



ALEXA SIMAO—THE TECH
One of several “oil spills” around campus this weekend that were put up by MIT Divest to bring attention to the institute’s fossil fuel investments, Friday.

MIT’s Values Comm. releases first official values statement

‘Evolving’ document of values contains series of steps, three sections of ‘Excellence and Curiosity,’ ‘Openness and Respect,’ ‘Belonging and Community’

By Wenbo Wu
EDITOR IN CHIEF

The Values Statement Committee has released the Institute’s first official values statement alongside a committee report, President L. Rafael Reif, Provost Cynthia Barnhart PhD ’88, and Chancellor Melissa Nobles wrote in an email to the MIT community April 12.

The values statement is divided into three sections: “Excellence and Curiosity,” “Openness and Respect,” and “Belonging and Community.”

In the “Excellence and Curiosity” section, the values statement states that MIT community members “strive for the highest standards of integrity” and “intellectual and creative excellence,” seeking “new knowledge and practical impact” in “service to the nation and the world.” They “prize originality, ingenuity, honesty, and boldness”; draw “strength from MIT’s distinc-

tive roots”; learn “by doing”; and “blur the boundaries between disciplines to solve hard problems.” The statement added that MIT “welcome[s] quirkiness, nerdiness, creative irreverence and play.”

The “Openness and Respect” section states that the MIT community “champion[s] the open sharing of information and ideas.” MIT community members “cherish free expression, debate, and dialogue in pursuit of truth” and “commit to using these tools with respect for each other” and the community. They also “strive to be transparent and worthy of each other’s trust”; “challenge [themselves] to face difficult facts, speak plainly about failings in our systems, and work to overcome them”; and “take special care not to overlook bad behavior or disrespect on the grounds of great accomplishment, talent, or power.”

Finally, the “Belonging and Community” section states that MIT community members “strive

to make [their] community a humane and welcoming place where people from a diverse range of backgrounds can grow and thrive,” where everyone “feel[s] that [they] belong.” The statement adds that “wellbeing in mind, body, and spirit is essential,” as are “decency, kindness, respect, and compassion for each other.” MIT community members “value one another’s contributions in every role.” The statement concludes by stating that community members “shoulder the responsibility” to use their “uncommon strengths” with “wisdom and care for humanity and the natural world.”

The committee’s report states that the values statement is intended to be “a living document, evolving as needed over time,” and recommended a series of steps to bring “the values statement to life,” including beginning “formal action

Values, Page 2

Morningside Design Academy announced to be launched Sept.

Academy to be housed in the newly renovated School of Architecture and Planning and be led by Prof Ochsendorf

By Kristina Chen
PUBLISHER

MIT will launch its Morningside Academy for Design in September 2022, President L. Rafael Reif announced in an email to the MIT community March 14.

Supported by a \$100 million gift from The Morningside Foundation, the philanthropic arm of the T.H. Chan family, the academy was first envisioned by a design initiative

advisory committee and its recommendations made in April 2021.

The academy will be housed in the School of Architecture and Planning (SA+P) and will be led by a director, Professor of Architecture and Civil and Environmental Engineering John Ochsendorf, and associate director, Associate Dean in the School of Engineering Maria Yang ’91.

Reif wrote that the academy will “amplify the impact of MIT’s

existing world-class programs in design,” by enhancing its ability to promote design education at MIT and elsewhere, to support faculty and students in design endeavors, and to collaborate and “develop compelling solutions to humanity’s great challenges.”

A SA+P webpage about the academy writes that it will provide a “hub that will encourage

Design, Page 2

MIT selected five flagship projects for the Climate Grand Challenges

Transformative projects to be presented at April 21 showcase

By Kristina Chen
PUBLISHER

MIT has selected five flagship projects for its Climate Grand Challenges research program, according to an email from President L. Rafael Reif April 11.

After nearly 100 proposals were submitted for the grand challenges, 27 finalists were invited to develop comprehensive plans for their projects. From the finalists, MIT selected five teams to proceed as flagship

projects with additional funding and support from the Institute.

“These projects will define a transformative new research agenda at MIT with the potential to make meaningful contributions to the global climate response,” Reif wrote.

