

Shepherd and Gilmartin Fail To Support Survivors of Sexual Violence

**ANONYMOUS
CALTECH
UNDERGRADUATE**
Contributing Writer

I'm one of the unfortunate students who, after a night of drunken violence, filed a formal sexual violence complaint through the Title IX office as a freshmen. It's important for students who are considering filing a complaint and students who are supporting a friend through an investigation to understand the strengths and flaws of this system. I will dispel myths and refute criticisms of Caltech's policies, outline the procedure of an investigation, and finally discuss how the Caltech Title IX policy has failed to protect me.

Caltech's Sexual Harassment and Violence policies are more robust than most universities because these policies strongly follow the Obama administration's guidelines. The administration extended the protections of Title IX to sexual orientation, gender identity, and people with disabilities. Former Vice President Joe Biden also suggested that universities use a "preponderance of evidence" standard in Title IX investigations.

Critics of Biden's guidelines say that a "preponderance of evidence" is insufficient to reprimand university students, staff, or faculty. These critics would argue that judicial rights of the accused demand evidence "beyond a reasonable doubt." This criticism comes from a lack of understanding of our legal system. While criminal cases are determined "beyond a reasonable doubt," civil cases are determined by a "preponderance of evidence." This means two

things in civil cases: the party with more evidence will win the case, and the punishment is proportional to the amount of evidence. Because punishments for university students entail suspension or expulsion rather than jail time, this burden of evidence is appropriate.

The process of a formal Title IX investigation is relatively obscure. In order to dispel additional myths on the judicial strength of these investigations, I'd like to briefly explain how they work. Two investigators are selected. These investigators will collect a statement from the complainant and the respondent. Additionally, the investigators will interview any witnesses that the complainant or respondent identify. Any party is allowed to submit evidence; this can take the form of text messages, emails, photos, etc.

The investigators will compile the evidence and submit one of four rulings:

- There was no misconduct.
- Misconduct probably happened but there isn't sufficient evidence.
- There is sufficient evidence to conclude that misconduct occurred.
- The complainant maliciously filed a false claim.

Of these possible conclusions, only one involves punishment against the respondent. Other protections can be given to the complainant that don't involve punishments: for example, a no-contact agreement. An undergraduate dean chooses the punishment. Critics may argue that this process doesn't allow a cross examination of the complainant and doesn't

allow the defendant to see their accuser. In reality, these protections prevent a potential abuser from further traumatizing their victim while allowing the unbiased investigators to continue their work unhindered.

I have filed a formal complaint against another student, been a witness in another case, and watched numerous friends go through the same system. It does not always work, but it does better than most universities at reaching an evidence-based conclusion while respecting the needs of harassment/assault survivors. Issues with the Title IX policy stem from the appeals process and the return process.

When I filed my complaint, either party could submit an appeal for three possible reasons: the investigation was mishandled, there is new evidence, or the punishment is too extreme. A recent policy change only allows for an appeal over mismanagement or new evidence. A party that wants to appeal sends a letter to Vice President of Student Affairs Joe Shepherd. Without consulting the other party, Shepherd can choose to do nothing, lessen the punishment, or get rid of the punishment altogether. Shepherd, who was not involved with the investigative process and cannot reinvestigate, can unilaterally change the decision made by a two month investigation. Because there is not a second round of appeals, Shepherd has no oversight or accountability for his decision. By equating an in-depth investigation by three administrators to the opinion of one man entirely undermines the validity of the initial investigation. If

this doesn't seem wrong to you, let me put it in perspective.

A month after I was raped as a freshman, I filed a formal complaint. I gave my statement to Felicia and Taso before the investigation began. I then provided an excruciatingly detailed account of my rape to a dean and a private investigator. To provide insight on how deeply personal these questions were, I was asked: how much I'd had to drink, if I'd had sex before, and whether I bled afterwards. I provided receipts to prove that I had gone to Chouse that same night. I screenshotted and submitted hours of text conversations with my closest friends. The investigators interviewed everyone who lived in my hallway. I was ostracized by half of them. Rumors spread that I was mentally unstable and I'd only reported my rape as vengeance against my ex. My rapist would text my closest friends to tell them how horrible a person I was.

