An old college cry
34 Tortilla chip dip
35 French toast ingredient
37 Chapel seating
40 In good shape
41 Metal source
42 Caviar source
47 Shows aired again
49 Kind of undercover cop
50 Escalator, essentially
53 Dispatched
55 Made a mistake
57 Revise reportage
58 Chilean capital
60 Auditory rebound
61 Abundance, so to speak
62 Lacerate



63 Word often following "further"
64 Fishing pole
65 Be obliged to
66 Homer's TV neighbor
67 Hog hangout

FUNFUNFUNF

ASK SIPB

Excerpt: MIT's data retention policies

This column marks the return of Ask SIPB, last published in 2011. In this issue, we cover parts of MIT's policies on data retention. (This republication in *The Tech* is heavily excerpted and excludes some important caveats, as well as a section on privacy when using MITnet. The full column is available online: *http://www.mit.edu/~asksipb/2016columns/2016-03-01-data-retention/*.)

What does MIT know about you?

In particular, when MIT learns something about you, what does it remember, and for how long? In short, what are MIT's data-retention policies, and how do they affect you?

Data-retention policies matter because privacy is a basic human right.

The data-retention policies in this article are mostly (but not entirely) about data which is transactional in nature, meaning that they're about data MIT gathers in order to some other job, but (usually) not data you explicitly provided to MIT. (Sometimes, certain types of this transactional data are called metadata, but data is data, and so-called metadata is often the most dangerous kind.) So, for example, we are not talking here about your educational records (covered under FERPA and other laws), your medical records (covered under HIPPA and other laws), or your email (covered under ECPA and other laws).

Instead, we're looking at issues such as use of card keys, surveillance cameras (public and in-dorm), backups, clusters, and dialups. (This reprint omits a discussion on network traffic in general).

To begin with, let's assume you're not doing anything illegal, that your data isn't leaving campus, and is covered by MIT's general policies and not some more-specific policies of individual labs or departments. What is the Institute collecting about you, and how long is it keeping it?

Meatspace

When it comes to access to physical spaces and video surveillance, turn to the Security and Emergency Management Office (SEMO). Email confirming that the policies they post on their website are current (and not stale or abandoned) was promptly answered by their Manager of Facilities Operations, Thomas W. Komola. In addition, a message to Housing was answered by (since departed) Dean Henry Humphreys of DSL, confirming that all card key and dorm-visitor data is kept by SEMO, not DSL, and that DSL adheres to MIT's general privacy policies. (Note that this page says nothing specifically about what information Housing/DSL may collect or retain; it's generic to the whole Institute.)

Card keys. SEMO's posted policies clearly state that card key data is kept for 14 days and then erased, and can be used only for debugging system problems or as part of a criminal investigation by the MIT Campus Police. (Left unstated, like all privacy policies, is that any outside party with a warrant or subpoena might also be legally authorized to get this data) SEMO states categorically on their page that card key tracking data will not be used for active tracking of individuals or groups.

Surveillance cameras. SEMO's policy page again states 14-day retention, with no audio. This includes cameras in the dorms, as well as cameras installed elsewhere, such as outside or at ATMs.

Dorm visitors. When visitors arrive at a dorm, they are required to check in at a desk staffed by Allied-Barton employees. Their MIT IDs are scanned, or, if the visitors don't have MIT IDs, other IDs (such as a driver's licenses) are recorded instead. This information also goes to SEMO, not DSL, and is likewise deleted in 14 days.

Cyberspace

IS&T handles most of the networking on campus, with the exception of large labs (like CSAIL and the Media Lab) which often have their own internal infrastructure. Some of their policies are posted online, but there are also large gaps, and trying to confirm validity or fill in gaps was much less successful with IS&T than with other MIT departments.

Backups. IS&T maintains a service called CrashPlan, which allows everyone on campus to keep their files backed up. The CrashPlan service (and its parent company, Code42) see only encrypted data and do not themselves have keys to decrypt it; MIT's management server holds individual keys for each user instead and encryption of the backups happens before the data is handed to CrashPlan's servers. Were MIT to receive a subpoena for a user's backed up data, it would be possible for MIT to comply and to hand over everything you've backed up—which might also include credentials to non-MIT services stored in your backed-up files. If you want to keep your data safe from such scenarios, you'll need to encrypt it before CrashPlan is asked to back it up—in other words, keep it encrypted on-disk, or decrypt to a location that you haven't asked CrashPlan to back up.

Clusters and dialups. IS&T dialups run tcpspy. This program logs all TCP connections on the machine, ten times per second, to logfiles on the local filesystem. These logs are kept for seven days. (The dialups have been targets of attacks in the past, and compromising one can allow attacking hundreds of users simultaneously; forensics after an attack may be one reason that connection information is logged.) It is unclear whether these log files are themselves copied elsewhere or backed up; they are also vulnerable to manipulation if root is compromised on the dialup—though a root compromise there could much more severely impact users directly. In addition, cluster machines log which binaries are being run, though IS&T explains that such logging is intended not to identify individual users. (Whether such identification might be made when fused with other sources, such as netflow, isn't answered and may not have been considered.)

When it comes to MIT's data-retention policies, those affecting access to physical spaces and surveillance of those physical spaces are quite restrictive and well-documented. SEMO's web pages are clear and its employees are quick to answer questions about them.

On the other hand, when it comes to MIT's computational infrastructure, the picture is much more fragmented. In those areas where policies have been posted, information is retained much longer (IS&T retains various logs from twice as long to six times as long as SEMO does). More concerningly, many important aspects aren't documented at all, and official channels appear effectively useless at either verifying what's already posted, or at answering questions about what's not.

In both cases, it would also be helpful for policy pages to be dated, for links to older versions to be posted (to make it possible to see what changed, and when), and for those pages to be reviewed every so often (perhaps annually) and for that review date to also be posted on the relevant pages, so it's obvious at a glance that those responsible for those systems have ensured that their posted policies match reality.

So, where does this leave you? Barring unusual circumstances—such as an ongoing investigation—you can be reasonably assured that SEMO's details of your physical movements are likely gone after two weeks. Some details of your on-campus electronic activities, when using IS&T's infrastructure, are likely gone after three months—but there are too many undocumented places where data may accumulate, without published policies about how long it may persist, to have much assurance that this is always the case. And, of course, the majority of the traces you leave online are in networks and servers that aren't managed by IS&T at all, each with their own policies. Be careful out there.

Want to learn about computing at MIT? Turn to "Ask SIPB," a series of columns published by the Student Information Processing Board. You can find our complete archive at http://www.mit.edu/~asksipb. Send questions to sipb@mit.edu and we'll try to help.