The five selected projects are named: “Bringing computation to the climate challenge,” “Center for electrification and decarbonization of industry,” “Preparing for a new world of weather and climate

extremes,” “Reinventing climate change adaptation,” and “Revolutionizing agriculture with low-emissions, resilient crops.”

Summaries of the projects can be found at the Climate Grand Challenges website.

“Bringing computation to the climate challenge” is led by Professors Raffaele Ferrari and Noelle Eckley Selin. The project intends to create a platform that improves

Climate, Page 2



ALEXA SIMAO—THE TECH
A banner hangs over the Lobby 7 covid drop-off station in appreciation of its staff after closing, Friday.

THE NORTHMAN

Disappointing utilization of exceptional actors. **ARTS, p. 4**



CAMPUS PREVIEW WEEKEND

Prefrosh experience MIT. **PHOTO, p. 6**

REGRESSING

Fall down seven times, get up... none? **CAMPUS LIFE, p. 5**

SECTIONS

Arts 4
Campus Life 5
Photo 6
Fun Pages 8
Sports 12



Are you dying to tell someone
your latest ephiphany?

Write about it!

Join Campus Life @ The Tech!

E-mail join@tech.mit.edu

Solution to Confusion
from page 11

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

Solution to The Grind
from page 10

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

Solution to Non-Stop
from page 9

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

Solution to Mania
from page 8

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

Solution to Midterm
from page 8

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

Solution to Email
from page 8

SASH	CLOD	ORGAN
ALTO	HOHO	VERSE
SOUL	UFOS	ACEIT
SEND	INTHE	CLOWNS
INKY	ASU	
MOSTLY	ROB	PAPA
ANNIE	LOUIS	DOC
PRINT	JOURNALISM	
LED	SUITS	LOOSE
EDEN	RNS	BOSSSES
EGO	TROT	
FORWARD	THINKING	
UBOAT	AWED	ECOL
NOTRE	TIRE	YOGI
DESKS	AGES	SNOB

The Spring 2022 Karl Taylor Compton Lecture

Reality Check: Facts under Assault,
Democracy Threatened



Photo: Essdras M Suarez

Martin Baron

Executive Editor, The Washington Post, 2013–2021

Thursday, April 21, 2022
4 pm | Huntington Hall (10-250)

All members of the MIT community are invited

Covid Pass users,
no registration is required.

Non-Covid Pass users,
please scan the QR code to register
in advance for a Tim Ticket.



COMPTON | LECTURES

MIT
Massachusetts
Institute of
Technology

get on the front page



Robert Eggers's latest film leaves the audience desensitized to brutality

Spoiler alert: Major plot points are discussed in this review.

Known for his tales of violent gore, Robert Eggers delivers another brutal story with his latest film, *The Northman*. The nihilistic tale follows Amleth (Alexander Skarsgård) on his quest to avenge his father and reclaim the throne from his murderous uncle. While the plot presents an adaptation of Shakespeare's *Hamlet*, it is not nearly as intentional or well-written. Amleth's thirst for revenge is idealized and mistaken for honor — to him, there is no greater glory than dying in the fields of battle.

Amleth enters princehood after going through a bestial experience with his father (Ethan Hawke): hollering, burping, and farting as animals do. A wolf spirit possesses him and King Aurvandill as they buck off the final chains of their humanity. Soon after, his uncle Thorfinnr (Claes Bang) triggers Amleth's revenge tale by delivering a killing blow to Aurvandill. Amleth escapes and enraged, he begins his transformation into the muscled warrior he must become to exact revenge, all the while chanting a promise to avenge his father, rescue his mother, and save his kingdom.

Along the way, he meets and falls in love with the beautiful white-haired Olga (Anya Taylor-Joy) who claims to have a cunning mind. Amleth steals away onto the boat where she is enslaved and returns to his kingdom in hopes of stealing back the crown. Together, Amleth and Olga wreak havoc, sabotaging Thorfinnr and attempting to rescue Amleth's mother (Nicole Kidman). For all of Olga's declarations of guile, we never really find evidence of it. Throughout her time with Amleth, her intentions are decidedly transparent. She follows Amleth no matter the foolishness of his actions, leaving us finding Olga's character forced and overly sexualized.