The investigation concluded that there was sufficient evidence that I had been raped. Witnesses confirmed that I had so much to drink that they feared for my safety. My text messages revealed trauma indicative of a rape victim. The respondent contradicted himself multiple times and his story was not consistent with the witnesses. Additionally, the investigators found I was more trustworthy because some of the text messages showed me in an unfavorable light, yet I readily handed them over. Another dean suspended him for two years with the condition that he could return only if he showed remorse and readiness.

In my mind, I had done everything right. After taking only 27 units, seeing three therapists, and taking two antidepressants, maybe I could continue my education unmolested with a new faith in the efficacy of the Title IX office. But my rapist decided to use the appeals process.

He sent a letter to Joe Shepherd outlining why he thought his punishment was too extreme for his actions. Because I was perfectly content with the outcome of the case, I didn't appeal, naturally. In a rational world, Shepherd would seek my input before making a decision. The summer after my rape, Shepherd decided to lessen my rapist's punishment to a single year suspension. He didn't conclude that the investigation was mishandled or that there was new evidence. Shepherd merely thought that two years was too extreme for rape.

In comparison, California state law sentences rapists to six years in prison. For vandalism, students have been suspended for two terms. For drug use, students have been suspended for two terms to a year. Joe Shepherd decided that rape deserved the same punishment as vandalism or recreational drug use (marijuana, nitrous, etc.). That is simply inexcusable. Since Shepherd had no oversight or accountability, it was impossible to fight his decision. All I could do was try to continue my education here with my trauma as a handicap or transfer to another university. Suddenly, with all the evidence necessary to prove my rape, I had lost.

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4 Questions for Peter Collopy

JON NALICK
Office of Strategic
Communications

Peter Collopy joined Caltech in May as university archivist and head of special collections. A 32-year-old native of Philadelphia who grew up in Cleveland, Collopy received a bachelor of arts in history at Oberlin College and a master's and doctorate in history and sociology of science at the University of Pennsylvania. From 2015-17 he was a Mellon Postdoctoral Research Fellow in the Digital Humanities Program at the University of Southern California.

What attracted you to archival science as a field and to Caltech specifically?

I'm primarily a historian of 20th-century science and technology. Caltech is one of the major places where that history has happened.

In graduate school, I became interested in the history of computing and the ways the counterculture was experimenting with technology in the 1960s and '70s, which also pulled me into the field of media studies. I wrote a dissertation about how psychiatrists, social scientists, and artists used the new technology of videotape to experiment with consciousness, and I've also written about debates about race in the fields of genetics and anthropology.

For me, these interests come together in the Caltech Archives. The history of science and technology is the content of most of our collections, but there are also all of these interesting questions about media involved. We're increasingly getting collections in the form of email rather than handwritten or typed letters, for example, and preserving digital materials is inherently different than

preserving paper. Paper will last for hundreds of years in a cool room; hard drives and other magnetic media won't. So digital archives can only exist if we commit to regularly migrating our collections to new media every five or 10 years.

How is the Archives different from the Library?

The Archives doesn't collect published materials—that's what the rest of the Library does. Instead, we get things like people's lab notebooks, letters to and from colleagues, perhaps early drafts of publications.

We store and catalog the resources that are necessary to understand the science of the past more deeply than you can by reading journal articles. Our resources are of use to professional historians of science and technology, but they can also be of interest to scientists and engineers who

want to understand their predecessors, who want to understand decisions that shape the world that they work in and the ideas available to them to work with.

Science is a social activity. You can find evidence of that in publications and things like co-authorship, but you can find richer evidence of it in people's letters to each other and in people's letters to a third party about a colleague.

Thinking about archives as the laboratories of history is a useful metaphor, because it's often where historians go to test out ideas to see if the empirical evidence fits their theory. As chemists observe the behavior of molecules, historians observe the behavior of historical figures.

Archives tell you all the things that published articles can't, such as how a researcher came up with the idea to do the experiment

in the first place. The researcher usually doesn't write in the first person in an article and say, "I was riding my bike this morning and I had this idea." But they might write a letter to a colleague that says that.