COMMUNITY CONVERSATION

WITHDRAWAL AND READMISSION RECOMMENDATIONS

MIT undergraduates, come share your perspective and ideas about the recently released recommendations with Professor Charles Stewart and Dean Denny Freeman

WEDNESDAY, APRIL 13TH
5PM-6:30PM, 3-270

CSAIL holds joke conference

The CSAIL Student Committee (CSC) held a joke conference on April Fool's Day featuring what they called "simply the best papers." The conference was open to the entire CSAIL community and had "named sessions, awkward nametags, a 'banquet,' conference coffee and cheese platters," according to an email sent to CSAIL.

The conference, SIGTBD, calls for papers in all areas of computer science research that focus on creative solutions to "problem spaces that may be obsolete or unrealistic even by academic standards and are often of debatable research taste," on its website.

Papers needed to meet some unusual requirements, such as that authors needed to be ordered by descending number of vowels rather than level of contribution. Authors with accepted papers needed to write a tweet-length abstract and had the option of submitting a Vine video and 8.5"-by-1" illustration to advertise their talk.

The organizers also included technical jokes in their instructions, saying that authors writing their paper with LaTeX were encouraged to use a provided class file, but authors using Microsoft Word should "give up on following any of the formatting requirements and submit in whatever format you please."

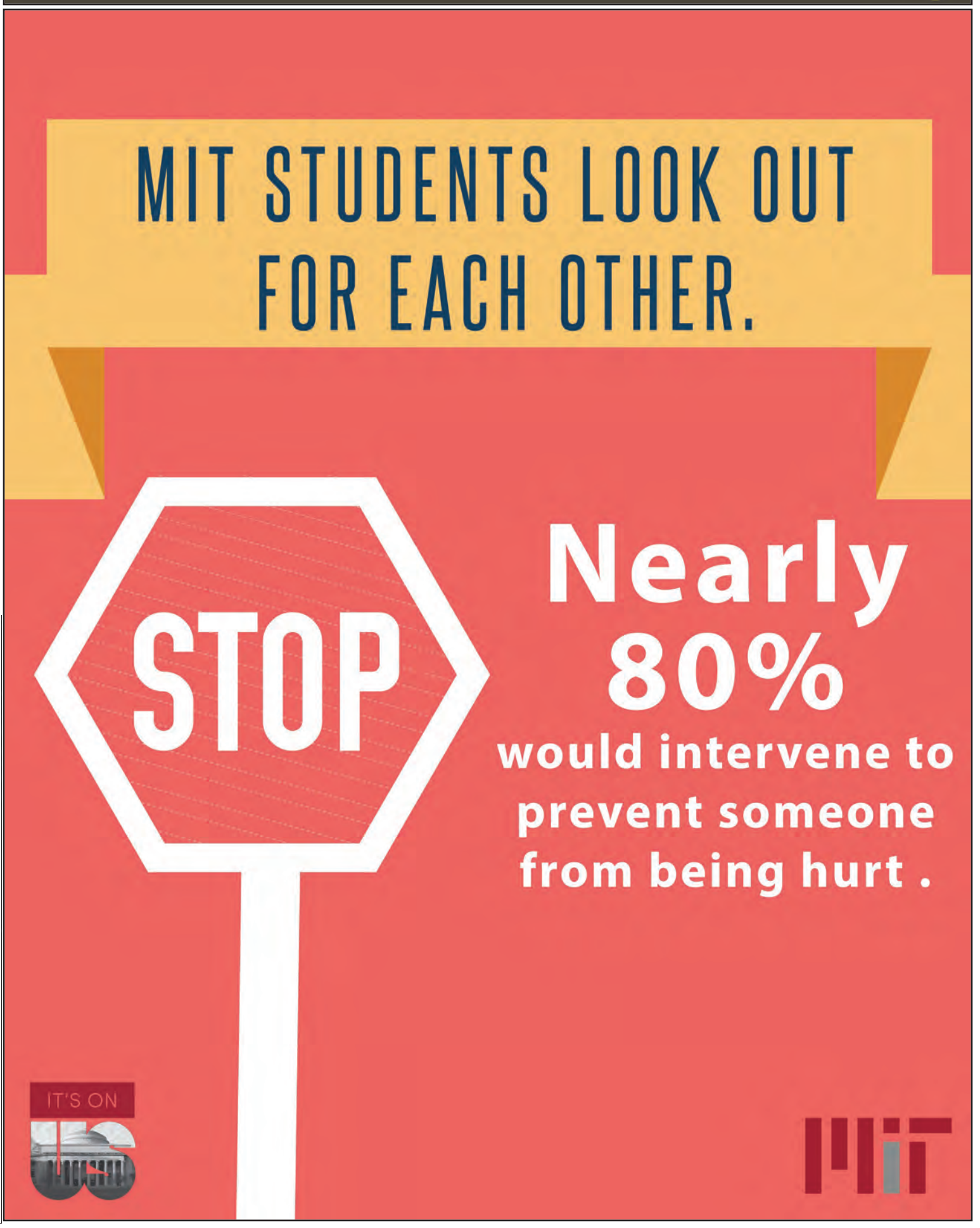
SIGTBD was organized by MIT PhD students and made ample use of hashtags in its advertising and informational material. Talks included "A Data Driven Analysis Framework and Erotica Writing Assistant" and a keynote entitled "Classification Trees for Determining Mood Affiliation of Males with Androgenic Alopecia."

The conference ran from 12:30 p.m. to 4:45 p.m. last Friday.

— Sanjana Srivastava

Certified Nurse assistant (CNA/RNA) urgently, 5hrs daily, Mon-Fri, 25$ per hour.

Resumes and References should be emailed to director-rolandwebber@gmail.com.



CPW2016

PHOTOGRAPHY BY LENNY MARTINEZ AND DANIEL MIRNY

HORIZON
PARTY
THURSDAY 10PM - 1AM

A voice for those who cannot speak

An alumnus's story of citizenship, discrimination, and college access

By Victor Morales

My mom crossed the border illegally 22 years ago. She was waiting to give birth in a hospital in Mexico when her sister picked her up and smuggled her across the border. My mom made it 30 minutes north of there, in the midst of birth pains, to a small town by the flat Southern Californian lands. I was born there. I, a U.S. high school valedictorian and member of the MIT Class of 2014, was born there in California. But our home was in Mexico.

My parents split up so I could get an American education. When I was seven years old, my parents, older brother and sister, and I were living in an average house in Mexico. But word about my cousins speaking English and having a shot at a better future in America convinced my parents to uproot us from Mexico and transport us to California. That's where my mom brought my older siblings, also American citizens, and me.