Rather than romanticizing the hero's tale, the film exposes the brutal realities of the Viking kill-or-be-killed lifestyle through action sequences and gore. Death takes the center stage as Eggers finds novel ways to enliven beheadings, mutilation, and abundant bloodshed. The characters on the screen are nothing more than animals in human flesh, slaves to their primal urges. The Northman is not for the faint-hearted; it demands audiences examine the ravenous creature that lies beneath the human mind.

It's a relief, then, that the film showcases exceptional cinematography and a hefty budget, because it doesn't have much else

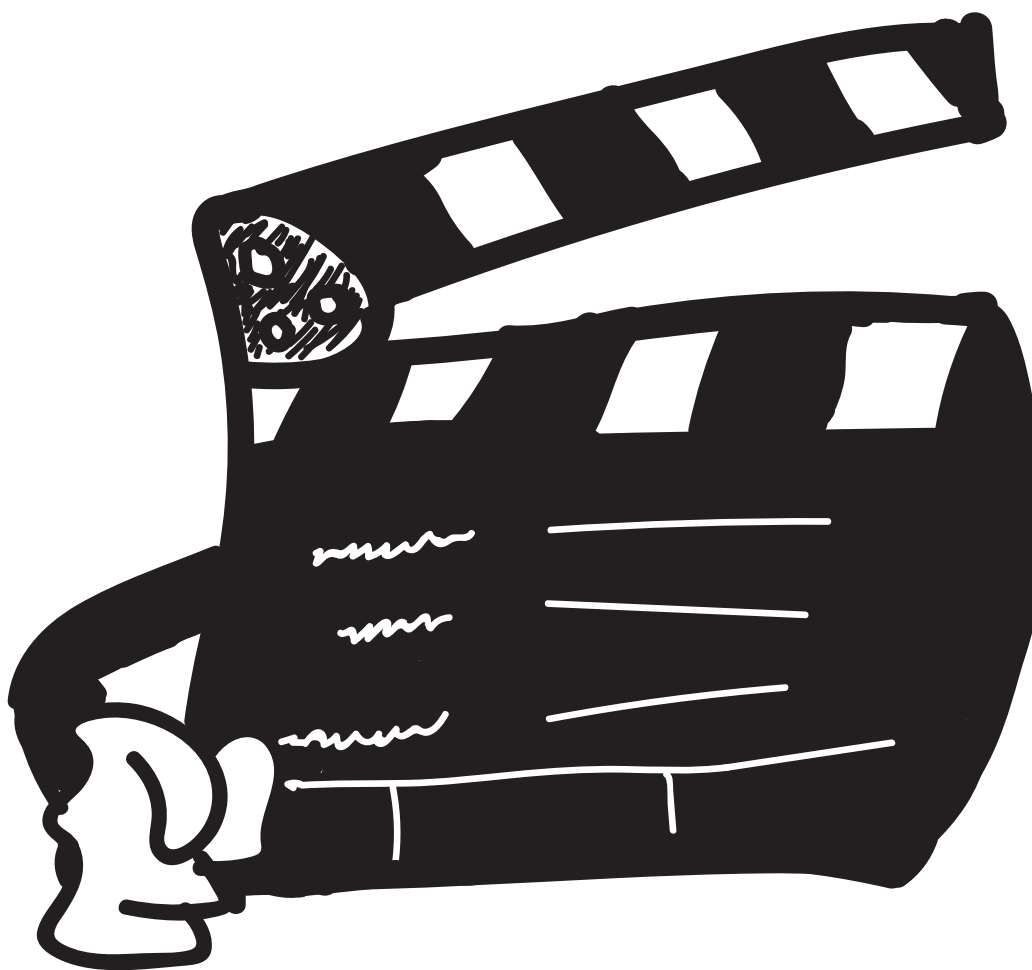
to offer. *The Northman* serves only those seeking an audiovisual experience for its own sake. Amleth undergoes no character development, staying true to his barbaric roots throughout the film. His desire to avenge his father precludes any potential redemption for his sins, shutting the door to considerations of his own personal happiness. Perhaps in true Viking nature, his sacrifices are glorified continuously throughout the film to the point of boredom. The viewer's initial disgust with the gore wears off within the first thirty minutes. Although the film begins to ask questions about the human desire for love, relationships, and happiness, it comes to an end before truly addressing any of them.