How does the Archives work?

The Archives' task is to acquire historical materials produced mostly by Caltech faculty, but sometimes by alumni and others affiliated with Caltech, and then to comprehend fully those materials so that we can then share information with people interested in using the archival material for research. Those researchers come and use the materials or contact us and ask for help in using them remotely, or increasingly view entire collections online, like the Paul B. MacCready Papers.

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A Year in Review: Fall Sports



Playing soccer or doing a little jig on the field?

-gocaltech.com



"Oh no, oh no, oh no, what am I supposed to do when the ball comes?!?"

-gocaltech.com



Literally nobody thought that ball would go in- look at the surprise on all of their faces.

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Catyeo with her cat-like reflexes.

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I envision him shouting some sort of battle cry as he runs off into the sunset.

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"Bruhhhhhh. Why did I choose running as my sport?"

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4 Questions for Peter Collopy

Continued from page 2

The process of what we do often starts when faculty retire or when they pass away. A lot of our collections are faculty papers, so we'll have conversations with faculty on campus about what will happen to their papers when they're not using them anymore, or we'll talk about these collections with the families of deceased faculty. We make arrangements to get these materials and, once we have them, we organize them and put together resources to help a researcher understand the scope of a collection and find the part that they want access to. Then, we keep the collections under secure and stable conditions so that they'll last a long time.

We also support researchers, documentary filmmakers, and textbook publishers, among others, who are interested in using images from our collections in their own publications. We have a collection of about 10,000 photographs and we get frequent requests to use photographs.

We also conduct oral history interviews of Caltech faculty and affiliates to supplement our manuscript collections. We've published about 150 on the web.

What are your goals for the Archives?

One goal is to expand our collections in order to document more of research and life at Caltech. We have a lot of collections in biology, chemistry, and geology, for example, and we have a lot across the spectrum of physics. But, aside from early aeronautics, we don't have all that much in engineering.

Also, partly because computer science is a younger discipline, we don't have a lot there, so we'd like to broaden our reach. And we'd like to supplement our paper collections with an archive of Caltech websites and other collections of electronic media.

We do a good job of reaching out to professional historians about the history of scientific and engineering research done at Caltech, but I would like to do more to reach out to other interested audiences, such as Caltech students, their families, prospective students, or neighbors in Pasadena.

Currently, we have a small museum, the Beckman Room, in the Beckman Institute. It focuses on chemist and entrepreneur Arnold Beckman, who was a prominent person in the history of Caltech as an alumnus, faculty member, trustee, and donor. I would like to build on that effort to do public history—to tell stories about the history of scientific and technical research done at Caltech, but also to allow visitors to in some way touch and experience that research. For example, we could accompany an exhibit about the long history of aerospace research at Caltech by having a small working wind tunnel in which visitors could place models. Providing that kind of direct engagement with the science that is part of the story of Caltech would be really exciting.

E/N: Collopy's first curated exhibition, "The Mind's Eye: Richard Feynman in Word and Image," is currently at the Beckman Institute Museum and open from 11 a.m. to 4 p.m.

Shepherd and Gilmartin Fail To Support Survivors of Sexual Violence

Continued from page 1

The return process was similarly frustrating. To prove his readiness to return, my rapist wrote a letter and saw a therapist. That was enough for Dean Kevin Gilmartin to decide he was remorseful and ready to return. The guidelines for my rapist's return were that he couldn't contact me and he couldn't live in my House. However, he was still allowed to take classes with me and enter my house. When I asked if my rapist could be declared a persona non grata in my House, i.e. banned from entering, Gilmartin simply said that there was no PNG in the original punishment. Unless my rapist violated another policy, Gilmartin could not impose restrictions on him. My rapist, he said, was just as much a member of the community as I was. It is intrinsically problematic if an administrator believes that a rapist who has been absent for a year from the community he harmed would be as much a member as his victim.