She promised, "En los Estados Unidos hay más oportunidades, mijo." If I would do well in school, she said, I would someday have a better future for myself. She had talked it through with my dad, who agreed to stay in Mexico and continue working until he was old enough to retire. In the meantime, he would send us Mexican money (dirt compared to the U.S. dollar) to help keep us alive.

The U.S. government didn't know this. In order to receive food stamps, my mom claimed to be financially independent of my father, a lie that convinced my younger self that deceiving the government is normal. She claimed to be single, betraying the joy of my earlier childhood that we had spent as a family. Yet, it was a well-intentioned betrayal, a paradox, which was aggravated by the rare visits he paid me. At a young age, I was perplexed, fatherless, poor, and spoke no English.

Our living conditions were no better. My mom, siblings, and I lived in a single bedroom in my aunt's house. Once welfare money started coming in, we moved into a low-income apartment — the place I called home until high school.

On that block, a police officer was shot and killed when I was in middle school; I couldn't get home that day because the SWAT team was investigating neighboring apartments — the criminal's home. My sister contributed to the community's statistics on teenage pregnancies, one of the highest in California. My own brother, who even today is struggling to find a job, contributed to the region's unemployment rate, one of the nation's highest.

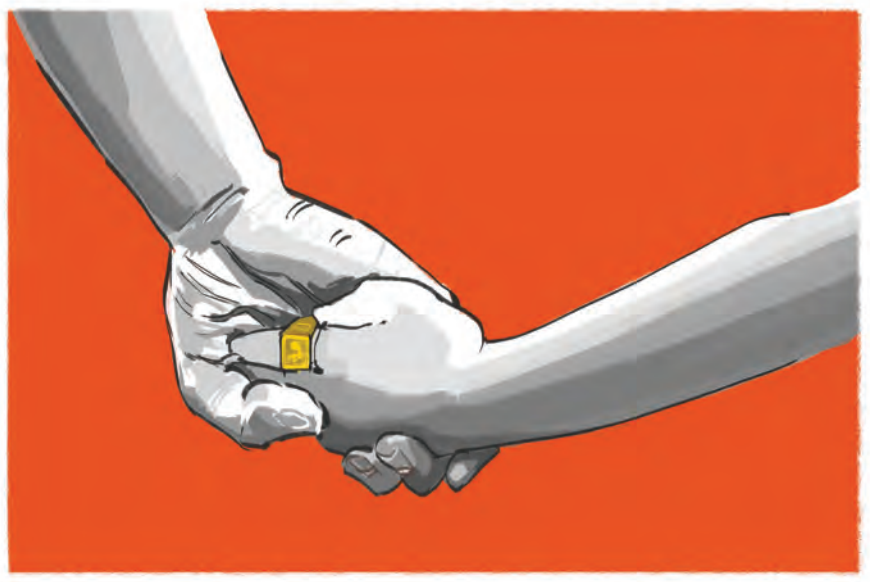


ILLUSTRATION BY JESSIE WANG

We lived in fear. "No abran la puerta," my mom would lecture us. "¡y si preguntan si tienen padre, diganles que no!" she'd say.

"If they ask if you have a father, say no!" After a man showed up to our apartment asking about my dad, my mom was convinced that the government was investigating her. She'd frequently lecture us with her most serious face, her eyebrows sternly frowning: we were never to speak about my father, whether in school or to a stranger.

I was taught not to open the door, to shut the curtains before leaving the house, to leave the radio on so no one would break in. Any knock at the door would provoke silence in my home. My mom would then find me and whisper, asking, "Who is it?" In response, my face would offer an unspoken "I don't know."

We were incarcerated in our own home. And in those moments, the thought of losing my mom might cross my mind. I'd imagine her getting taken away, getting deported, leaving my siblings and me orphans, ending up God knows where. I still hear the knocks on the door and remember my mother's voice. "Don't open the door, and if they ask about your father, say nothing!"

It has always been easy to answer questions about the challenges I've faced. I can talk about counseling my close friend who was homeless, who feared his mom was selling her body. I can talk about the time two kids beat me on the back with sticks on my way back from school. I can talk about the too-frequent deaths of my high school classmates in a school a fifth the size of MIT.

But there's a more difficult question interviewers and college applications ask me: who mentored me? It's hard to answer because the only person who comes to mind is my older cousin. He encouraged me to take as many Advanced Placement classes as possible. "You can become a valedictorian," he tempted me, "if you take AP classes and get good grades."

He pushed me to speak to my high school counselor about how to become a valedictorian. Off I went to the counseling office. I sat on a cold chair in silence waiting for some guy to stop talking to the desk assistant, and approached the desk lady.

"How can I help you?" she asked. I told her I wanted to talk to my counselor. "What would you like to speak to him about?" she asked robotically.

I mumbled, "About how to be a valedictorian."

She laughed unapologetically in my face.

I remember feeling so ashamed, so embarrassed, that I made up my mind to speak to my counselor about anything except how to be a valedictorian. I remember asking myself to forget that moment ever happened. But I still ask myself: why did she laugh?

She continued laughing in my head, mocking the color of my skin and my dirty upbringing. A dark-skinned Mexican like me doesn't forget the feeling of being ashamed of his cultural background. Being different. Surviving on microwavable corn dogs, chimichangas, and ramen. Not knowing what it's like to sit at a dinner table with his family. Having to speak on behalf of his single parent who can't speak English. Living off of the $8 per hour his mom, an undocumented field worker, earns in the field from sunup to sundown.

It's common for field workers in California to be undocumented; employers have no documented candidates looking to work in the fields. When I asked my mom about

Voice, Page 13

Voice, from Page 12

the Social Security Number she uses, she replied, "Es un seguro chueco." It's "crooked" — it doesn't belong to her. If hard workers like my mom were kicked out of the country, there would be no "American," no one with a nine-digit number, to take the job.

But my mom would gladly take it for the sake of her children. She would diligently leave every morning at 4 a.m. before I'd wake up. After school, in the late afternoon, I would catch her coming into the house, her brown skin turned pale by the dirt she'd toiled in.

"¿Hijo, me sobas los pies?" she would plead daily. Oh, how I regret ever answering "no." I should never have waited for the question! I should have unconditionally offered to rub her calloused feet, to massage the dirt off her hands and put my fingers through her knotted hair, the way she liked, until she'd fall asleep.

Instead, "I have a lot of homework" was my common excuse.

After insisting, or even offering me the last $5 in her purse, she would stop annoying me and lie down on the living room couch, which also served as her bed. I would return to my studies — my illusion of a ticket to a better life.

Those straight A's I earned did not suffice to earn a ticket to MIT. For undocumented immigrant families like mine, it can be impossible to finance a college education. What would I report on the FAFSA? A father whose financial support can't exist? A mother whose illegal job in the field counts for nothing? Government money that by itself isn't enough to pay for rent?