For a film with such exceptional actors, Eggers does not utilize them well. One might make the argument that the inconsistent Scottish-inspired accents were regional dialects, but this claim doesn't hold water. Despite their best attempts, the actors' lack of uniformity in their accents leaves viewers confused at best and disinterested at worst.

Even the action subsides into an anticlimactic finale at the "gates of hell." For a film that markets itself as a revenge tale, we fail to see Amleth's thirst for vengeance realized beyond ubiquitous beheadings. The audience is left desensitized to brutal-

Rated R, In theaters April 22

ity without having gained any insight into the human experience. The characters fall short of the personalities they claim to exhibit. While the audience can certainly appreciate certain elements of the film, at the end of the day *The Northman* fails to live up to expectations.



ARTS WANTS
YOU

JOIN@TECH.MIT.EDU

VIVIAN’S REFLECTIONS

Regressing instead of progressing?

Honest feelings

By Vivian Hir
STAFF WRITER

“The MD-PhD program doesn’t fit everyone’s research interests, but don’t let the difficult application process be the reason you don’t apply.” A few weeks ago, I asked my UROP mentor for graduate school advice, with one of my questions being why he chose the PhD route instead of MD-PhD. I never planned to be premed because MD-PhD programs seemed even more stressful and competitive than PhD programs, but I was curious nonetheless. What I remember most isn’t his insightful answer about the differences between MD-PhD and PhD medical research, but rather his straightforwardness. It’s a quality I am thankful he had. He gave me advice I wish I’d known from the start of the spring semester, that I shouldn’t set such low standards for myself.

As I walked back to my dorm, I thought about what he had said to me about not setting low standards. What he had said was plain and uncomplicated, yet it carried so much weight. Before the conversation, I had been growing internally frustrated at my diminishing ambition. I didn’t even journal about these problems, let alone talk about them with anyone. If I brought up the issue with my classmates, they would sympathize and say they were also hosed and burnt out, but that didn’t make me feel much better.

I knew that the striking difference between my high school and college self when it came to motivation was troublesome, but I tried my best to ignore this feeling. After all, if some of my peers also

experienced similar changes coming to college, then why should I worry? It wasn’t until my UROP mentor remarked on taking risks that I realized I had to face what I was feeling. The fact that someone besides me noticed a problem with my attitude made the whole thing even more explicit.

In high school, I expected that coming to college would make me become a better version of myself: someone with better time management, stronger study habits, and more diverse interests. I imagined following in the footsteps of star college students from the college advice books I read, but this wasn’t what happened. Over time, I became conscious of the fact that while I envisioned going forward with who I am as a person, instead I am going backward.

How I went from being a determined high school student to a lazy college student in a year puzzles me. I know I am being hard on myself by using the word “lazy,” but this is honestly how I feel. While spring semester of my high school senior year was more relaxed, I refused to let senioritis take over. I still taught chemistry to high school students, competed in science tournaments, and wrote essays for scholarships. Now, I don’t even have the energy to apply for scholarships or summer programs. I struggle to force myself to study for a midterm even though I worry about the result. My procrastination has increased, not lessened. Although I am active in certain clubs, my enthusiasm for taking on major leadership roles has waned. I am going backward.

My psychologist told me that the content in college classes is a lot more difficult, which is why I don’t have as much time to

devote to other things, such as researching scholarships or summer activities. What she said regarding the differences between high school and college was reassuring, but the following sentence worried me. “It seems like you might be experiencing burnout.” This was the last thing I wanted to hear. If my situation sounded like burnout, what did that mean for my next three years at MIT?

Perhaps the underlying reason I’m not as driven as before has to do with the fact that I am done with college applications. Arriving at this possibility disturbs me because it brings up something I don’t want to admit to myself — that I am more complacent than before. If it weren’t for college applications, would I have studied so hard for science competitions? Probably not. Even though I do intend to apply to graduate school, the process is more straightforward and predictable than college admissions. I wonder if the reason I put in so much effort in high school was more about wanting to get into a prestigious college than pure self-motivation. Thinking about my obsession with prestige in high school irritates me even more. I viewed acceptance from a top college as validation for my intellect and a confidence booster. After coming here, however, I have realized that it doesn’t change anything. I still experience a lot of impostor syndrome and wonder how I got accepted in the first place.

