Gaypril returns to Caltech

ANDREW ALLAN
Caltech Today Writer

April Fool's Day, Passover, Easter, Tax Day, Earth Day … and Gaypril? Among the many events that take place in April, one of the lesser known is the month-long "Gaypril" celebration, dedicated to advancing awareness of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) issues at Caltech and other universities around the country.

Sponsored and organized by the Caltech Center for Diversity (CCD) in collaboration with various Student Affairs offices and PRISM, Caltech's social group for LGBTQ students and allies, Gaypril kicked off last Monday with a resource table outside Chandler Café. PRISM copresident Justin Liu, CCD assistant director Portia Harris, and PRISM ally Jordan Theriot answered questions, handed out brochures on LGBTQ resources, and gave away cups of rainbow sherbet to take the edge off the midday sun.

"The main purpose of PRISM is to increase visibility and raise awareness of LGBTQ issues at Caltech, provide support for the coming-out process, and to ultimately create a welcoming environment via our events and programs," says Raul Navarro, a graduate student in chemistry and chemical engineering, who serves as copresident alongside Liu. Gaypril highlights include film screenings,

GAYPRIL 2012

today.caltech.edu

talks, and discussions led by gay scholars; a student-alumni networking mixer; a fundraising event; and a training on the "Safe Zone" program, which aims to identify and educate faculty and staff members who are visibly supportive of LGBTQ students.

This Gaypril also celebrates a milestone in LGBTQ history at Caltech: the 40th anniversary of the founding of the first gay student group on campus. During the 1971–72 academic year, grad student Don Kelsey teamed up with Dr. Ian Hunter, a staff psychologist who served as the group's faculty advisor, and formed the Caltech Gay Discussion Group. The group became official the following year after receiving funding from the Associated Students of Caltech.

Wanting to combat the isolation and loneliness that he and other gay students felt at the time, Kelsey was inspired to make a positive impact at Caltech. "I figured if other schools could do it, we could too," said Kelsey, who described as "remarkable" the Gaypril events and support services now available at Caltech, compared to

four decades ago. "When I put up posters for the first meetings of the Discussion Group, all of them were taken down within a day. But I kept posting them (in the wee hours at night), and eventually they stayed up."

Much of the work done by the group and its successors over the past 40 years has been to make Caltech a welcoming place for LGBTQ students.

The past three years has seen the establishment of the lending library and lounge, the foundation of the CCD, the initiation of an official LGBTQ-specific reception during Prefrosh Weekend, the organization of a "Coming Out Group" moderated by the Counseling Center, and the inclusion of transgender health coverage in Caltech student health insurance.

Since arriving at Caltech in 2008, Liu has noticed a "positive trend" in regard to the climate on campus. "I get the impression that attitudes at Caltech are shifting for the better. Every year, I see more students, faculty, and staff dropping by Gaypril events for an ally pin or to sign up for the Safe Zone program," he says.

Quick Facts: Core Reform

PUSHPA NEPPALA
Contributing Writer

Math and Physics changes to the Core for students entering in fall 2013:

1. Reduce the requirement in mathematics to 27 units from the current 45 units. All students will be required to take Ma 1abc (Calculus of One and Several Variables and Linear Algebra). The requirement that students enroll in Ma 2ab is removed.

2. Reduce the requirement in physics to 27 units from the current 45 units.

All students will be required to take Ph 1abc (Classical Mechanics and Electromagnetism). The requirement that students enroll in Ph 2ab is removed.

Anticipated changes to formerly core courses (earliest implementation: fall 2014):

With the removal of Ma 2 and Ph 2 from the core curriculum, oversight of these courses shifts from the Core Curriculum Steering Committee to the Curriculum Committee.

As of yet, the Faculty Board has not acted to implement any specific changes to these courses. However, the following revisions have been discussed.

1. The mathematics faculty has proposed that the current Ma 2ab would be divided into two courses: Ma 2 (Differential Equations) and Ma 3 (Probability and Statistics). These courses would have Ma 1 as a prerequisite; Ma 2 would not be required for Ma 3.

2. The physics faculty has proposed that the current two-term Ph 2ab would be expanded to a three-term sequence Ph 2abc (Ph 2a Waves and Vibrations; Ph 2b Quantum Mechanics; Ph 2c Statistical Physics).