Needless to say, filling out the FAFSA was more stressful than filling out the MIT application. It reminded me of that childhood fear from long ago and of the terrible sound of knocking on the door.

How could I get the financial aid that I thought I deserved without revealing our fraud?

I confess to you. I lied.

I don't understand how — but it worked; I got a full MIT scholarship. And I found my calling at MIT, thriving both in its classrooms and in its many extracurriculars. For most of my four years, it was like I had never lied.

Today, a year after MIT nearly took away my scholarship and my mother nearly missed my graduation, I can no longer disregard the lies. When I consider my upbringing and how privileged I am today, contradictory thoughts flow through my head. Did I deserve the money? What if one day someone finds out?

Every day, when people see me, they see the Brass Rat on my finger and a smart guy who worked hard for his diploma. I am a part of this community: a respected leader, a passionate thinker, and a good friend. But no one sees the fear in my soul.

I'll speak with some professional who guarantees, "As long as you and your parents did everything legally, there should be no problem." Anxiety will step in and my heart will begin to race. The truth is that my mom is working illegally, I lied on my financial aid application, and I'm living as though I earned it earnestly. Bearing that in mind, I'll tell the false story again, and logically it'll be easy to justify.

Just how different are the lies from the truths? The information I reported is incidentally true. My mom works an honest job in my opinion, and I am a common low-income, first-generation MIT student.

But each time I'll tell it, it will take a toll on me. The more I'll speak about not being raised by my dad, the less I'll know him. The more I'll hide the sacrifices my mom's made for me, the harder they'll be to remember. My cover-up story will become my reality. I dishonor my parents when I live this life pretending I'm your average minority student at MIT instead of honoring with my memory the myriad sacrifices they made for me. For this reason there is power in sharing stories — to let others know they're not alone.

If you identify with any aspect of my story, be encouraged. One day, not far from today, you, your brother and sister, your mother and father will have a voice. Our families will be honored. And all will know the sufferings of American undocumented families. Our stories will then be written in history books, our hardships retold around the world.

It all starts here at MIT. Here you can find welcoming communities, like I did, willing to actively encourage you. Find a peer who will give up time to comfort you, who will get fired up about your story. Find a staff member who will move mountains to lighten your burden. It is out of compassion, or maybe decency, that some S^3 deans, financial officers, and professors really are willing to go beyond their job descriptions to support you.

The nationwide truth is around you, MIT. Someone you met in 18.02 had a parent deported, his family split for at least the next decade until "immigration papers go through." The great singer you admire fears life after graduation because of the unlikelihood of getting a job while undocumented.

A girl who was at the top of her class has parents who were unable to see her walk across the graduation stage because they're undocumented and cannot fly to Boston. The dark-skinned genius you met during freshman year who never came back the next semester — he dropped out because of the two jobs he was working to pay for his undocumented mom's medical bills.

If I've witnessed these stories without being a part of DreaMIT or some other organization for undocumented families, how many other stories are there? Split families, hard workers without benefits, no aid for well-deserving students … and not a single voice to defend these people.

This story is dedicated to those from undocumented families who cannot speak, to those who live in silence and fear, to those who are tired of being portrayed as criminals. Our voices will be heard. And we will have justice in the country that labels the oppressed "illegals."

PORTRAITS OF RESILIENCE

Grace Taylor

Editor's Note: Portraits of Resilience is a photography and interview series by Prof. Daniel Jackson. Each installment consists of a portrait and a story, told in the subject's own words, of how they found resilience and meaning in their life.

When I was a little kid, I was a little darker than other people. As a child, there's not really a space for that socially. I worried about things more than other people. I was worried about things going well at home and things going well at school. I was more existentially fraught than other people. I was concerned about death.

I grew up thinking that was the way that life was, and that life was a generally difficult thing that you had to contend with on a daily basis. I have memories of watching television and seeing ads for anti-depressants on TV. There's a little ball that's bouncing, and it's a sad ball with a frowny face, and it's not energetic. Then it takes the medication and becomes happy and engaged. They were telling my story, but not for a second did I consider that that could be what was going on with me.

When I was eleven or twelve, I switched schools. I was trying to make new friends, and a combination of stressors brought my depression to a head, and it became difficult to go to school, to get up out of bed and go to school. My parents realized something was up, and so they took me to a therapist, but I didn't get along with him very well.

Two years later, I found a new therapist, and she pretty quickly said, "You should see a psychiatrist, someone who can prescribe you medication." At the time, I thought it was funny. I thought, "Okay, I'm really pulling one over on these adults. These people don't know what to do with me so much that they're going to give me medicine." I had no concept that it would actually work.

I took Prozac for the first time when I was fourteen, and it was a really profound experience. It was the first time I realized that my identity is separate from my depression. I felt like myself for the first time. The darkness and sadness and anxiety that I thought was me was actually changeable.

Coming to MIT was the next big awakening in my life. A lot of people were phenomenal in high school, and just killed it in their classes, and then they came to MIT and got depressed. I had the opposite trajectory. I was happier than I had ever been. I went off Prozac my first year at MIT, and that worked for two years. I thought I was cured.

Then, my junior year at MIT, I became depressed again. I don't really know what triggered it, but I do know that it snuck up on me big time. It's like the frog in the pot, where it gets hotter and hotter, and you don't even know you're being boiled. I have this memory of walking to class one morning when I was just so inside my head, and so not engaged with the world around me. The world outside is sad and cold. The world inside is sad and cold. It's difficult. That feeling is the hallmark of my depression: things become more difficult globally.

I started seeing a psychiatrist at MIT Medical, who I loved. I remember him saying, "Maybe this is just your adult depression," and basically the thing we're fighting has changed, and feeling like, "Oh, shit. I thought I had fixed this, and I haven't."

Being depressed has made me a bit more laid back about life. In my generation, my peer group, we have really amazing lives that are extremely rewarding and wonderful. We are very successful. We have career choices ahead of us, and sometimes we get the idea that we can win it. We can fix our life. We can use life hacks, put it all together.

I'm strongly of the belief that that is not possible. Life is continually changing. It's something that you engage with and you do your best, and sometimes difficult things happen, and you try to work on them, but it's never solved. It's not an equation that you solve, and then you just have your happy life and it keeps going.

I have many dear, dear friends who are engineers, and who are depressed, or have difficult things going on in their life, and I suggest therapy to them, and they say, "Why is that going to do anything?" They say, "I've talked about that before, and it's hard to talk about, and I why would I talk to someone else about it? Explain to me why that's going to do something."

And I can't really. I've been in therapy on and off for over ten years, and I don't really know why it works, but it definitely works.