Based on my meetings with him, in Gilmartin's ideal world, a rapist

who has been punished for his crime is entirely redeemed. I don't get to continue as if everything is normal. After a year, I still have post-traumatic stress disorder. I still have nightmares, panic attacks, and suicidal thoughts. One year does not right all wrongs. His readiness and remorse should not prevent me from having protections necessary for me to continue my education. Previous punishment should not determine whether I deserve basic protections from my abuser. There are seven other Houses — multitudes of other communities — on this campus; he doesn't deserve to be in mine.

While the investigation through the Title IX office has succeeded in proving my rape, they have failed in providing the protections I need to continue my education at this school. I hope that in bringing to light these policy gaps, I can inspire change in these institute policies.

The sexual violence return policy will be discussed with the Undergraduate Title IX Advisory Board on May 22nd.

ASCIT Minutes

Meetings are allegedly every week in SAC 13

ASCIT's BoD did not meet the week of May 14, 2018.

ARC Minutes

Meetings are every week in SAC 13

ARC Meeting Minutes 5/20/18

Present: Erika Salzman, Arushi Gupta, Alex Reeves

1. SFLs – tomorrow (Monday, May 21)
 - a. Good turnout, Alejandro ordered food
2. ASCIT Teaching Awards
 - a. Students and profs have been notified, almost everyone has responded
 - b. Plaques ordered by Michael
 - c. Dinner on June 8, 6PM
3. Option Fair Lunch
 - a. Emails sent out; Vibha collecting responses
4. Research List
 - a. Posted on ARC website
 - b. Will be sent to the SFP office
5. Secretary and At-Large Rep interviews next weekend; academic faculty committee interviews weekend after that



ARC Tip of the Week

Drop day and registration are coming up this Wednesday and Thursday, respectively. Reading old TQFRs is a good way to assess classes you are considering taking.



This week's recommended Tech usage after reading was brought to you by a dedicated reader.

ANNOUNCEMENTS

THE CALIFORNIA TECH

MAY 21, 2018

5

ANNOUNCEMENT:

VICE PROVOST, CHIEF DIVERSITY OFFICER, AND PROFESSOR OF ENGLISH CINDY WEINSTEIN HOLDS REGULAR OFFICE HOURS AS AN OPPORTUNITY FOR UNDERGRADUATE STUDENTS, GRADUATE STUDENTS, AND POSTDOCS TO MEET FOR DISCUSSIONS PERTAINING TO THE COUNCIL ON UNDERGRADUATE EDUCATION; CALTECH ACCREDITATION; THE STAFF AND FACULTY CONSULTATION CENTER; STUDENT-FACULTY PROGRAMS; THE CENTER FOR TEACHING, LEARNING AND OUTREACH; THE CALTECH DIVERSITY CENTER; AND THE CALTECH LIBRARIES.

THERE ARE FOUR 15-MINUTE APPOINTMENTS AVAILABLE PER OFFICE HOUR. SIGN UP IN THE OFFICE OF THE VICE PROVOST, PARSONS-GATES ROOM 104, OR BY SENDING AN EMAIL TO DE ANN LEWIS AT DLEWIS@CALTECH.EDU (EXT. 6339). WE LOOK FORWARD TO HEARING FROM YOU!

STUDENT OFFICE HOURS FOR SPRING TERM 2018:

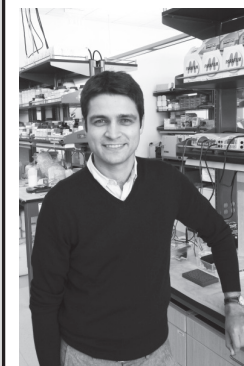
MAY 29, TUESDAY FROM 9:00 A.M. TO 10:00 A.M.
JUNE 13, WEDNESDAY FROM 10:00 A.M. TO 11:00 A.M.

Caltechlive!