It is possible Ph 2c, which could be taught so as not to rely on Ph 2b, would be renumbered to show that it is not formally part of the Ph 2 sequence. Ph 2a would remain a requirement for Statistical Physics.

It is anticipated that the vast majority of options will require students to enroll in math and physics beyond Ma 1abc and Ph 1abc.

"I don't think it should be difficult for a student who is seeking that community, that support, to find it," says Navarro. "Now that we're a more active group and have a number of active members, I hope our visibility continues to grow stronger."

In this issue

News briefs from around the globe

Helping readers burst out of the Caltech bubble

Need to know   < **100** words about the world this week – topics sorted from good to bad

by Sam Barnett – links to full stories available at barnett.caltech.edu/news

Topic	Detail	Source
Deep brain stimulation	~ **2/3** of depressed patients made significantly better by treatment	[CNN]
Chinese currency reform	**1%** daily fluctuations against dollar to be allowed – up from 0.5%	[AFP]
Cease-fire in Syria	**6** UN observers to monitor truce between regime and opposition	[CBS]
US penalizes N. Korea	$ **200 million** in food aid canceled due to provocative launch	[NY TIMES]
N. Korea rocket failure	$ **850 million** spent by impoverished nation on the launch	[NY TIMES]
Taliban attacks prison	**384** (out of 944) inmates escape – Pakistani authorities investigate	[CNN]
Violent Midwest storms	> **100** tornados reported – 5 people killed – at least 29 others injured	[CBS]

The California Tech

ASCIT Minutes

April 9, 2012. Taken originally by Prakriti Gaba, revised by Laura Santoso
Officers present: Chris Hallacy, Pushpa Neppala, Christian Rivas, Diego Caporale, Mario Zubia, Prakriti Gaba
Officers absent: Laura Santoso

Funding Requests
1. ESW (engineers for a sustainable world): Asked for $150. VOTE PASSED.
2. Caltech Debate Society: Asked for $250. VOTE PASSED.

President's Report
1. Athletics: The athletics department is working on replacing the cardio equipment in the gym.
2. Hallacy met with Dean Nye to discuss Bechtel.
3. Trustees: Hallacy and Jordan Theriot will be having dinner with the trustees to talk about the housing system, and what's good and bad about it.
4. Freshman Admissions: Hallacy and Conwill talked with Prof. Dabiri about what role students can serve in freshman admissions.
5. The Bechtel foundation has also given Caltech money that can be spent on educational outreach.

Officers' Reports
1. ARC (Pushpa)
   a. New PE course: Betsy Mitchell is trying to start a new course that will cover nutrition, exercise, and health in a more interactive way.
   b. Caltech Center for Teaching and Learning: The committee will start a teaching center next year to help professors better their instruction and to train undergraduate tutors.
   c. ASCIT Teaching Awards: Will be May 25th.
2. IHC (Christian)
   a. New IHC Secretary: Misha Raffiee.
   b. New RAs: For next year, there will be a new RA in Braun, Ruddock, Page, and Ricketts.
3. Director of Operations (Diego)
   a. Diego is going to give Mannion a list of all the club presidents so he can advise them.
   b. Diego wants to rearrange one of the rooms in the SAC for the SPECTRE library
4. Treasurer (Mario)
   a. Budget review: We've spent 58% of our total budget. Not much money was spent by the ARC and Operations. We've used most of the Social and IHC budget. The hope is to increase the budget next year so that more large-scale events or programs can be planned.
   b. Interhouse budget: Not all houses used all their money for interhouse events.
5. Social Director (Prakriti)
   a. Intercollegiate party: Primarily beer but one mixed drink will also be available for people who don't like beer. The party will take place on the RF courtyard and Winnett courtyard.
   b. Movie Night: There will be an ASCIT movie night May 11 (Friday to see the Avengers.

Caltech helps bring Robogals to the United States

MARGAUX LOPEZ
Contributing Writer

Robogals is an international organization that aims to introduce elementary and middle school girls to engineering through fun, educational robotics workshops. With seven chapters in Australia and nine in the United Kingdom, as well as three budding chapters in the United States, Robogals has the potential to reach hundreds of girls all over the world and substantially increase female interest in engineering.