It's easy to want to apply engineering principles to everything in life, but they haven't really helped me with my depression. The principles that helped me with my depression are things like it's good to be kind to yourself, and there is value in being vulnerable with other people, and it's good to be kind to other people, and there is inherent benefit in talking about things that are hard, even if you don't understand the mechanism by which that occurs.

Anecdotally, the pattern I've seen among my close friends at MIT has been a toughness that prevents them from getting into talk therapy or medication. They're plenty comfortable waxing philosophical about all kinds of things, but maybe sitting down and exposing themselves just isn't something that they're familiar with.

I was Course 10, chemical engineering, and then basically decided that I wanted to be a doctor and switched to Course 7, biology, because I thought it would be more relevant. I didn't need to stay up until two in the morning learning about reactors when I was going to be a doctor. I was really embarrassed to admit that to people, that I had switched from an engineering course to biology, because I thought that they would assume that it was because I couldn't cut it in engineering.

Of course that's ridiculous, and biology is a complex and fascinating and difficult subject, but I feared the judgment of my peers. The idea of being hard core is cool at MIT. Not starting your pset until the night before, and then staying up all night, is cool. I think if self-care were a little bit cooler, that would help a lot.

Do I wish I'd never had depression? No. I think it has allowed me to be much more empathetic and understanding of other people, and I can be a hard person in some way. But I'm lucky. My depression has never interfered with my personal or professional life in a devastating way. It's been relatively low magnitude as depression goes.

It's given me a deep, deep appreciation for people who are doing their best. When I run into someone in a work environment, and maybe they're fumbling through something, or they're having a rough day, or they're not doing so well, it's given me the ability to say, "There are a lot of reasons why that might be happening," and treat them with kindness.

I'm going into general surgery. Being a doctor requires a lot of self-reflection. You're in the mud of people's lives on a daily basis, and having this experience with depression allows me to have some more understanding that life is complicated, and more acceptance of that. Also, when people are dealing with similar issues, I'm always hesitant to say, "Oh, you're depressed?" I never want to assume they're experiencing my experience, but I certainly feel like I'm one of them.

Grace Taylor, Class of 2012, is a medical student at Harvard Medical School.

This project is supported by the Undergraduate Association's Committee on Student Support and Wellness, chaired by Tamar Weseley '17 and Alice Zielinski '16. To participate in the project, or to learn more, contact ResilienceProject@mit.edu.

There are many ways to find help. Members of the MIT community can access support resources at mindhandheart.mit.edu. To access support through MIT Medical's Mental Health & Counseling Service, please call (617) 253-2916 or visit medical.mit.edu.

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COURTESY OF DANIEL JACKSON

Meet the Prefrosh

Compiled by Drew Bent

LENNY MARTINEZ—THE TECH

Kristen Overly and Meera Gregerson.

Kristen Overly

Ohio

- "I'm leaning towards biological engineering, or genetics, or something like that." "I took a college genetics course last year and I really enjoyed it."
- Biggest concern of MIT: "Probably finding friends ... I don't know?"
- "I had a concussion two years ago, so I had to actually take a whole year off of school. I was originally in the Class of 2015 at school, but now I'm in 2016. I went to college first semester, and did some fun things with that. And started rowing. And I think that was definitely part of why I came here."

Meera Gregerson

Washington

- "I'm worried about the workload, because I know that being a student athlete is really hard, especially if you're waking up early to work out."
- "I took a gap year in between sophomore and junior year of high school. I was an exchange student in Germany, which I think probably contributed to me being a pretty well rounded student and getting here."
- First impressions of MIT: "Everyone's a lot more chill than I had originally thought. I was expecting to be really intimidated, and everyone's just super easy to talk to and really down-to-earth, which is very impressive for people who have achieved so much."

Meryl Wang

Maryland

- "There are so many geniuses here."
- On how she got into MIT: "I wish I knew"
- "I like to play tennis. I like to sing. I like calculus"
- "I'm thinking comp sci, and maybe bio."
- "I gave a box of chocolate to my host today."
- "CPW is awesome."

Alenta Demissew

California

- Biggest concern: "The weather. And the difficulty, of course."
- "I'm most committed to giving back to the community through community service ... making sure, at the same time, I had fun in high school. I made sure to go out and cherish my time as 'not an adult.'"
- "Some of my closest friends I've met through community service."
- Advice: "Give more gifts."

LENNY MARTINEZ—THE TECH

Alenta Demissew and Meryl Wang.

LENNY MARTINEZ—THE TECH

Peter Dun and David Yang.

David Yang

New Jersey

"I don't need to introduce myself."
"I'm mainly considering MIT and Harvard." "The weather is a lot better at Harvard, I heard."
On getting into MIT: "I feel like a lot of it's luck."

Peter Dun

Indiana

"I'm like, 'Hey, I'm Peter', and they respond, and I'm like, 'Guess my state?'" It's pretty interesting because no one ever guesses my state ... Ok, yeah it's pretty sad." "Usually they're like, is it in the South?"
"I'm debating between MIT and Stanford. One of the biggest issues I have with MIT is kind of the weather." "If I went to Stanford admit weekend, I wouldn't be soaking wet after the first day."
On getting in: "Our biology olympiad camp actually had a 100% admit rate into MIT this year, so chances are it was probably that."

Henry Hanlon

Connecticut

- "I find that no matter who I talk to, everyone's so welcoming that it's just very easy to make friends and find a conversation topic"
- On MIT: "It's also in a pretty large city, which is something that I'm not really used to. So that would definitely be a little bit of adaptation."
- "When I tell people I got into MIT, they automatically think, 'wow you must be a genius,' and it just makes me want to work harder and live up to that name that people assume I'm part of."
- "I think there's probably a reputation that [MIT is] only for people that like science, technology, engineering. And a lot of people don't really believe there's a strong, rigorous humanities program." "I enjoy a wider range of subjects. I've taken French for 6 or 7 years. I also really enjoy history and English, so I would definitely continue those here."

LENNY MARTINEZ—THE TECH

Henry Hanlon.

LENNY MARTINEZ—THE TECH

Allison Paul.

Allison Paul

Rhode Island

- On CPW: "Through summer programs, it seems like everyone that you meet is a mutual friend of someone else that you know."
- "I really like math."
- On misconceptions: "Not everyone at MIT is crazy, because my parents think that everyone has crazy, colorful hair, and that means that they're crazy." "I might dye my hair."