I don’t want to become the type of person who is satisfied with just going to MIT, because getting into a selective college shouldn’t be the end goal. I don’t want to just do well in school, get a nice

internship, and go to an excellent graduate school. I want to go beyond that and leave an impact on my school community. I want to live up to my potential. But the problem is that I don’t have the motivation to achieve these basic goals I’ve defined for myself. My current mindset evokes the old phrase of “all talk and no action.” It seems like as the weeks pass by, the more work I want to avoid. The chemistry side of me equates this situation with following the path requiring the lowest activation energy. The fear of struggling in computer science classes made me discard the idea of minoring in course 6 or majoring in course 6-7. I modified my four-year plan by removing extra classes I don’t need to meet the minimum degree requirements.

However, the more I write, the more I notice how counterintuitive it is to think that something is fundamentally wrong with me. Instead of constantly trying to pinpoint my problems, I should be kinder to myself and think back to what my psychologist told me. If I take fewer units and reduce my outside commitments to focus on others that are more important to me, then maybe I will feel more motivated to learn. I need to keep reminding myself that although the ideal chart of one’s progress in life is linear, progress in reality is full of ups and downs. There are days when I feel like I am stuck in the same position, but I can get out of this pit if I try hard enough. As depressing as it may sound, I want to try harder because my main source of dissatisfaction in life stems from not being the best version of myself. I want to escape this vicious cycle of thoughts for the sake of my happiness.

CAMPUS LIFE CAMPUS LIFE CAMPUS LIFE

Do you have a story to tell?

Can you tell a personal story in writing or in an interview?

The Tech wants to publish stories from the MIT community



Sample topics:

Experiencing discrimination at MIT

Choosing between divergent career paths

Your slice of MIT culture

Romance at MIT

Or anything else you can tell as a compelling story

Email cl@the-tech.mit.edu with stories or proposals



FIREHOSE

KATE LU — THE TECH



MAXWELL YUN — THE TECH

LIQUID NITROGEN ICE

CAMPUS PREVIEW WEEK

APRIL 7 – 10



IMPROV GUITAR @SIMMONS

MAXIMO MACHADO — THE TECH

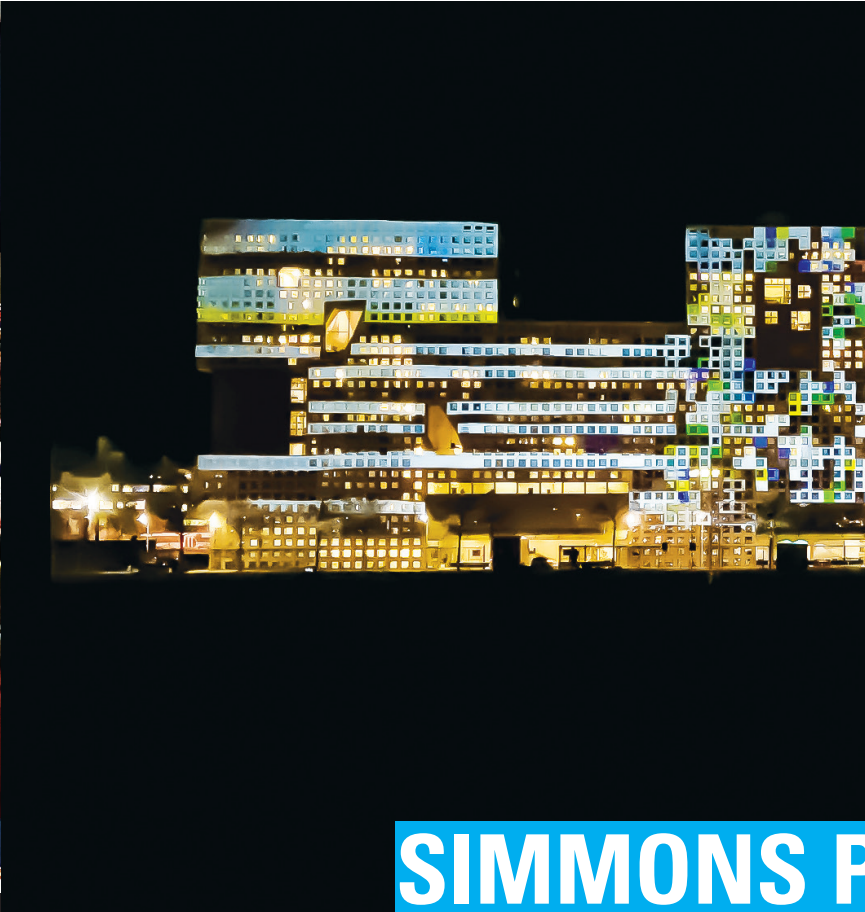


FIRESPINNING



ACTIVITIES MIDWAY

EARIN TAVACOLI — THE TECH



SIMMONS P

THE TECH

ALEXA SIMAO — THE TECH



ICE CREAM

NEXT PERGOLA



ADT DANCE

OLIVIA LEE — THE TECH

WEEKEND 2022

Prefrosh from across the country and world come to get a taste of what it's like to attend MIT, April 7 – 10.



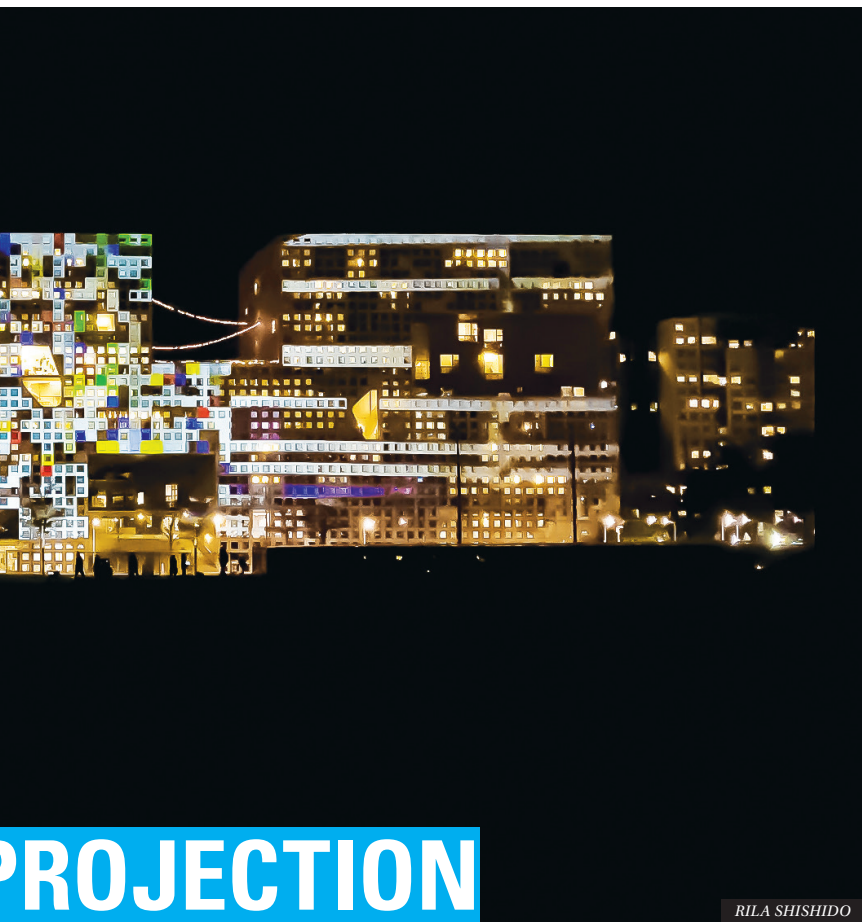
NG

FRANKIE SCHULTE — THE TECH



NEXT KARAOKE

ALEXA SIMAO — THE TECH



PROJECTION

RILA SHISHIDO



ACADEMIC EXPO

RILA SHISHIDO

Mania

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

24x		30x			2
11+		90x		120x	
			3-		1
	60x			6x	4
5		12x			3
6x		2-			5

Email Options by Billie Truitt

ACROSS

- 43 Not at all tight
44 Home for Eve and Adam
46 Colleagues of MDs
47 Supervisors at work
48 Swelled head
50 Jogger's pace
51 Focusing on the future
59 WWII submarine
60 Amazed
61 Environmental sci.
62 University of __ Dame
63 Grow weary
64 Toon bear or baseball great
Berra
65 Classroom furniture
66 Matures
67 Stuck-up person

