



CADY BORONKAY—THE TECH

Students gathered on Kresge lawn last Friday to watch the Project AAPIdentity livestream, a celebration showcasing art submissions and performances from MIT's AAPI community.

MIT announces new climate action plan for the next decade

Plan increases opportunities for student involvement and introduces centralized organizational structure

By Kristina Chen
EDITOR IN CHIEF

MIT's second climate action plan, titled Fast Forward: MIT's Climate Action Plan for the Decade, was announced by President L. Rafael Reif, Vice President for Research Maria Zuber, Associate Provost Richard Lester, Dean of Engineering Anantha Chandrakasan, and Executive Vice President and Treasurer Glen Shor in a May 12 email to MIT community members.

The email writes that MIT is in a position "to set a standard of climate leadership" and that with the plan, it commits to "a coordinated set of leadership actions to spur innovation, accelerate action, and deliver impact."

The development of the new plan was led by Zuber, Lester, and Chandrakasan, who also engaged

with community members and solicited feedback for the plan through various meetings, engagement sessions, climate symposia, and fora with faculty, staff, students, alumni, and external partners.

The email describes the new plan as a "living document" that may be updated with continued feedback from the community, who can view the plan and climate initiatives at the Climate Portal and email fastforwardclimate@mit.edu.

Zuber said in an interview with *The Tech* that MIT feels "that it's our responsibility and duty to try to make a genuine difference, and to do that, we're going to need the help of everyone in the community."

According to the email, the "broad" challenge faced by the plan is finding "affordable, equi-

table ways to bring every sector of the global economy to net-zero carbon emissions no later than 2050." The email writes that this challenge can be addressed by pursuing two strategies: to go "as far... [and] as fast as we can" with the tools the world currently has and to "invest in, invent, and deploy new tools." The plan also includes an additional strategy of educating and empowering the next generation, "who are inheriting" the problem of climate change and "must ultimately solve it."

Zuber told *The Tech* that the new plan is "way more ambitious" than the Institute's first five-year climate action plan from 2015.

The new climate action plan is guided by ten themes and goals.

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Chancellor Cynthia Barnhart to step down July 1 after seven years

Barnhart discusses engagement with students: 'Central to my approach is the importance of partnering with students.'

By Srinidhi Narayanan
NEWS EDITOR

Cynthia Barnhart SM '86, PhD '88 will step down from her role as chancellor July 1, according to a May 3 email from President L. Rafael Reif.

Barnhart first stepped into the role of chancellor in 2014. During her seven years as chancellor, Barnhart helped to launch the MindHand-Heart initiative, expanded work on violence prevention and response through the Institute Discrimination and Harassment Response office, and transformed student life through the removal, remodeling, and creation of undergraduate residences and changes to housing and rooming processes.

Barnhart originally intended to step down in Spring 2020 but served another year in the role when the

COVID-19 pandemic struck the MIT community.

After moving on from chancellorship, Barnhart will take a sabbatical leave before returning to teaching and research.

The Tech spoke with Barnhart over Zoom to reflect on her role as Chancellor. This interview has been edited for clarity and length.

The Tech: What prompted you to step down as chancellor?

Cynthia Barnhart: I'll begin by saying that the opportunity to serve as MIT's chancellor was an incredible one. I loved working with the students. I loved working with the broader community. I was excited about taking the job, because I saw that there were opportunities to make a difference in the lives of our students. And that was something that very much motivated me. After

seven years, I feel that it's a good time to allow someone else to come in and have an impact. And at the same time, it allows me to think about the next thing that I want to do, and what impact can I have, so I am being intentional about stepping away, not because I want to leave the position, but because I really want to force myself to think about where I can potentially make a difference next.

TT: Did your decision-making process change throughout your time as chancellor? What types of student feedback came to affect your decision making on important issues?

Barnhart: Central to my approach is the importance of partnering with students. We have a shared governance model at MIT, and mak-

Chancellor, Page 3



RIA KOLLI

This past week, Nextercise takes place among the Next House community to promote health and fitness.

IN SHORT

No tests may be given and no assignments may be due after May 14 for classes with final exams.

May 20 is the last day of classes. Final exams will take place from May 24 to May 27.

MIT community members authorized to access campus should update their vaccine status at covidvaccine.mit.edu by May 23 to retain access.

For sophomores ordering brass rats, ring sales end May 15.

Student and faculty greetings for the commencement ceremony can be submitted online until May 16.

Graduating students should set up their Blockcerts wallets by June 1 to receive digital diplomas.

Pre-registration for the summer session ends May 27.

Interested in joining *The Tech*? Email join@tech.mit.edu.

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

Proposal to increase first-year spring credit limit passed at faculty meeting

Faculty discuss fall planning, Killian Award recipient announced

By Kristina Chen
EDITOR IN CHIEF

Faculty voted on five motions, including one to change the first-year spring credit limit, recognized faculty moving from tenured status to professor, post-tenure or professor emerita/us, and discussed fall planning at their May 12 meeting.

Following discussions of the pro-

posal to increase the first-year spring credit limit from 57 to 60 units at the March and April faculty meetings, faculty first voted on a motion from Professor Steven Leeb PhD '93 to delay voting on the proposal until February 2022. This motion to delay voting did not pass, with around 17 votes to delay and 91 votes to not delay.

Faculty then voted on the motion to increase the spring credit limit,

which passed with 95 votes of yes and 12 votes of no.

Faculty voted on and passed three additional motions. They passed the slate of nominees, first presented at the March meeting, for service on standing faculty committees and for the positions of associate chair and secretary of the faculty.

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SHAKESPEARE

Timon of Athens in the reality show world.

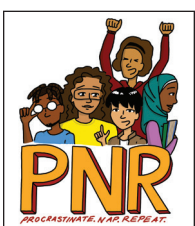
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SOCIAL INNOVATION