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more events and info at **mitcru.com**

ARTS ARTS ARTS

BOOK REVIEW

A tale of hazing and hacking at MIT

Steve Altes '84, publishes graphic novel detailing experiences at MIT

Geeks & Greeks

By Steve Altes '84 (writer), Andy Fish (artist), Veronica Fish (colorist)

Released March 16, 2016

Karleigh Moore
ARTS EDITOR

For those unfamiliar with MIT, reading *Geeks & Greeks* will likely be an eye-opening experience, as the graphic novel quickly dispels many MIT stereotypes. In the first few chapters, we see that Greek life *exists* at MIT, and that students aren't a bunch of overly serious nerds — they like to joke around, prank each other, and put large objects on top of buildings. I'm a campus tour guide, and you wouldn't believe (and would maybe be a little insulted by) the number of tourists and prospective students who ask if MIT *even has* clubs, Greek life, and sports. The artwork is consistently pleasing throughout the novel, and certainly does a great job at bringing many unbelievable events to life. In this way, the novel is certainly a compelling read, filled with jokes that will please anyone with nerdier sensibilities and stories that are sure to inspire some young readers to apply to the Institute.

The story follows Jim Walden, a fictional freshman with a penchant for trouble, and his misadventures during his first year at MIT. Jim joins a fraternity notorious for its hacking activity, and when a hack goes wrong and the group leaves Jim to shoulder the blame, Jim must engage in some creative problem solving to quickly pay property damage fines.

There are some elements of the story that picky readers might criticize. For example, in the story, Jim gets into MIT without even applying, hacks occur every other day, and freshmen can live in fraternities (which is no longer allowed, but was actually common when Altes attended MIT). These are the type of things that a reasonable reader can overlook, understanding the suspension-of-disbelief inherent in reading fiction.

While the book is packed with instances of hazing, Altes adds a disclaimer in the preface saying that MIT has been strongly enforcing anti-hazing rules for many years now, but that this wasn't the case when he attended MIT.

One downfall of the novel is blatant racial and gender under-representation (the author acknowledges the gender disparity in the preface). The only female characters that appear are Jim's love interest and a few cheerleaders (who, ironically, mention that the MIT gender ratio is fairly equal these days) — such tired tropes. In the preface, the author remarks that when he went to MIT, the student population was 80 percent male, and that "the women [he knew] at MIT were far too levelheaded to be involved in many of the absurd events that are recounted in *Geeks & Greeks*." This graphic novel certainly doesn't incorporate elements of diversity, and once again, resorts to stereotypes when people of color are included. For example, when Jim needs to coerce black men to donate sperm at a local sperm bank (it's a long story), he approaches (and practically kidnaps) a basketball team whose members are wearing jerseys that say "Ebony City" (a reference to Chocolate City). The author takes liberties to add modern elements to his story, updating campus buildings and incorporating new technology like smartphones, but unfortunately didn't seem to translate social advances.

I had mixed feelings about the appendix, which explains MIT jargon and easter eggs hidden throughout the story. While it was helpful to have this, it did feel a little heavy handed at times. It is certainly worth explaining MIT jargon, or adding a disclaimer that the MIT football team is actually pretty good nowadays, particularly for audience members who have not attended MIT. However, I would have preferred if things like *Star Trek* or math jokes, for example, weren't so explicitly enumerated.

While the book lists four hacking rules — be safe, don't damage anything, don't hurt anyone, and be funny — I was worried that it might undermine the discreet nature of hacking. Hackers will have to read the story for themselves to see if they feel outed.

While I think that the general reader will enjoy *Geeks & Greeks*, I'm curious to see how this book will be received by current and former MIT students, and even more curious to see what hackers and fraternity members will think.

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SPORTSSPORTS

Alumni scale every highpoint in N. America

MITOC members Eric and Matthew Gilbertson climbed 23 peaks in five years

Souparno Ghosh
SPORTS EDITOR

Scaling new heights or overcoming the insurmountable have become cliches associated with the achievements of MIT students. But for Matthew and Eric Gilbertson (both PhD '14) those phrases apply almost literally. In just over five years the twin brothers have scaled the highest peaks of every single country (23 to be exact) in North America. In an interview with *The Tech*, they reflected on their incredible journey — from the hours of careful planning, to treading surreptitiously on the edge of perilous cliffs, to the sheer exhilaration of reaching the summit and the realization that they are the only breathing human beings in a quarter-mile radius with nothing but tranquility and snow for company.

The sense of adventure had been instilled in their early childhood: "Our dad would take us on backpacking trips. As a family we tried to visit as many states as possible," Eric recalled.

At MIT, the Gilbertsons joined the MIT Outing Club (MITOC) where they teamed up with fellow hiking enthusiasts to embark on a number of expeditions throughout the country.

"We got inspiration from other club members' travel experiences, [and from members] who encouraged us to travel to other countries," Matthew noted. "In fact, we are still part of MITOC. We were working on climbing the highest points of each state. We finished in 2012. That is when we started thinking seriously about going for every country in North America."

Being graduate students had both its perks and challenges when it came to meeting their ambitious target.

"We lived on graduate student stipends so we had to live frugally. We rarely ate outside and saved as much as we could for our trips," Eric said.

On the flip side, there were plenty of opportunities for traveling as the brothers frequented numerous research conferences.

"We would try to visit the highest peak of a country when we went to a conference. If we had a stop-over while returning, we would try to scale the highest peak of that country too. I got to visit Japan and India this way and Eric managed to visit Brazil and the Netherlands," Matthew said.

Planning ahead was a significant part of their endeavor, and one they relished. "We used Google Earth a lot and read travel reports of fellow climbers," Matthew said.

While gathering as much information as possible was important, it was also essential to be physically prepared for the challenges that lay ahead. "We would climb the stairs of the Green Building and run around the Charles," Eric added.

But despite the meticulous planning, as the brothers frequently discovered, *'the best-laid plans of mice and men oft go astray.'*

On a trip to St. Kitts and Nevis to scale Mount Liamuiga (3,793 ft), Matthew recalled, "We got to the end of the trail that was supposed to lead to the summit and it turned out it was only the edge of the crater rim of the mountain with the obvious summit on the opposite side. We thought we could just bushwhack through the jungle along the rim to the summit, but that turned into an epic battle with unclimbable mud cliffs, dense ferns, downclimbing, vertical bush traversing, and a few near falls. By sunset, after eight hours of thrashing through the jungle and only covering two miles, we had just about given up and were ready to bushwhack down to the ocean through the night when we stumbled upon an old trail that miraculously led to the true summit."

It was not always the treacherous trails or nature's traps that proved to be a bane. Sometimes, as the brothers discovered, it was other human beings that challenged them.

Eric reminisced on the time they were in Honduras to climb Cerro Las Minas (9,347 ft) and encountered a road blocked due to a group of people on strike. "After an hour some government official from Tegucigalpa arrived in a big SUV, followed by a truck full of armed military men." The SUV broke through the barrier, and they managed to follow closely behind. "There is no telling how much longer that road was blocked, but we luckily we made it through and climbed Cerro Las Minas that afternoon," Eric said.