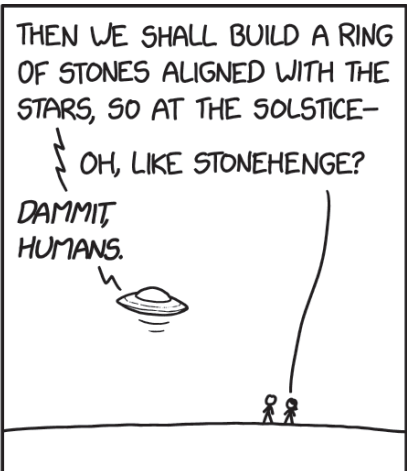
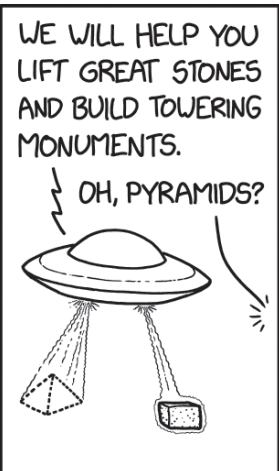
DOWN

- | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | | | |

- ## [2477] Alien Visitors



GREETINGS, HUMANS!
 WHOA, ALIENS!
 WE BRING YOU
 TECHNOLOGICAL
 WONDERS!

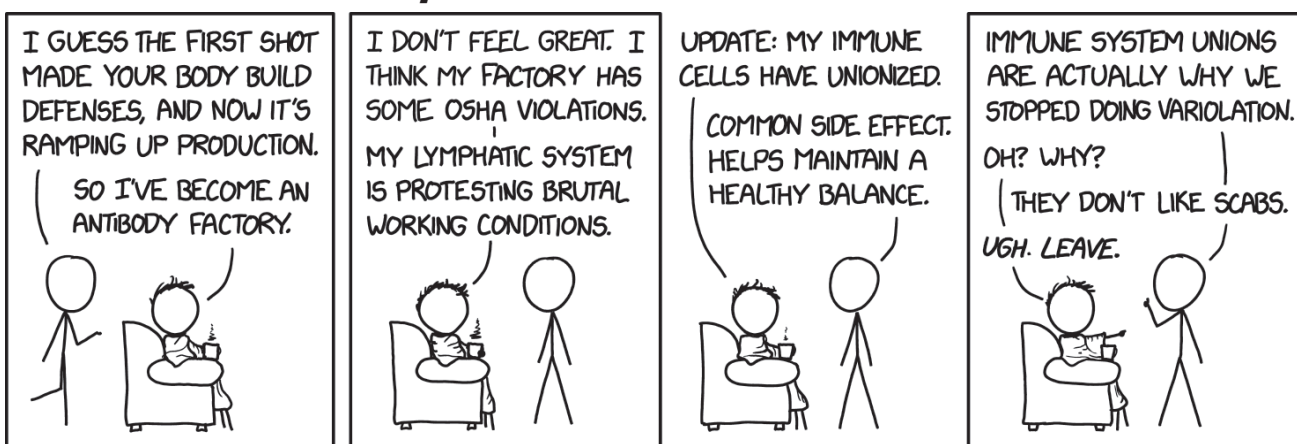


Stay right there, we'll be back in a minute. We've just gotta brainstorm some new wonders. Have you all figured out gears yet? Yes? Crap.

Solution, page 3

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



In the final vote, the doubters were won over by the strength of the name IMMINION.

SPORTS BLITZ

Friday, April 8

- **Softball** won against Emerson College 14-0 (Final 5) and 10-3.