What constitutes ethics, sustainability, and impact? **OPINION, p. 6**

PHYSICS

Are hearts akin to Schrödinger's cat? **CAMPUS LIFE, p. 7**



PNR

Phantom of the Dorm Hall. **FUN, p. 5**

HAPPY EID

Missing food, festivities, and of course, family. **CAMPUS LIFE, p. 7**

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WEATHER

Late spring warmth

By Sarah Weidman
STAFF METEOROLOGIST

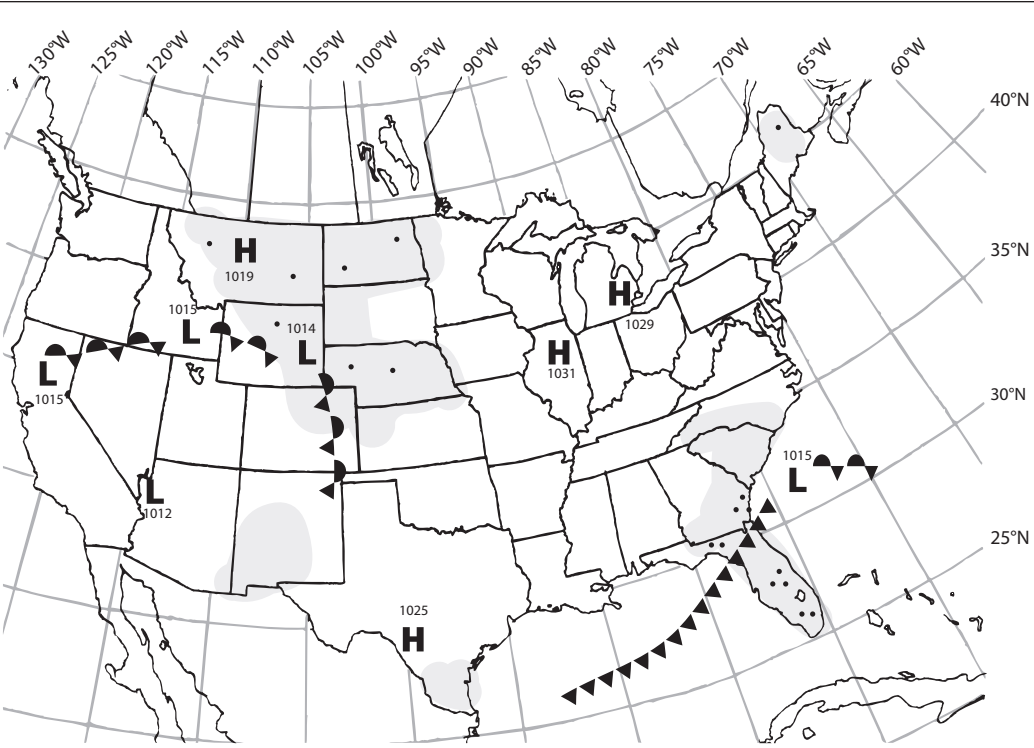
We have finally arrived at the beauty that is late spring in the northeast. Spring officially ends at the end of May, but with temperatures consistently reaching the 60s and 70s, scattered showers, and trees full of green leaves, late spring is finally here. The recent showers have a silver lining, resulting in trees full of leaves

and an end of the severe drought warning in most of MA.

We can now more confidently put away snow boots and coats until next fall, and maybe even start planting frost-sensitive plants outside! It is a cruel irony that schedules final projects and exams at the same time as such beautiful weather! Try to take a study break outside and enjoy the spring warmth as often as you can!

Extended Forecast

Today: Sunny. High around 66°F (19°C). Northwest wind around 4-8 mph.
Tonight: Mostly clear. Low around 52°F (11°C). West wind around 5-7 mph.
Tomorrow: Sunny, then scattered showers. High around 72°F (22°C) and low around 51°F (11°C). Northwest wind around 5-8 mph.
Saturday: Mostly sunny, then scattered showers. High around 68°F (20°C) and low around 51°F (11°C). Northwest wind around 5-8 mph.
Sunday: Mostly sunny, then scattered showers. High around 70°F (21°C).



Situation for Noon Eastern Time, Thursday, May 13, 2021

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

MIT intends to completely eliminate its direct carbon emissions by 2050

Climate Plan, from Page 1

The themes include focusing on the centrality of science through continued research; working toward the need to innovate and scale via technological breakthroughs; attending to issues of fairness and justice across global communities; recognizing the need for engagement by collaborating with government, industry, and academic partners; and more strongly coordinating the work of units at the Institute.

Zuber told *The Tech* that during work on the first climate action plan, she observed that “people at MIT have different skills, talents, and interests, and they want to contribute in ways that align with those capabilities,” resulting in a “1,000 flowers growing model” of activities surrounding the plan. She recognized that the Institute needed to coordinate the activities “so that they are greater than the sum of the parts.”

In order to accomplish this, MIT will introduce a new organizational structure in the plan that will “help amplify MIT’s voice, increase involvement across the community, and improve accountability,” Zuber said.

Thus, the plan introduces two new cross-Institute committees — the Climate Steering Committee and Climate Nucleus — that will replace the Climate Action Advisory Committee and facilitate the coordination of climate-related work across the Institute.

The steering committee, currently consisting of Zuber, Lester, Shor, and the deans of MIT’s five schools and the College of Computing, will provide “ongoing strategic planning and oversight, set priorities, commit resources, coordinate the efforts of operating units, evaluate progress, and ensure Institute-level accountability for the climate plan.” The committee will likely meet six times each year.

The Climate Nucleus’s membership will be decided by the steering committee and will consist of department, lab, and center representatives who have significant responsibilities under the plan. The members will manage and implement elements of the plan, which will involve program planning, budgeting, staffing, fundraising, external and internal engagement and program-level accountability. The Nucleus will

likely meet monthly during the academic year and provide an annual progress report on the plan.

Zuber told *The Tech* that each element of the new plan had a “responsible person or organization at MIT who agreed to step up and be responsible for part of it” and that the annual report will be posted to the Climate Portal as a “definite plan for accountability” for the community to follow the Institute’s progress.

Another major theme of the plan is to “educate future generations of leaders, problem solvers, and citizens.”

Work towards this theme described in the plan includes establishing a Climate Education Working Group consisting of student and faculty who will assess curricular and co-curricular offerings and “develop recommendations for increasing participation in and strengthening climate-related education at MIT.”

Zuber told *The Tech* that the plan was “designed with the idea of trying to broaden participation from the MIT community” and that “for any student who wants to get involved, there’s going to be an opportunity for them to get involved.”

The MIT Technology and Policy Program will coordinate the creation of a Sustainability Policy Hub which will provide opportunities for students to assist and learn from sustainability policy makers, such as through climate policy internships in Washington, D.C. or a visitors program to invite policy leaders to campus.

MIT will also build on the Undergraduate Research Opportunities Program to make climate or energy-related undergraduate research opportunities available to any undergraduate who wants one.

The new plan continues the work of the first plan by introducing climate and sustainability topics to courses, especially to General Institute Requirements and design-related courses.

Zuber told *The Tech* that for design courses, students will be taught about “using sustainable materials” and the courses “will build sustainability as a fundamental principle in design.”

Additionally, MIT will include students and postdoctoral scholars in its Council on the Uncertain Future, organize another series of climate symposia, and edu-

cate high school audiences about climate changes by developing a science-based climate curriculum in the Center for Energy and Environmental Policy Research.

MIT will also continue to “tell the science-based climate story to the world” by sending delegations of its community members to the United Nation’s annual Conference of the Parties and increasing the audience of its publicly available Climate Primer, TILclimate podcast, Climate Portal, and online course offerings.

The plan describes efforts to reduce MIT’s own climate impacts as well, writing that MIT “remains on track to meet or exceed its goal from the 2015 plan to reduce its net carbon emissions by 32% by 2030.”

With a goal of achieving net-zero carbon emissions by 2026, the Institute will initially reduce emissions via “new large-scale off-campus renewable energy, storage, and infrastructure projects.” MIT is “actively collaborating” with other universities and governments for this transition.

By achieving this goal, MIT will also be making “sustainable energy supplies and facilities more available nationwide” and “demonstrating their feasibility.”

MIT further intends to completely eliminate direct emissions by 2050, which will require “significant advances in carbon-reducing technologies and a decarbonized electrical grid in New England.” Specific steps that MIT is committing to for on-campus decarbonization are purchasing only zero-emission light-duty vehicles for its future fleets, converting campus shuttle buses to zero-emission vehicles by 2026, increasing campus car-charging stations by at least 300% by 2026, and increasing the capacity of on-campus renewable energy installations by at least 500% by 2026.