Of the twenty-three peaks they conquered, on only four of them did the brothers seek guides. St. Lucia and Cuba legally required escorts, while Honduras posed the risk of landmines. In Belize, they sought protection against armed Guatemalan gold miners.

The brothers consider USA's Denali (20,310 ft) and Canada's Mount Logan (19,551 ft) to be the most challenging of the 23 high points, both of which required "ski plane travel on and off the mountain, plus two weeks of arctic high-altitude glacier travel over heavily crevassed terrain to reach the summits."

With the myriad of physical challenges, the rush of adrenaline and perhaps even a modicum of apprehension, the most cherished aspect of climbing could often be cerebral. Eric Gilbertson, now a mathematics professor in North Seattle College said the most satisfying feeling was seeing all the hours of planning and ironing out the minute details come to fruition when he is on the summit of a mountain. For Matthew, one of his most memorable trips was when his wife Amanda accompanied him to the highest point in Dominica, an island nation in the Caribbean.

Having conquered the highest points in North America, the brothers have set their sights on scaling the highest points of every country.

"On our website countryhighpoints.com, we have a color-coded world map that works as follows: if we have not visited a country it is white, if we have visited a country but not climbed its highest peak it is red, and if we have ascended the highest point of that country, it is blue. I always have this map on my mind when I am climbing and the thought of turning a red to blue keeps me going. Currently, 85 countries are blue and 10 are red."

The two have applied for a Guinness World Record. "After pretty extensive research," Eric said, "we have come to conclude that we are the first people in the world to climb the highest point in every North American country." They aim to be recognized in the next edition of the renowned record book.

The journey to the highest peaks of 195 countries began with a single peak for the Gilbertsons. The conquest of all twenty-three North American high points definitely represents a commendable achievement. But for them the journey continues. After all, when the prize is standing atop a peak with no human being in sight, just snow and tranquility, the temptation is just irresistible.

SPORTS BLITZ

Women's tennis (11-4) defeated Tufts University 6-3.

Women's lacrosse (7-3) scored a huge victory over Wellesley 20-9. Five players scored three or more times.

Men's lacrosse (8-2) overpowered Salem State 15-7 in a game in which Harris Stolzenberg '17 broke the program record for assists.

Baseball (4-8) allowed a go-ahead run on the top of the ninth after having led twice to fall to Endicott 4-5.

Men's volleyball (21-8) closed out its regular season suffering a straight sets loss at the hands of the nationally-ranked Springfield College.

Sailing placed third at the Lynne Marchiando Team race with a final record of 9-4. Inclement weather curtailed the event but not before the Engineers pulled off five perfect rotations to improve to 9-4 after starting 4-4.

— Souparno Ghosh

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PLAYER OF THE MONTH

Douglas Kogut '18 reflects on his 200-fly national title

Kogut opens up about his determination, strategy and plans for Campus Preview Weekend

Souparno Ghosh
SPORTS EDITOR

Douglas A. Kogut '18 won the 200-fly individual title at the recently-concluded NCAA Division III national meet, thereby becoming the first student athlete from MIT to win a title in that category and fourth to win an individual event at the national meet. His time of 1:47:28 was both a personal and a school record and he clinched it when the spotlight shone brightest. He was also part of the 400-free relay team that won silver.

In this edition of *The Tech*'s Player of the Month, Kogut recounts how, with unyielding consistency, he woke up at five in the morning to maintain his swimming regimen. The course 6-3 major also spoke about strategy and his plans for the Campus Preview Weekend (CPW).

The Tech: Congratulations on winning the 200-fly national title at the NCAA division III meet! How does it feel?

Douglas A. Kogut: It feels great to be able to represent MIT in that capacity. I also think my achievement is a reflection on my teammates and coaching staff.

The Tech: You went into the nationals with a certain mindset. You first competed in the 100-fly, then the qualifying heat for 200-fly finals where you came in third, and eventually the 200-fly. Can you take us through your mindset as those events transpired?

Kogut: Going into the meet, I definitely did not think I was going to win. I was going for getting into the final heat and then finishing in the top eight so I can score points. When I came in third in the qualifier, I knew I had a chance. I got into the zone, got ready for the finals, and competed.

The Tech: What does it mean to be 'in the zone' for a swimmer?

Kogut: I would say for me it is listening to music, focusing on the race, going through every component of the race in my head.

The Tech: You mentioned you thought you had a good chance after you finished third in the qualifying heat. How much influence do fellow competitors have during the race? Does it end as soon as you dive in or do you get some idea of how others are performing in adjacent lanes?

Kogut: From the results of the qualification round I knew most of the other finalists had a strong back half of the race. On the other I hand I have a good front half. So I knew I would be out ahead early on. So if I could sustain that then I knew they would not be able to catch up. Thankfully, that strategy worked.

After the race has started, you can get a look at others at the turns but for the most part it is about doing your best.

The Tech: Is there such a thing as saving your best for the finals while you hold yourself back a little during the qualifiers?

Kogut: No, not in the national meet. Our coach says you win points in the [morning qualifiers] because if you do not qualify you will definitely not score a single point.

The Tech: Do pools and/or lanes matter in a race?

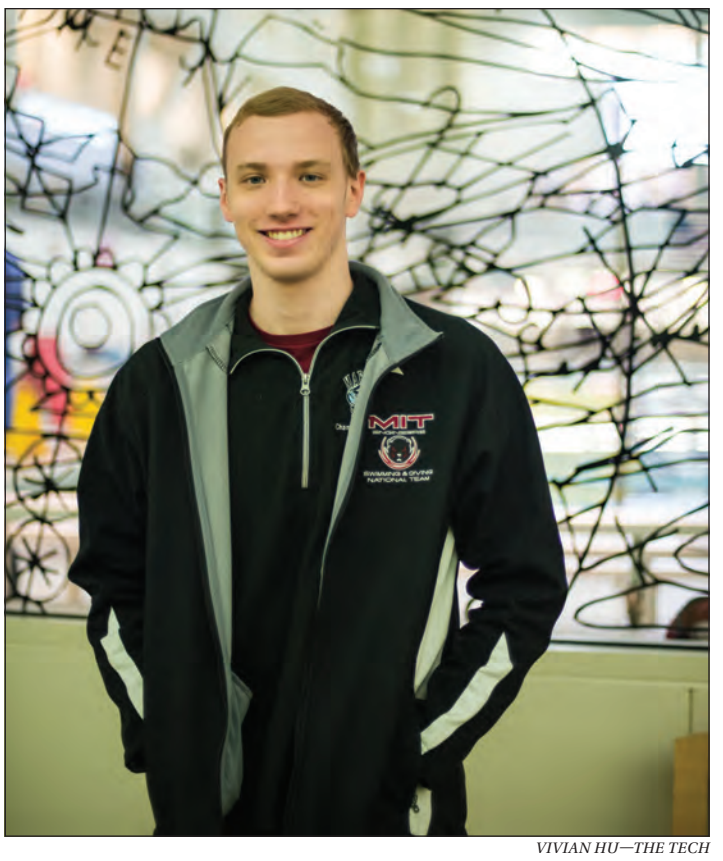
Kogut: I would say for me, no. But a lot of people suggested that the pool where the nationals were held was fast, in that swimmers raced faster than their usual times. The temperature of the water can matter, but for me as long as it is not too hot or too cold it makes little difference.