EARNEST C. WATSON LECTURE SERIES

Wednesday, May 23, 2018 • 8 PM

–Bledebach Memorial Lecture – TALKING TO CELLS



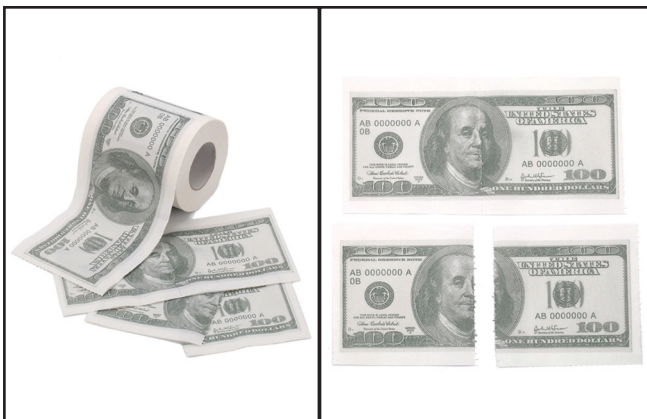
Treating patients with engineered cells may one day become as common as treating them with drugs is now. Dr. Mikhail Shapiro will discuss how to solve this problem by developing molecular “communications equipment” that will use methods such as ultrasound to remotely monitor cells’ activity and give them commands deep inside the body.

Mikhail G. Shapiro, Assistant Professor of Chemical Engineering; Heritage Medical Research Institute Investigator, Caltech Division of Chemistry and Chemical Engineering

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Do you often find yourself stepping into a shower after having dragged a dead body into a dumpster? Need to find an excuse for the bloody footprints that follow you into your bathroom? The bloody bath mat has your alibi!

<https://amzn.to/2IzuhRb>

Enter this week’s raffle for your favorite Amazon SkyMall item here:
<https://goo.gl/forms/4lVMu1lI3c7xTWJ82>

LET'S TALK!

CONFIDENTIAL, BRIEF CHATS WITH COUNSELING SERVICES STAFF MEMBERS

- ASK QUESTIONS
- TROUBLESHOOT CONCERNS
- FIND ADVOCACY OPPORTUNITIES
- LEARN ABOUT RESOURCES

NO APPOINTMENT NEEDED!

FRI MAY 4
12-1:30PM
156 CRELLIN

MON MAY 14
10:30AM - 12PM
300 BROAD

WED MAY 23
12:30-2PM
243 ANNENBERG

MON MAY 7
10-11:30AM
243 ANNENBERG

THURS MAY 17
12:30-2PM
256 S. MUDD

TUES MAY 29
3-4:30PM
256 S. MUDD

FRI MAY 11
2-3:30PM
156 CRELLIN

MON MAY 21
3:30-5PM
300 BROAD

WED MAY 30
11:30AM-1PM
243 ANNENBERG

Let's Talk is not a substitute for formal counseling and is not considered mental health treatment. Let's Talk staff can listen to your specific concerns, help you problem-solve, and connect you with on and off-campus resources that could be helpful to you.

MENTAL HEALTH AWARENESS MONTH 2018

Tuesday, May 22

12- 1:30 pm, Beckman Institute Auditorium

We the Corporations:
A lunch discussion with Adam Winkler

(12:50 break provided for those with 1:00 commitments)



CaltechY

—

Save the Date:

May 28th

Applications Due :

Caltech Y India Cultural Trip

December 15 - 24, 2018
Cost: \$950

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(Every Monday)

Pasadena LEARNs
(Every Friday)

Got a question? Email us at caltechy@caltech.edu



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MAY 1, 8, 15, 22

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EMOTIONAL AWARENESS

Get better at knowing what you're feeling, and see how your thoughts and feelings affect each other. **April 16 & 23**

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Learn how to hang in there with difficult situations and emotions without having to avoid them. **May 14 & 21**

*3 modules, 2 sessions each
attend one module, or all three!*

**Mondays, 4-5pm
Avery Library**



counseling.caltech.edu

Mini-Crosswords

More small crosswords!