MIT will also establish a Carbon Footprint Working Group of faculty, staff, students, and postdoctoral scholars, which will develop a “roadmap” for decarbonization by 2050. Some initial priority commitments for the working group include working on a carbon offset strategy for MIT-sponsored travel and a quantitative set of food, water, and waste systems goals; evaluating MIT’s greenhouse gas portfolio; advancing climate resiliency plans and mitigation strategies; exploring possibilities to reduce campus energy consumption us-

ing artificial intelligence; and encouraging department, labs, and centers to develop their own sustainability plans.

Zuber told *The Tech* that “leadership at the College of Computing is very excited about being involved in the plan and are going to be looking for ways that computing can add to sustainability.” An idea currently being considered is using artificial intelligence to optimize heating and cooling systems on campus. Additionally, Zuber said that complex climate models will require “computing advances” and “algorithmic advances to handle different time steps and different spatial scales.”

The MIT Investment Management Company (MITIMCo) will manage MIT’s endowment in “the fight against climate change” by providing resources to support the activities of MIT faculty, staff, and students. MIT will work to create a more sustainable investing portfolio by posting MIT’s environmental, social, and governance framework to MITIMCo’s website; performing an analysis of how to achieve net-zero carbon emissions by 2050 in its portfolio; offsetting the carbon footprint of the new Volpe development in Kendall Square; and actively participating in Climate Action 100+, where investors engage with major companies toward the goal of net-zero emissions.

Zuber told *The Tech* that MIT chose not to include divesting from fossil fuel companies in the new plan because fossil fuel stocks and companies “provide a critical product on which the operation depends,” and it seemed that divestment would not “accelerate progress towards decarbonization.”

Zuber added that in the plan, “the only practical way to decarbonize the global energy economy is to work with the people who run the current energy economy,” and “being at odds with them would be counterproductive” since the Institute is “in a better position to make progress by working with them.”

The plan also describes initiatives to “inform the work of governments and leverage their power to accelerate progress.”

These initiatives include establishing a Climate Policy Working Group of faculty members engaged in policy-related climate research and helping them work

with federal, state, and local policy-making officials. Additionally, MIT will host climate and energy seminars for congressional staff.

Zuber, who currently serves in the U.S. government’s Office of Science and Technology Policy, told *The Tech* that the office will be “setting the research agenda for climate and clean energy” in the U.S. and “recommend policies that will maximize action and encourage broader adoption.”

The plan also includes conducting new research on strengthening corporations’ climate-related financial disclosures, developing a series of case studies on companies that have transitioned to decarbonized, more-sustainable operations, and expanding the reach of its climate and energy modeling tools.

The Institute will additionally continue its work addressing socioeconomic challenges faced due to climate change and associated with the transition to a low-carbon economy for communities most affected and for the developing world.

In order to “spark, foster, and speed adoption of important innovations,” the new plan intends to advance the Climate Grand Challenges, announced in July 2020, wherein faculty members propose, research, and implement solutions to climate-related problems.

Additionally, the plan will continue to expand MIT’s Climate and Sustainability Consortium, announced in January 2021 and consisting of industry partners that are leaders in their sectors. Through the consortium, member companies will work with MIT researchers to develop and deploy climate solutions in production processes, supply chains, and service models.

The MIT Energy Initiative is launching its Future Energy Systems Center, which will participate in interdisciplinary research on energy and serve as “a single point of entry to the energy research ecosystem at MIT for energy-related firms.”

MIT will also hire at least 20 faculty members with a climate and sustainability focus over the next five years, establish a “mid-career ignition grant” for current faculty working in climate change or clean energy fields, and add “up to 100” new Climate and Sustainability Fellows as graduate and postdoctoral students.

‘The earlier you can engage with students the better,’ Barnhart explains

Chancellor, from Page 1

ing that shared governance model work is critical to being able to do anything. So what I did throughout was work very hard to get to know students and meet with them a lot, hear how they were thinking about things, and learn from them. Then, at the same time, provide them the viewpoints I was hearing from others who were perhaps not at the table, whether they were other students, senior leaders, or faculty. Much of my time was spent relationship building with the idea that through that relationship building you can build trust and make changes that improve students’ experiences at MIT.

Working on sexual misconduct prevention and response, the first thing we did was to send out a sexual misconduct survey, and we used that data to drive our decisions and drive what we did. My background is optimization, so I tend to also bring a systems optimization perspective to problem solving. Another example of using this process of engagement was creating MindHand-Heart. I think it reflects how MIT’s mens et manus benefits by having the broader lens that includes heart. And another example is the Innovation Fund, which is funded through the chancellor’s office, and reaching out to the community at large. Students’ input included withdrawal and readmission policies, medical leave and hospitalization policies. These are just some examples of how I applied my approach to build things and effect change.

Our overall view of student engagement didn’t change, but we learned as time went on. The earlier you can engage with students, the better. We recognize that before even thinking about a solution to a problem, we should go to the students and get their reactions. We

know that top down decision-making doesn’t work. I’ll say that it also doesn’t yield solutions that are as good as when you engage broadly with the community and get their ideas. And the more you can engage student leaders and a broad swath of the student community, the more effective the solution, the more the buy in, the easier it is to effect changes that in the end will be good for the community.

In this context, one of the things we did is the work of making the room assignment process less stressful and more inclusive. What we did is we presented to students the issue we were grappling with — we were concerned about the stress and isolation and rejection that some students were feeling as first years at MIT through survey findings, earlier reports, and conversations with some students. We brought the issue to the students, and we said “What do you think?” The process we followed was jointly coming up with some guiding principles, and saying “we agree that any room assignment process should satisfy a couple of basic principles that aligned with MIT values.”

Then we said “Students, you go, and you figure out how the process would work best for you, but make sure that it satisfies these guiding principles.” And we didn’t ask students to come up with a single solution. We said there are differences in each residence hall. So we asked each residence hall to come up with what works best for them and aligns with these principles.

I think that was an example where this was a hard problem to solve. There were many different opinions, and most opinions were very strongly held, and were very diverse. There was a broad range of thoughts about what the best room assignment process should be. I feel that doing this in partnership with

students and giving students agency to make these important decisions for themselves, while at the same time ensuring that the outcome would be consistent with MIT principles and values was an approach that is a good working model.

TT: Is there anything you’re especially proud of accomplishing in your time as chancellor?

Barnhart: I’m very proud of the Chancellor’s team. I think that we have amazing people, so dedicated to the students of MIT. They work so hard for all of you and I’m very proud of that. We were very intentional in working across offices and being a team that’s coordinated, because that was a critical element in ensuring that students are well supported. All of the important aspirations we have for mental health, well being, and sexual misconduct prevention and response require a strong coordinated team. I’m really happy that in my time, we’ve had some new dorms that have been built, we have the W20 Wellbeing Lab. I am very proud of having had the opportunity to work on behalf of our DACA students, the work to get our students to MIT when some of them were trapped by the travel ban, and that we were part of the Harvard-MIT lawsuit related to international students. I’m very proud of the financial aid increases and hardship funding and graduate family assistance, all things that have been really important to me. And I’m also really proud of the partnership that was formed through COVID between the administration and heads of house, house teams, and students working together to help navigate really tough times.

TT: A lot of students remember you for or associate you with taking Senior House offline. Was there anything you learned from that experience, earlier in your

time as chancellor, that you’ve been able to apply now?