The Tech: This is the first 200-fly national title in school history and the fourth national title in swim and dive. Given the sheer rarity, does your accomplishment feel all the more special?

Kogut: The last student-athlete from MIT to win an individual title at the national meet was Wyatt Ubellacker '13. I looked up to him. Now I have a chance to inspire my fellow teammates.

The Tech: You compete in the 100 and 200 butterfly. Why do you like those events?

Kogut: I prefer butterfly to the other strokes because I feel like it is the hardest stroke and, especially at the 200 distance, the most strategic stroke to swim.



VIVIAN HU—THE TECH

Douglas A. Kogut '18.

The Tech: What do you do in the off season to become a better swimmer?

Kogut: Last season, after nationals, I was really motivated as I did not make it to the finals of any event. So I swam seven to eight times a week, waking up at 5 a.m. every day. This off season I plan to do a lot of weight-lifting.

The Tech: How does weight-lifting help?

Kogut: For sprint events or even up to 200 meters it helps in the explosiveness and underwater.

The Tech: How do you like spending time off the pool when you do not have psets due?

Kogut: I like hanging out with my friends on Baker-5th. We often play Smash.

The Tech: It is CPW! What are your plans?

Kogut: I am hosting a swimmer who has committed to MIT. I plan to hang out with the team a lot, along with the incoming recruits.

The Tech: Looking ahead, what are your goals for next year?

Kogut: I would definitely like to repeat this feat and in addition accrue as many points as possible for the team.

The Tech: Thank you for making the time to talk to us.

Kogut: Thanks!

Editor's note: This interview was lightly edited for clarity and length.

Please continue to send in your recommendations for the Player of the Month to sports@tech.mit.edu.

LENNY MARTINEZ—THE TECH

Kristyn M. Beretta '16 runs up the field as a player from Wellesley college attempts to cut her off during Wednesday's lacrosse game. The MIT Engineers beat Wellesley College 20-9.

Are you running the Boston Marathon?

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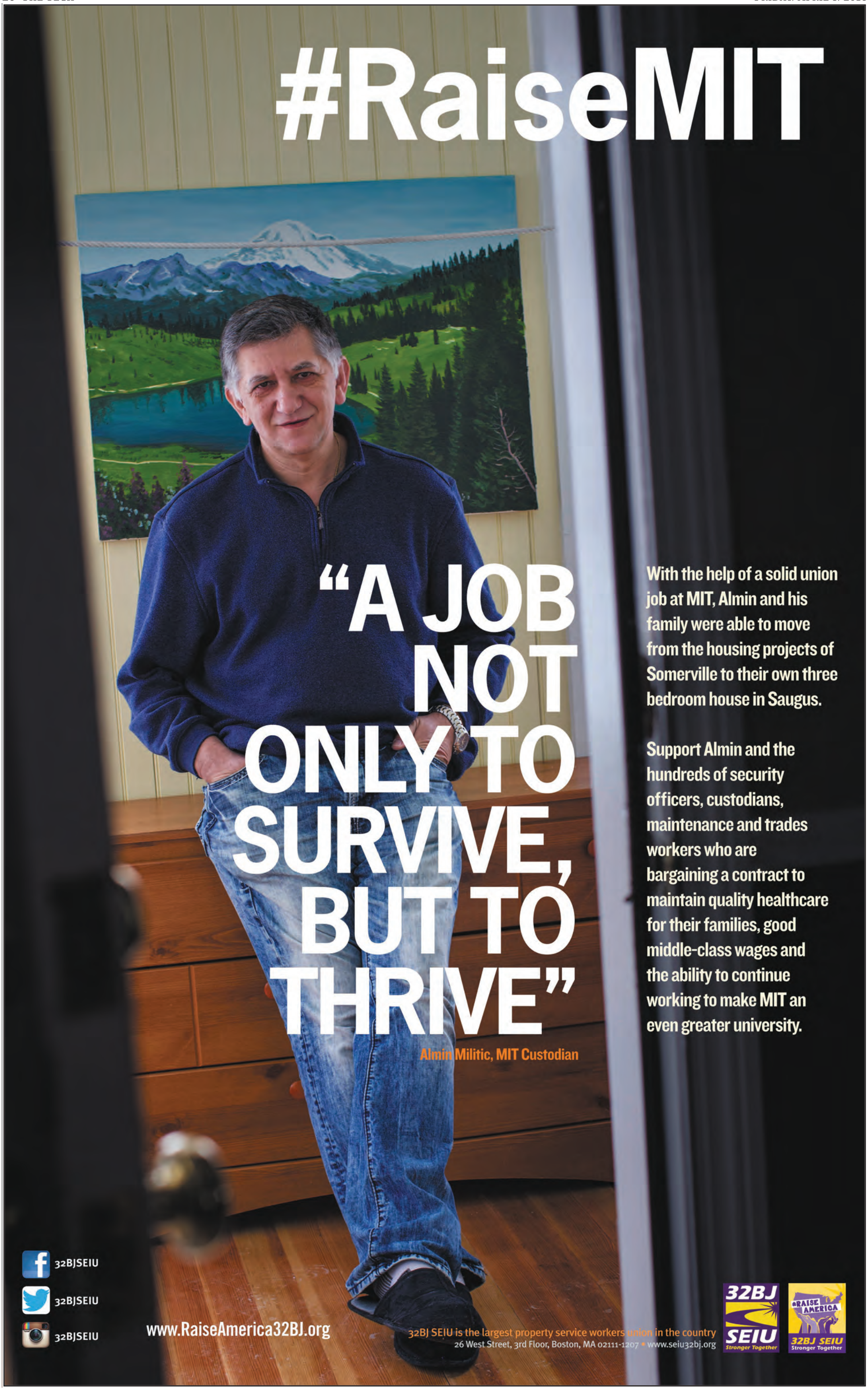
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