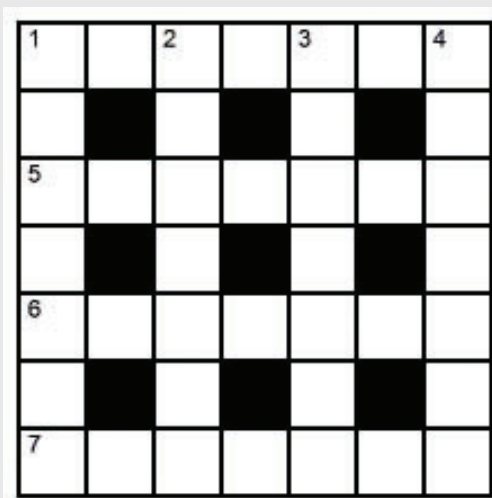
crosswords from <http://www.puzzlechoice.com>

Across

1. Amusing
5. Associate
6. Run
7. Trigonometric function

Down

1. Compatibility
2. Physician
3. Dressing
4. Sincere

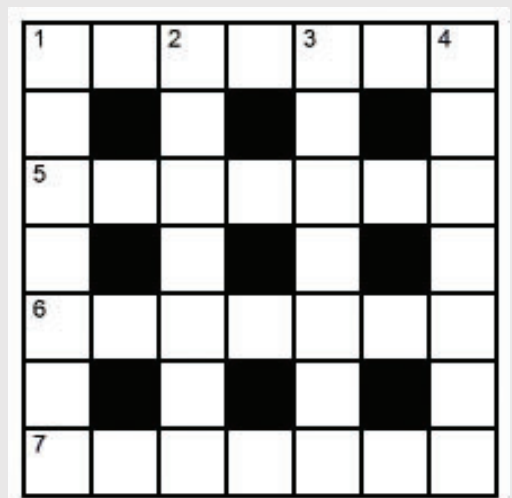


Across

1. Written message
5. Give a detailed account
6. Igneous rock
7. Esteem

Down

1. Someone in charge
2. Excel
3. Envisage
4. Component



Squirrels

By People for the Ethical Treatment of People (Except Everyone Valuing Ethics in Science)

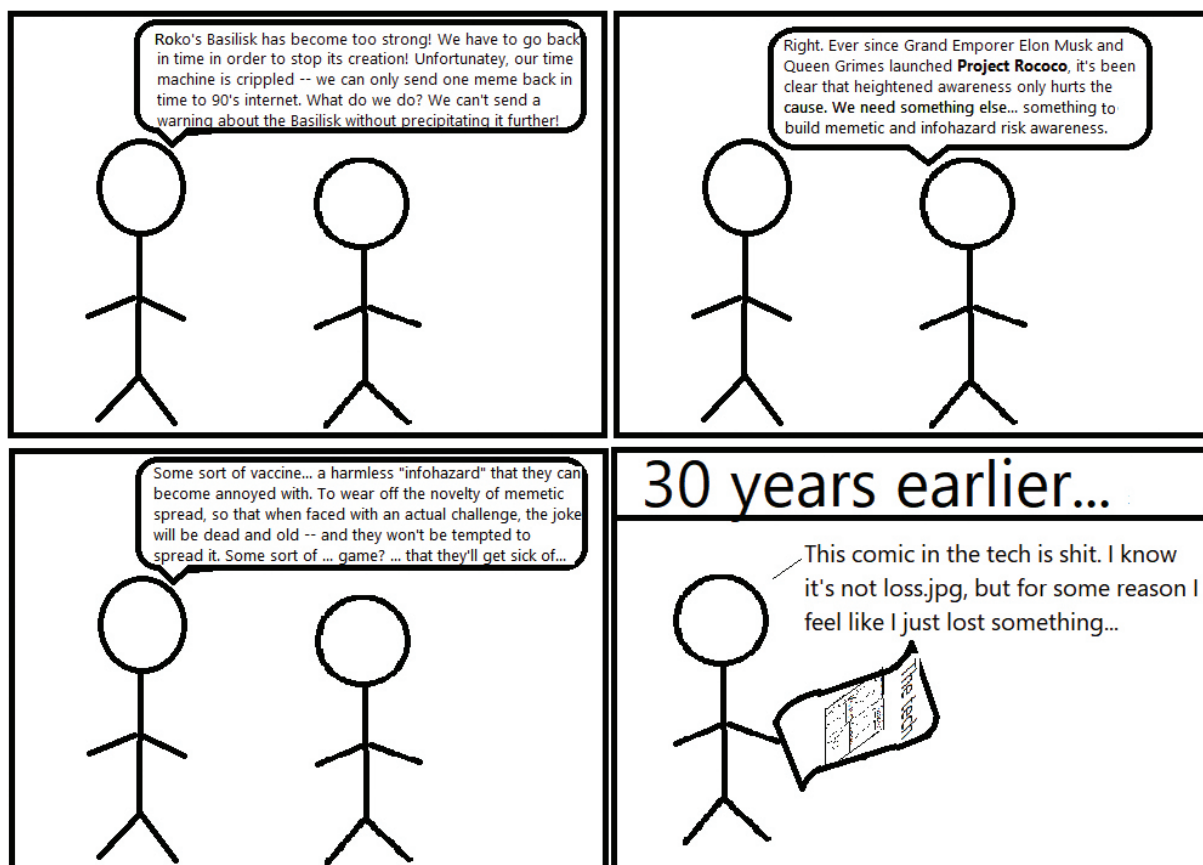
The temperate zone has fled north for the summer once again, and campus is changing in its wake. Flowers spring up from the edges of freshly watered sidewalks, something happens to pad the length of this list, and our various furry friends have returned from their winter hideaways. Yes, of all the signs of spring, squirrels are without a doubt the most remarkable. But how much do you really know about these mysterious creatures? As it turns out, not as much as you might think.