Barnhart: I’m thinking about the parallels with room assignment, which is also central to the student experience. It is, as I said, something that some students have very strongly held opinions about. There are a lot of parallels and some differences. The parallels are, we started out with identifying where we felt that some MIT goals or principles were not being satisfied. We were really interested in the case of Senior House, and ensuring that all of our students were safe and successful. We went to the students of Senior House and asked them to work together with us to address concerns. A very similar process was taken in identifying guiding principles and how we would design this in a way that satisfies those guiding principles. Unfortunately, in the case of Senior House, there was a situation where there was just dangerous behavior, it broke the trust, and we weren’t successful in achieving the turnaround that we were hoping for.

I think in the case of the room assignment process, the fact that students were each in their own residence halls, working to identify how they wanted things to work in their halls, was for some reason successful. I would say that that one difference, perhaps, is that in the case of room assignments it was across the entire Institute. And so as a result, I think there were many more students involved in the process of trying to get us to where we wanted. One of the important things that I have found is that although not all students will want to spend the time to be engaged, most students want to know what’s going on. The more people engage, the more students know that there is that process, the easier it is to get buy in and make it work.

TT: You have served as chancellor during this entire pandemic so far, and it might be an interesting transition to the next chancellor because we’re also transitioning back to normal. What do you envision being different, or what sorts of new challenges do you think there will be?

Barnhart: The thing that I really appreciated about the pandemic was this sense of partnership with the students. There was a team formed between the Division of Student Life, Office of the Vice Chancellor, and my office, and students. Moving forward, I hope that the same sense of teamwork will continue, and I point to that because if you have that sense of teamwork, then when something comes up, it can be addressed early on.

Problems that are discussed and worked on early are so much easier to solve than challenges that kind of brew without engagement and become bigger and harder to solve. One thing that will be important, I think, is ensuring that graduate students have the financial support that allows them to be successful at MIT. At the undergraduate level, our continued commitment to financial aid is really important.

As we think about MIT going forward, many of us are especially focused on creating an MIT that is diverse and inclusive, where students feel that they belong, and that they will excel. I know that that would be one place I would be spending a lot of time. We attract remarkably talented students to MIT. And I think we need to be very intentional to ensure that students at MIT have an excellent experience, and can succeed. That should be part of what the next chancellor will think about and I’m sure that will be the case.

Kristina Chen contributed reporting.

Sloan Professor Robert C. Merton is recipient of 2021–22 Killian Award

Faculty Meeting, from Page 1

They also passed two motions from the April faculty meeting, one to decrease the required number of units for the Master of Architecture degree from 312 to 282 and another to add two new senior leadership roles — the Dean of the Schwarzman College of Computing and the Institute Community and Equity Officer — to the Rules and Regulations of the Faculty.

Chancellor Cynthia Barnhart PhD ’88 then presented updates on MIT’s fall plans, informing faculty that all enrolled students would be required to be fully vaccinated prior to the start of the fall semester with some exemptions.

Additionally, MIT is continuing to determine whether all employees, including faculty and staff, should also be required to receive vaccines and expects to “have the information that will allow us to make the decision by May 23” with a final decision to be made by early June.

Barnhart added that this decision would allow for additional decisions such as testing frequency, capacity limits, mask requirements, and physical distancing regulations to “fall into place.”

She also reiterated MIT’s intention to return to campus for in-person academic, research, residential, co-curricular, and academic activities for the fall.

Faculty then had the opportunity to ask questions about fall planning.

Professor Yossi Sheffi asked whether a group of people who were fully vaccinated would be permitted to have a meeting without masks. Barnhart responded that decisions were not yet made about mask-wearing and distancing.

General Counsel Mark DiVincenzo added that while people might be willing to share their vaccination information with MIT Medical, they might not be willing

to disclose their vaccination status to everyone.

Professor Daniel Hastings PhD ’80 asked whether people on campus would be able to move freely between buildings in the fall.

Associate Provost Krystyn Van Vliet PhD ’02 responded that at the moment, individuals can enter buildings where they have to do work, and for the fall, MIT is planning to continue using COVID Pass and access points but in a way where “your card will feel like it works everywhere it used to work before the pandemic so you have easier travel through campus.”

Professor Caroline Jones asked about hosting events such as workshops, symposia, or lectures, and how these could be organized,

Director of Emergency Management Suzanne Blake said that MIT would need to follow state and city guidelines for event capacity and that there is currently an events group at MIT working to determine guidelines for safely planning events.

Dean of the School of Engineering Anantha Chandrakasan added that while there is no consensus on whether large lectures will be in person or whether there will be a more hybrid approach, “the expectation is that we’re going to be doing a lot more in-person classes”

Professor Michael Short PhD ’10 asked whether there would be different tiers of requirements and whether there would be opportunities for community input on restrictions.

Vice Chancellor Ian Waitz responded that there would be opportunities for input and that restrictions would be in place to preserve community health while also allowing MIT to pursue its mission “to the greatest extent possible.”

Short added as an example that it was difficult for him to teach while wearing a mask and wondered whether other faculty shared the sentiment on lecturing with a

mask versus not wearing a mask or lecturing remotely. Many faculty members agreed via chat messages that they would rather teach over Zoom than in person with a mask, due to difficulties speaking, hearing, breathing, and being interpreted by students.

Short also asked what MIT learned from responding to the pandemic, particularly due to concerns over another pandemic or a variant of COVID-19.

Van Vliet responded that MIT has taken a data-driven approach and remained agile and has also learned a lot “that will make MIT better in the long run,” pointing out that all the buildings on campus are now on card access.

Blake added that MIT is better prepared for any disaster, beyond a pandemic, because it has established foundations in place that allow MIT to conduct classes online and operate without access to campus. In addition, the community’s “motivation and the appetite for being prepared for emergencies” has grown.

Professor Monty Krieger asks what kinds of provisions would be made for students who are unable to return to the U.S. or unable to receive the vaccine.

Chandrakasan said that while MIT is emphasizing residential education in the fall, there are some degree programs where accommodations can be made, “but the expectation is that we want the students to make it back or they may have to defer for a term.”

Professor Rohit Karnik asked about MIT’s intended timeline for decision-making, since knowing guidelines and restrictions could cause plans for classes and research to change significantly, which would require a large amount of work.

Barnhart said that MIT is “trying really hard to make decisions early and to have them be robust enough to stick.”

Vice President for Research Maria Zuber added that MIT must comply with state rules for space usage and that over the course of the summer, vaccination level and public health could loosen restrictions, but the decision is still “a regular and ongoing process” being discussed.

Waitz added that MIT is planning for full teaching but has in place a plan if MIT needs to be “more conservative than full teaching,” although the hope is that MIT will not need to use the plan but to be “prepared with that in our back pocket going into the fall.” Waitz hopes that “whatever the pandemic sends our way,” one of the two plans “is sufficient for us to work from.”

Professor Anna Mikusheva, chair of the James R. Killian Jr. Faculty Achievement Award selection committee, announced and introduced the recipient of the 2021–22 Killian Award, Professor at the Sloan School of Management Robert C. Merton PhD ’70.

Mikusheva said that Merton has made a “tremendous impact as one of the founding architects of modern finance theory” and is “best-known as one of the creators of the Black-Scholes-Merton option pricing theory, which laid the foundations for the development of markets for options and other derivative securities” and for which he received the 1997 Nobel Memorial Prize in Economic Sciences with Myron Scholes.