Saturday, April 9

- **Sailing** placed 11th of 12 at NEISA Team Race Championships.
- **Sailing** placed 4th of 9 at Connecticut College.
- **Sailing** placed 4th of 15 at United States Coast Guard Academy.
- **Men's Heavyweight Crew** at Donahue Cup placed V8: 1st, 2V8: 2nd, 3V8: 2nd, V4: 4th.
- **Women's Track and Field** placed 2nd of 4 at Tufts, Bates, and RPI.
- **Men's Track and Field** placed 1st of 4 at Tufts, Bates, and RPI.
- **Women's Lacrosse** won against Smith College 18-7.
- **Men's Tennis** won against Springfield College 7-0.
- **Women's Tennis** won against Springfield College 7-0.
- **Men's Lacrosse** won at Wheaton College (Mass.) 22-7.

Sunday, April 10

- **Women's Lightweight Crew** at Knecht Cup placed V4: 2nd, V8: 3rd, 2X: 6th.
- **Women's Openweight Crew** at Knecht Cup placed V4: 1st Petite Final, 2V4: 6th Grand Final, Novice/Frosh 4: 3rd Petite Final, V8: 4th Grand Final, 2V8 3rd Grand Final.
- **Men's Lightweight Crew** at Knecht Cup placed V8: 3rd GF, 2V8: 1st GF, V4: 4th GF, N4: 5th PF, L4: 1st.
- **Softball** won 7-2 and 11-0 at Clark University.
- **Baseball** won 12-1 and 14-8 at Clark University.

Tuesday, April 12

- **Women's Tennis** won against No. 38 Babson College 8-1.
- **Baseball** lost against Springfield College 7-9.

Wednesday, April 13

- **Baseball** lost against Endicott College 4-10.
- **Men's Lacrosse** won against William's College 13-12.
- **Women's Lacrosse** won against United States Coast Guard Academy 18-8.

Upcoming Sports Events

FRIDAY 15

Women's Track and Field
UConn Northeast Challenge

Men's Track and Field
UConn Northeast Challenge

Softball
vs. Worcester Polytechnic Institute
3:00 p.m.

Baseball
vs. Wheaton College (Mass.)
3:30 p.m.

Women's Tennis
vs. No. 15 Bowdoin College
4:00 p.m.

SATURDAY 16

Women's Track and Field
UConn Northeast Challenge

Men's Track and Field
UConn Northeast Challenge

Sailing
Thompson Trophy

Sailing
Oberg Trophy

Women's Openweight Crew
vs. Boston College

Men's Track and Field
vs. Silfen Invitational

Women's Track and Field
vs. Silfen Invitational

Women's Lightweight Crew
vs. Boston University and Radcliffe (Muri Cup)

Men's Heavyweight Crew
Kerr Cup

Sailing
at Bowdoin College

Men's Lightweight Crew
Biglin Bowl

Softball
vs. Springfield College
12:00 p.m.

Women's Tennis
vs. Mount Holyoke College
12:00 p.m.

Baseball
vs. Wheaton College (Mass.)
12:00 p.m.

Women's Lacrosse
vs. Springfield College
1:00 p.m.

Men's Lacrosse
vs. United States Coast Guard Academy
1:00 p.m.

Men's Tennis
vs. Clark University
1:00 p.m.

SUNDAY 17

Sailing
Thompson Trophy

Sailing
Oberg Trophy

Sailing
at Bowdoin College

Sailing
at Tufts University

TUESDAY 19

Softball
vs. Salve Regina
3:00 p.m.

Baseball
vs. Worcester Polytechnic Institute
3:30 p.m.

Women's Tennis
vs. Wellesley College
3:30 p.m.

WEDNESDAY 20

Men's Tennis
vs. Emerson College
3:00 p.m.

Baseball
vs. Tufts University
3:30 p.m.

Women's Lacrosse
vs. Wheaton College (Mass.)
6:00 p.m.

When you join Production at The Tech and get paid to advertise The Tech in The Tech



join@tech.mit.edu

WANTED

sports·writ·er(s)

/'spôrts ,rīdərs/

noun

noun: sports writers

journalists who write about sports.

No prior experience needed! Just an interest in sports. And probably writing.

For more information, please contact sports@the-tech.mit.edu