Consider the case of the Kaibab squirrels, native to the north rim of the Grand Canyon. Now, as is well known, the Earth is approximately six thousand years old, and for this reason, we can only conclude that the vast majority of fossils are Freemason fabrications. If we were laboring under the misapprehension that squirrels are mammals much like you or me, then, it would be difficult to explain the subtle differences between the Kaibab squirrels and their South Rim cousins- the canyon, of course, having been introduced as a fortification in the Mexican-American war. The reality, however, is that squirrels are actually a particularly sophisticated variant of the Common

Mushroom, as their faintly earthy flavor indicates. When you believe you see a squirrel gallivanting around campus, you are actually watching a million generations marching by in the blink of an eye, each ever so slightly different in form and position from its predecessor. Since the formation of the Grand Canyon, nearly twelve trillion generations have passed.

Where, you might reasonably ask, could the energy for such an exotic lifecycle come from? Infrared cameras reveal the answer: squirrels radiate at a balmy 3 Kelvin, securing their place among the best insulated systems known to modern science. All the energy they need is sourced directly from the rotting corpse of their parent- the occasional loss of matter to friction, however, requires that they occasionally grow to envelop more conventional foods. How, exactly, this effect is achieved is unknown- but the next time you pull out a few nickels to pay your heating bill, odds are you have a few thousand squirrel pelts to thank. God's creation is truly a beautiful thing.

Answers to Puzzles and Crossword: <http://bit.ly/2IVmh0s>



We are always accepting submissions for comics, and **will** pay you.



The California Tech

Editors-in-Chief

Sophie Piao
Amrita Rhoads
Milan Roberson
Daniel Xu

Page Editors

Reggy Granovski
Ciara Ordner

Contributing Writers

Anonymous

Circulation Manager

Mason MacDougall

Advisor

Richard Kipling

Caltech 40-58, Pasadena, CA 91125
Contact tech@caltech.edu

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The advertising deadline is 5 p.m. Friday; all advertising should be submitted electronically or as camera-ready art, but *The Tech* can also do simple typesetting and arrangement. All advertising inquiries should be directed to the business manager at tech@caltech.edu.

Letters from the Editors-in-Chief

Sophie Piao: having alums around again just when i was starting to feel old is pretty nice. hope everyone enjoyed their weekend!

Amrita Rhoads: i love being a tech editor. it is my favorite activity. when people submit content, i think to myself: "yes". when people don't submit content, i think to myself: "no".

Milan Roberson: Does anyone want to add me on Love Live! School Idol Festival? My ID is 074615855. I'll probably only add you back if your lead idol is SSR or better, though.

Dan Xu: Hello friends, I'm pretty happy I'm the most under the radar Tech editor. Heh.

This week's recommended Tech usage after reading is: **Makeshift dust pan**

The California Tech

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