The selection committee also commended Merton for “his profound commitment to innovation through scientific research and to advancing pedagogy in financial economics, as well as to serving as a highly valued mentor to graduate students and junior colleagues.”

Merton thanked the committee and those who nominated him for the award and said that he is “deeply honored to have” his work “recognized by” his “remarkable and marvelously accomplished faculty

colleagues who make MIT so very special.”

The recipient of the Killian Award is recognized for extraordinary professional achievement and holds the title of Killian Award Lecturer for the following academic year during which they present on or more lectures to the MIT community on their professional activities.

Faculty with tenured status becoming professor, post-tenure or professor emerita/us were also recognized at the meeting. Faculty Chair Rick Danheiser announced their names and introduced their accomplishments during the meeting.

Faculty members present at the meeting expressed their appreciation for the contributions, mentorship, and service of the recognized professors.

The 18 faculty members who were recognized are John Belcher, professor of physics; John C. Cox, professor at the Sloan School of Management; Peter S. Donaldson, professor of literature; Robert Field, professor of chemistry; James G. Fox, professor of biological engineering; Dennis Frenchman MAA ’76, MCP ’76, professor of urban studies and planning; David Geltner PhD ’89, professor of urban studies and planning; Shafi Goldwasser, professor of electrical engineering and computer science; Alan Grodzinsky ’69, SM ’71, SCD ’74, professor of biological engineering; Robert Jaffe, professor of physics; Thomas Kochan, professor at the Sloan School of Management; Dennis McLaughlin, professor of civil and environmental engineering; Silvio Micali, professor of electrical engineering and computer science; Haynes Miller, professor of mathematics; Ruth Perry, professor of literature; Robert Redwine, professor of physics; Lisa Steiner, professor of biology; and Sheila Widnall ’60, SM ’61, SCD ’64, professor of aeronautics and astronautics.

Timon of Athens but make it a 2021 reality show

This April, MIT's Shakespeare Ensemble premiered their production of *Timon of Athens* on the grand stage of YouTube. Despite this deviation from the ensemble's typical theater setting, the two-hour, modern-day spin on the Shakespeare play did not fail to deliver the same degree of flare, creativity, and fun that the group's in-person shows have always done. The modernized story followed the blueprint of Shakespeare's original play where *Timon*, a wealthy lord, falls into despair and loneliness after losing his wealth and pride to his toxic relationships. This premise does not sound too far off from the world of reality stars and influencers, and the production latched onto this parallel by turning *Timon of Athens* into an fantastically outlandish 2021 reality show.

Timon (played by Nelson Niu '21) is a socialite diva, who is loose with his money and loves a good party. The people he surrounds himself with also love those things but turn out to be manipulative social climbers whose lack of sincerity breaks his trust in humanity. The characters are all exaggerated to imitate the superficiality of social media and fame addicts that we see today in real life.

Unlike the stage, the camera gives each character their own spotlight, allowing the audience to become more familiar with the individual characters and observe the acting with greater intimacy. Niu, who plays Timon and also co-produces the show, explained, "when you're on stage, especially when you're doing something hard to understand like Shakespeare, you need big movements so that everyone in the audience can see what your character is trying to do. On the other hand, the camera already catches every little detail of your face."

Timon is at the center of some of the play's most passionate and electrifying moments, and Niu certainly works the screen as he does the stage with his bold gestures and facial expressions. While this carries the style of "big movements" necessary for theater, he also skillfully utilizes the medium of film by moving towards and away from the camera and choosing powerful moments to lock eyes with the lens. Although Niu professed that he'd never done film acting at this scale before, he and the rest of the cast bring a natural energy that makes the screen come alive. With everyone in their own frame, it's easier for the audience to watch their subtle reactions and dynamic facial expressions

Directed by Alexis Rappaport

**Produced by Nelson Niu
and Alex Evenchik**

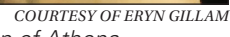
Starring MIT Shakespeare Ensemble

Streamed April 10 and 17

and movements and to understand the individual characters on a more personal level.

The constraints of the screen definitely create a different atmosphere from an in-person play production, where all members share the stage and feed off of each others' presence. Even walking is something that a virtual setting cannot capture as well. The Shakespeare Ensemble seemed to understand the limits but also the new freedoms provided by the video format. The ensemble did not attempt to simulate the visuals of an in-person stage production, instead utilizing shots only of the upper halves of the actors and allowing their faces and voices to speak for themselves. Although actors were captured by separate cameras and different frames, they still felt together on screen. This cohesiveness was partially due to the backdrops, designed with different colors and details for each character that established not only the setting but also the tone for each scene. We see this attention to detail from the bright colors and displays of wealth in Timon's LA mansion to the darker toned dinner scene before Timon flees the set of *Timon of Athens*.

Snappy editing, cutting effectively between different characters, camera angles, and framing, brings the powerfully acted piece together. It felt like the characters were really speaking to each other in the same location, with their voices overlapping and lines of gaze matching up. Considering the detailed work that must have gone into creating this effect, it's incredible that the production came together in a month. Undoubtedly, in addition to the talented cast, the crew responsible for tasks like editing, stage management, composing, set design, scenic art, costume design, and lighting played a new and major role in this well-executed video. Set designer and scenic artist Maya Levv '21 summed up the



Nelson Niu plays Timon in MIT Shakespeare Ensemble's *Timon of Athens*.

experience appropriately: "It was the best of times; it was the worst of times."

Beyond the show's technical and acting accomplishments, the video has a playfulness that takes full advantage of the creative freedoms of the format. From exaggerated and indulgent commercial breaks to comical (and actually helpful!) captions, the video's quirks bring smiles and laughs to the viewer. Hand-drawn backdrops are mixed with realistic footage of lavish mansions and pools, playing up the scale of this reality show world. These exaggerations could only be accomplished through video, and other modernized moments with screens showing social media feeds and news an-

chors exploit the opportunity for mixed media to bring the production in and out of this wonderfully absurd world.

You can't help but admire the freedom with which the cast and crew tell this story. The actors fully occupy their characters, projecting and emoting with complete abandon. It's uplifting to see the spirit of the MIT Shakespeare Ensemble continue through these physically separated times and take on a new life on the virtual screen. *Timon of Athens* has overcome many challenges to successfully deliver what the Shakespeare Ensemble does best — a fun, witty, and slightly crazy show for the MIT community.

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Hell Week

Solution, page 8

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

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

Finals Week

Solution, page 8

120x			15x		4
		24x		8+	4-
12x	60x				
			36x		
2		480x			1
2-				10x	

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.

Choral Connection

Solution, page 8

ACROSS

- 1 Ink smear
- 5 Tachometer numbers: Abbr.
- 9 Chimney dust
- 13 Texas landmark to “remember”
- 14 Basketball target
- 15 Cab
- 16 Black bird
- 17 Worldwide: Abbr.
- 18 Throat-clearing sound
- 19 Man’s altering an opinion
- 22 Most important “numero”
- 23 Fill in __ blank
- 24 Tree sources of pancake syrup
- 28 In addition
- 30 On the __ (fleeing)
- 33 Neighborhood
- 34 Be jealous of
- 36 Temporary peace
- 38 Much-welcomed verbal statement
- 41 Home that might be “humble”
- 42 __ colada (rum cocktail)

- 43 Club members’ payments
- 44 __ in “Sam”
- 45 Require
- 47 Shiny, as a photo
- 49 And so on: Abbr.
- 50 Take a glance at
- 51 Compliments a woman
- 60 Aroma
- 61 Woodwind instrument
- 62 Wooden peg
- 63 Worked on a loom
- 64 Make less difficult
- 65 Pisa’s country
- 66 Narrow wooden strip
- 67 Altered the color of
- 68 Catches, as a criminal

DOWN

- 1 Uninteresting, informally
- 2 Volcano’s outflow
- 3 Sign of the future
- 4 Shoe part below the laces
- 5 Nose-horned African beast
- 6 Ping-__ (paddle game)
- 7 Butterfly cousin
- 8 Divides up

- 9 Montana or Maine
- 10 Island near Maui
- 11 Yoked beasts of burden
- 12 One at a __ (individually)
- 13 Curved line
- 20 Map closeup
- 21 Small glasses of liquor
- 24 Tots’ female parents
- 25 Dutch Caribbean island
- 26 Mexican coins
- 27 Installed, as bricks
- 28 Steer clear of
- 29 Country singer Loretta
- 30 Hawaiian feasts
- 31 Farmland measures
- 32 Untidy
- 35 Slangy refusal
- 37 Make over
- 39 Fractions of a dollar
- 40 Impatient to get started
- 46 Reverberated
- 48 Welcome through the door
- 49 Type of heron
- 50 Velocity
- 51 Female pigs
- 52 Revered celebrity

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

- 53 __ Scotia (Canadian province)
- 54 Internet auction site
- 55 Valentine flower
- 56 Slightest amount
- 57 Small cotton-tipped stick
- 58 “Electric” fishes
- 59 Crafty



Phantom of the Dorm Hall

by Alina Sarmiento



Is The Milk our version of the Chandler?

Social innovation — a corporate revolution or lip service?

By Rustam Khan

Adrienne Buller recently remarked that

In the eyes of historian of technology David Edgerton, this innovation-centric vision of history has been wedded to a rigid, universalistic account of modernity. In addition to completely muting subaltern subjects that have ensured the higher living standards of a privileged minority, such a recent reading also sees historical engines of change almost exclusively in elite spaces of innovation and invention (say, for example, Silicon Valley). If we instead take a “use-based” understanding of technology, says Edgerton, then we’ll come to see a global and alternative history of how people have organized and improved their lives through objects and processes that are often forgotten. These include bicycles, sewing machines, and the refrigerator, things that radically improved our quality of life.

Social enterprise and innovation are indeed exciting ways of rethinking the problems and solutions to endemic issues in society. Yet shirking the need to question the knowledge and contexts within which we operate, as well as failing to acknowledge and genuinely challenge the deep legacies of oppression from the past (e.g., race, colonialism, gender, and economic), throws social innovation into the basket of exonerating tools at the hands of the most powerful.

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WENBO’S WALKS

Being human is strange

At the conclusion of my sophomore year, I feel like I’ve been living in a dream for most of my time here

By Wenbo Wu
EXECUTIVE EDITOR

He extends his collapsed umbrella into the drizzle and gives it a twirl. It falls to the pavement without forte, without remorse. He pauses, assesses the situation, but doesn’t bend down to pick it back up. He continues to walk, spinning his empty wrists to the sound of a song that no one can hear.

“... the Y chromosome,” a passerby mumbles as if to reply. But of course, she isn’t talking *to him*. She turns to her friend as they perambulate toward Kenmore Square, chuckling to the punchline of an unspoken joke. Everyone’s a comedian; humans are such funny creatures.

There’s a bus driver somewhere around here. I know because the postage said so. *He doesn’t take fees*. I look down my rain-soaked jacket and reach into my pocket for my phone and CharlieCard ID just in case. A small puddle of water awaits me at the bottom. Nothing is ever waterproof, even if it’s advertised as such.

Like my coat, my phone is “waterproof,” though to its grave misfortune, it lacks the delicacy of eloquence: the time, the background, the same face I’ve seen a hundred thousand times. I slide my ID out from the

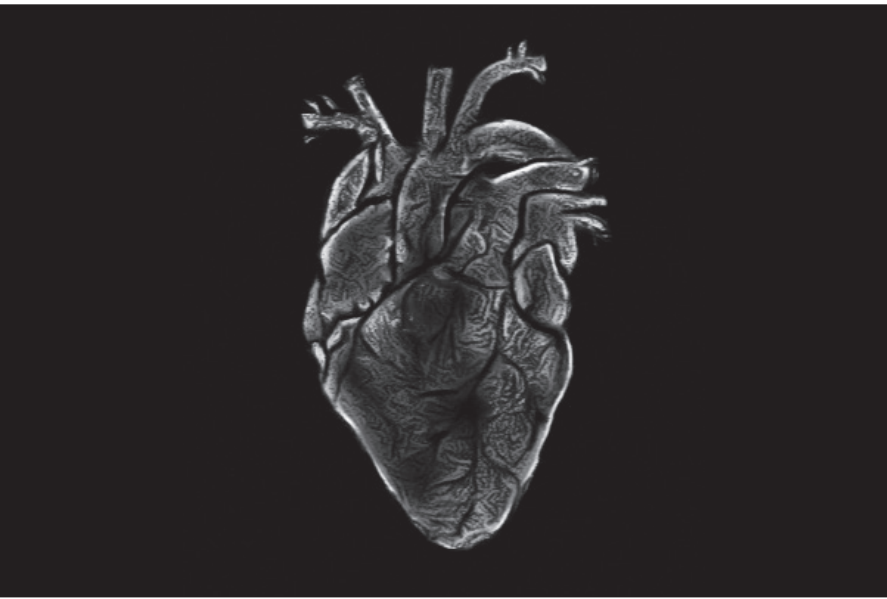
compartments in my case and wait for the bus to come.

The door slides open. I enter hesitantly from the middle of the bus; nobody swipes their card, so I sit down without swiping mine either. The mask hugs my face. Two Pfizer shots later, I’m still as nervous as I’ve ever been.

The bus begins to rumble, and then we begin to move. We pass a few stations, and soon, a tough summer breeze displaces me from my seat. I find myself standing at the bus stop again, rain pouring down the eaves of the booth.

I stand up and leave the comfort of the bus stop and begin the trek back to campus. There’s a certain calmness in being still, in walking without burden for the first time. There’s a curiosity to being human, both in the delight of existence and the inevitability of suffering. We are many animals in one, though we generally hesitate to deem ourselves as such.

We may find ourselves at our most timid, but we can find ourselves at our most brave. We may struggle to find our place but in it find humor, love, and grace. And most importantly of all, we can dare to dream, fly, and fall. And that’s something to remember about the human, the strangest animal of all.



FARIN TAVACOLI —THE TECH

I feel the beating beneath my chest.

I arrive at the entrance of Harvard Bridge at last, looking toward the second half of my time as an MIT undergraduate. At the conclusion of my sophomore year, I feel like I’ve been living in a dream for most of my existence here; I’m slowly waking up.

I feel my chest. The heart can be a strange quantum thing, being broken, whole, or both all at once. But today, my heart is whole; it beats fervently, ready to pounce into the dawn of new life. It’s been a while since I’ve felt that way.

Dear Muslim MIT

Wishing a happy Eid from me to you

By Salma Islam

Dear Muslim MIT,
I wanted to wish you a happy Eid. Tomorrow I have an exam to sit for about three hours, and you know, sometimes things are just like *that*. It’s just very exhausting being a Muslim student and knowing people don’t get it. Fasting for Ramadan while classes continue as normal. I’m in three night classes that go through iftar, the first time I can eat or drink in the day, and it is difficult. “Not even water?” I’m asked, and I smile and say it isn’t as bad as it sounds. And it’s not. At least not in the way they think. It’s bad in that I miss home.
I miss eating sambusa hand-folded by my mother and aunts. I miss praying taraweesh with all my cousins and sometimes leading it with my wavering voice and often rushed short surahs. I miss hugging my grandma and wearing lots of kohl because that’s the only makeup I could get

away with putting on. I miss catching my mom in quiet moments repeating prayers with her tasbeeh absentmindedly. I miss having iftar dinners at overflowing tables that spilled onto a few sufras on the floor. I miss those Ramadan-specific meals like shorba and luqamat. I miss noticing my parents loosening my curfew so I could stay out later. I miss those shared late-night suhoors with friends learning about how their families did things. I miss competing with my cousins over who could finish our recitation of the Quran first, who could do it multiple times over, even, and knowing we could never beat our grandma. I miss the smells of Ramadan at home. I miss giddily setting up times to get my hands decorated in henna and getting my brows done in time for Eid. I miss Eid prayer by the Red Sea, tasting salt in the air and hearing waves crash as I connected with God. I miss the first breakfast at my grandma’s house and how everything on Eid morning

just tastes *that* much better. I miss seeing everyone in their Eid best outfits and Eid best smiles. I miss joking to my cousins just a few years older about waiting for an Eidiyah that stopped coming a few years ago. I miss fighting off younger cousins asking for theirs. I miss batting away, abashedly, at my grandma, who would still sneak me a little, letting me know she hasn’t forgotten. I miss comparing our Eidiyah loots at the end of the night to see who went to the most families. I miss the biriyani in a large siniya that we would sit around and eat together. Quick hands grabbing the best pieces of meat. I miss seeing how alive the city was at those late hours of the night. I miss praying taraweesh in unison at the masjid, standing arm to arm, and reading along in chorus. To this day, the sound of takbirat reminds me of Eid. I miss the smells of the newly concocted ouds and bukhoors from my mother’s room. I miss smelling them in her wake. I miss going to Makkah in the

early hours of the morning. Spirituality feeling like an act of togetherness, that joined aloneness with God. I miss the deep feeling of calmness in knowing we were all there sharing our hopes and dreams with Him. I miss my family.
I was asked recently what Ramadan means to me, and honestly it means family. Right now, all I feel is the void of me not being with them. Instead I sit in my current apartment, averting my eyes from psets undone and projects waiting to be assembled. Instead I sit scratching my head at yet another finals season alone without the comforting and safe embrace of family.
I hope your Eid can be filled with barakah and joy. I hope my nostalgia brings you comfort in knowing it’s not just you. I hope you can find small pockets of community here to feel less alone.
Eid Mubarak, Eid Sa3eed, Kul Sana Wa Antom Tayeb, Min al 3aideen,
Salma

It’s Dangerous to Go Alone!



Take This.

photo@tech.mit.edu

Class of 2024 declares majors after two virtual semesters

40% of first-years enrolled in College of Computing, Courses 10 and 20 see largest surge in percentange enrolled

By **Áron Ricardo Perez-Lopez**
SENIOR EDITOR

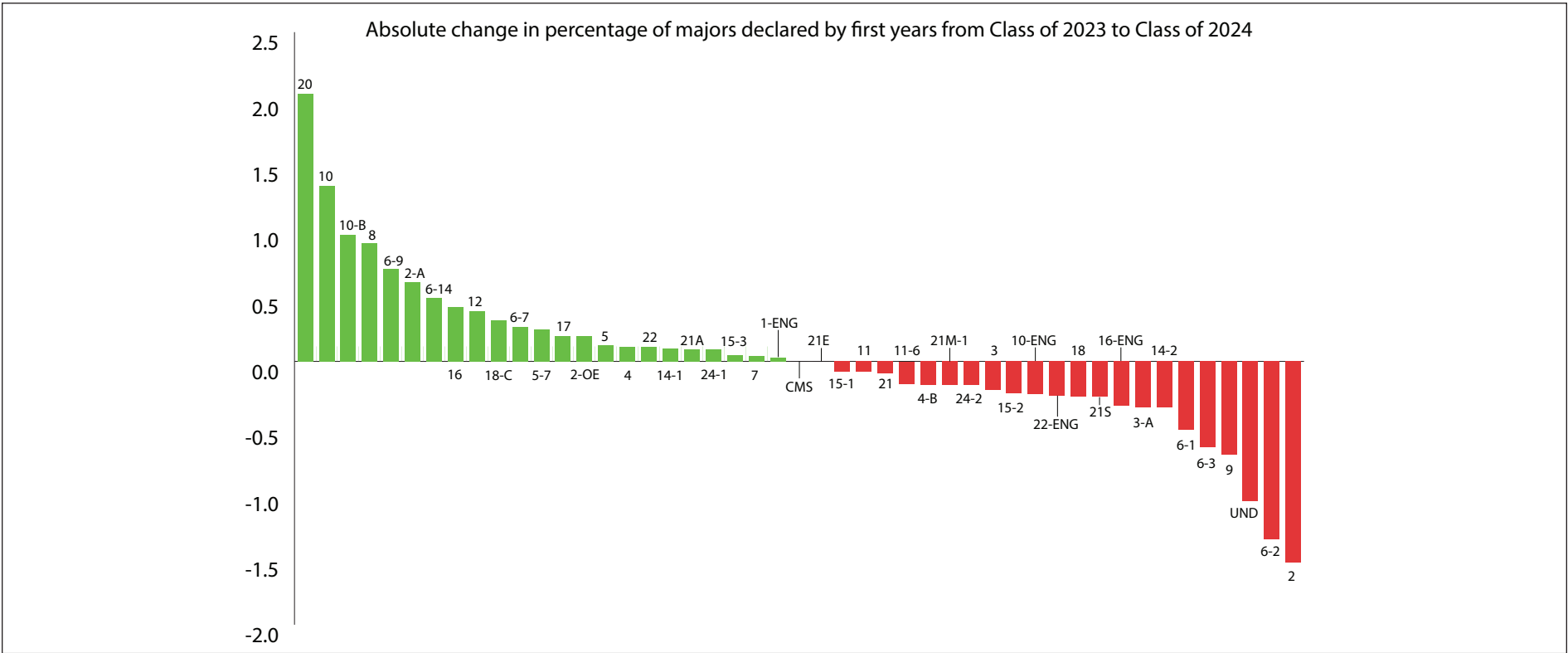
The Class of 2024 major declaration form was due April 30. The first, second, and third most popular major choices were consistent with last year's class's choices: 201 first-year students (18.8%) declared Course 6-3, Computer Science and Engineering; 92 (8.6%) declared Course 6-2 (Electrical Engineering and Computer Science); and 78 (7.3%) declared 2-A (Engineering as recommended by the Department of Mechanical Engineering). Course 20 (Biological Engineering) and Course 18 (Mathematics) were fourth and fifth in popularity; 74 students (6.9%) declared Biological Engineering, while 60 students (5.6%) declared Mathematics. They were fifth and fourth last year, respectively. Course 20 also saw the largest absolute increase in first-year enrollment; its share increased two full percentage points from last year (4.9%).

Courses 10 (Chemical Engineering) and 10-B (Chemical Biological Engineering) saw the largest absolute increases after Course 20, as well as two of the largest relative increases in first-year major declarations. Course 10's share tripled from just under 0.6% of first years (7 students) last year to almost 2.0% of first years (21 students). Similarly, Course 10B's share doubled from 0.9% (10 students) to 1.9% (20 students). Other majors with large relative increases in enrollment include Course 17 (Political Science) which was only declared by one first year last spring but three students this spring; and Course 12 (Earth, Atmospheric, and Planetary Sciences) which saw first-year enrollment jump from three last year to seven this year. Course 21A (Anthropology), Course 24-1 (Philosophy), and Course 2-OE (Mechanical and Ocean Engineering) saw no new students last year, but had one or, in the case of 2-OE, two new students each this year.

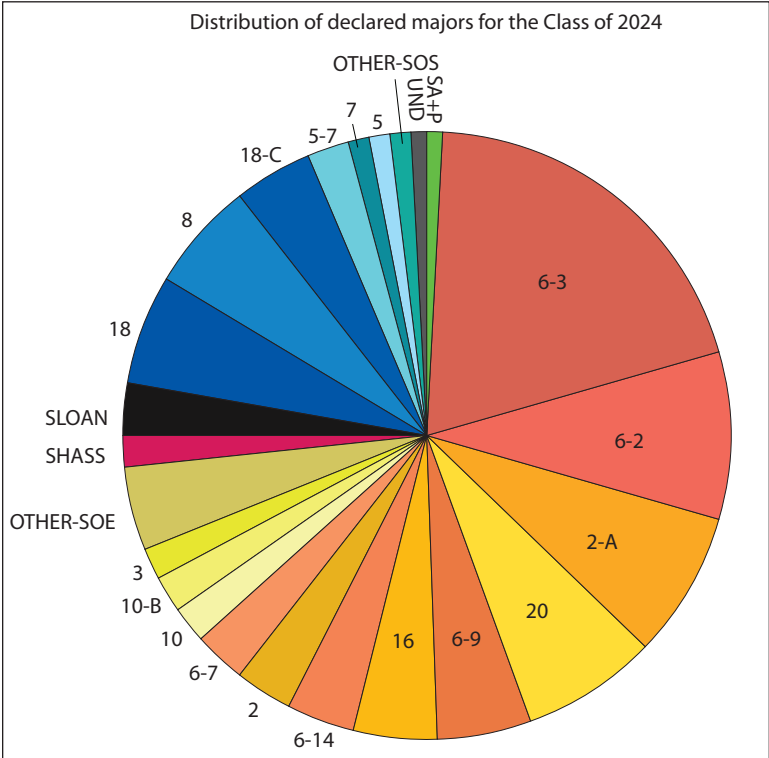
Courses 2 (Mechanical Engineering) and 6-2 each decreased by over one percentage point in popularity from last year: 3.1% (33 students) compared to 4.6% (51 students) and 8.6% compared to 9.9% (110 students). Courses 6-1 (Electrical Engineering) and 6-3 also saw smaller numbers; for Course 6-1, this represented a 40% reduction from 15 first years (1.4% of the class) to nine (0.8% of the class), Course 6-3 remained the most popular major with a 0.6 percentage point reduction from 19.4% (215 students) to 18.8% of first years. Courses 9 (Brain and Cognitive Sciences) and 4-B (Art and Design) were declared by a third as many students this year as last year, four (0.4% of students) compared to 12 (1.1% of students) for Course 9, and one compared to three for 4-B. Four majors saw no new first-year students this year but one (Course 21, Humanities), two

(Courses 21M-1, Music, and 24-2, Linguistics), or three (Course 21S, Humanities and Science) first years last year. Courses 10-C (Bachelor of Science as recommended by the department of Chemical Engineering), 21G (Global Languages), 21H (History), 21L (Literature), 21M-2 (Theater Arts), and CMS (Comparative Media Studies) had no first-year students either this year or last year, although all of them have upper-year students enrolled. The School of Engineering retained its first place in terms of first-year enrollment, with its share increasing from 67.9% (751 students) to 69.5% (744 students). The School of Science captured 20.4% of this class's major declarations (218), slightly more than those of the last, at 19.3% (214 students). The Sloan School of Management was chosen by fewer first-years: 2.8% (30 students) compared to 3.0% (34 students) last year. The School of Human-

ities, Arts, and Social Sciences and the School of Architecture and Planning each saw substantial decreases in enrollment, from 22 (2.0%) to 15 (1.4%) first years and from 15 (1.4%) to 11 first years, respectively, although these numbers tend to fluctuate significantly across years. First-year students in Courses 6-1, 6-2, 6-3, 6-7, 6-9, 6-14, and 11-6 are also enrolled in the Schwarzman College of Computing and together comprise 39.7% of this year's major declarations (421 students) and 40.7% of last year's (449 students). Eight first-years (0.7% of the class) designated no major, a decrease from 20 (1.8% of the class) last year. 44 students (4.1% of the class) did not submit a major declaration form, a decrease from last year's 50 students (5.0% of the class). The Class of 2024, with 1070 students, is slightly smaller than the Class of 2023, with 1106 students.



Course 20 had the largest percent increase, followed by 10 and 10-B.



The two most popular majors among the Class of 2024 were 6-2 and 6-3.

Juneteenth recognized as Institute holiday

Juneteenth has been adopted by MIT as an Institute holiday, effective this summer, President L. Rafael Reif wrote in an email to the MIT community May 5. Juneteenth is usually observed on June 19 and celebrates the emancipation of African Americans in the U.S. Reif wrote in his email that the holiday “marks the moment in 1865 when the people held in slavery in Texas where finally told — two and a half years after the Emancipation Procama-tion — that they were legally free.” Reif added that the designation of Juneteenth as an Institute holiday “serves to acknowledge the stain on our nation of centuries of slavery” and “encourages us

to reflect on the long shadow” of slavery and “appreciate the ongoing struggle of Black Americans for equity, inclusion, and justice.” Since June 19 is a Saturday this year, Juneteenth will be observed as an Institute holiday for the first time on June 18. The decision follows MIT’s replacement of Columbus Day with Indigenous Peoples’ Day for the first time last October. Both new holidays are the result of work done by the Institute Community and Equity Officer John Dozier, Vice President for Human Resources Ramona Allen, and MIT’s Holidays Working Group to reexamine Institute holidays.

— Kristina Chen

Solution to Hell Week

from page 5

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

Solution to Finals Week

from page 5

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

Solution to Choral

from page 5

BLOT	RPMS	SOOT
ALAMO	HOOP	TAXI
RAVEN	INTL	AHEM
CHANGING	HISTUNE	
UNO	THE	
MAPLES	ALSO	LAM
AREA	ENVY	TRUCE
MUSICTOONE	SEARS	
ABODE	PINA	DUES
SAS	NEED	GLOSSY
ETC	SEE	
SINGSHER	PRaises	
ODOR	OBOE	DOWEL
WAVE	EASE	ITALY
SLAT	DYED	NABS

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