Recently introduced to Caltech by the Australian founder of the club, Marita Cheng, Robogals primarily uses presentations and hands-on experience with LEGO mindstorms robots to reach out to young women.

In the robotics workshops, volunteers from the club assist the seven- to twelve-year-old girls in constructing and programming LEGO NXT robotics kits, consisting of a central CPU brick, two motors,

and various external units such as light and sound sensors. The workshop also includes a brief introduction to the different types of engineering, and how engineers impact our daily lives.

These robotics workshops are free of charge for all schools —volunteers are motivated only by their passion to share the excitement of engineering with the next generation.

Caltech's new executive committee, headed by Garima Gupta as the president, attended the inaugural North American SINE (Seminar Inducting New Executive-committees) here at Caltech in February, joining students from Arizona University and Columbia University. SINE focused on training for new executive committee members and planning for the year ahead.

Robogals Caltech is currently trying to establish itself on campus and in the surrounding community, recruiting fellow robot-enthusiasts at the ME 72 design class competition and contacting local

schools and girl scout troops to plan workshops.

If you are interested in volunteering or know of any local organizations that would welcome a robotics workshop, please contact Garima at garima@usa.robogals.org. New volunteers may be male or female and the club will have an "introduction to robots" lunch in Winnett Lounge during lunch on Thursday, April 26 during which participants will leanrn how to use the LEGO software to program the robots and how workshops will be run.

To raise awareness for their cause, Robogals attempts to break the world record for "largest robot dance."

- robogals.org

Caltech Y preps for MAD Day

YANG HU
Staff Writer

Volunteering, for those of us who aren't involved in service organizations, tends to be infre¬quent in our daily campus life. However, Make-A-Difference Day (MAD) is an annual event of community service that is open to all of the Caltech community.

The event, which has been held for al¬most a decade, is one of the many exciting activities organized by the Caltech Y.

From teaching kids to spending time with the elderly, distributing food to the needy or just helping out with day-to-day chores, volunteers get the oppor¬tunity to contribute to our com¬munity.

This year, MAD Day is on Sat¬urday, April 21, 2012, from 9 AM to 6 PM. The entire Caltech community is encouraged to volunteer. Participants will receive a free t-shirt for participating, and activi¬ties will end with a barbeque at the Caltech Y from 4 to 6 PM.

In the past, 200 people partici¬pated in 1 of 20 different projects ranging from 5 to 20 participants and from 3 to 6 hours in length. Projects include planting new gar¬dens, cleaning pet shelters, maintaining hiking trails, painting, and visiting nursing home residents.

Participants can also work with environmentally conscious groups on projects in the outdoors, at the beach, and in the nearby canyons. This year, sites include the Gibbons

Center, Tree People, Trash for Teachers, Los Angeles Food Bank, Red Cross, and Habitat for Humanity. Sign up on the Caltech Y website at www.caltechy.org.

Caltech undergrad, Xida Zheng worked for North East Trees, an organization that helps promote urban forestry. An account of his experience follows:

My group went to help North East Trees plant trees in a park in LA.

After we saw a demo, we were off to get some tools and start digging! The ground was made of hard clay and we toiled for forty-five minutes before we could put the tree, which was taller than all of us, into the ground.

After planting the tree, we went to sit on the lawn as a live band played, but the main attrac¬tion was still to come. A group of Mexican dancers came dressed in full ceremonial costumes adorned with giant feathers.

The seven of them formed a ring and danced as a drummer banged on his drum. The seven smoothly changed formation many times like a marching band.

Their ankle bracelets added to the rhythm of the drums as people gathered around to watch.

After the impressive performance, we had a lunch of tamales and horchata.

Student speaks out for additional Core reform

ANONYMOUS
Contributing Writer

First, I would like to say that I am pleased that Caltech has taken measures to reduce the size of its core curriculum. It is, in my opinion, closer to the correct answer of the question: "What is to be done about core?" than the status quo, but that is not the central question that we as members of the Caltech community are faced with. The real question is: "What should a Caltech undergraduate education be?" And the proposed new core curriculum fails to answer this question.

First, to answer this question, we need to answer another: "What is the purpose of a Caltech education?" The obvious economic answer is: to obtain a Caltech diploma. If someone has a degree from Caltech, everyone knows that person is very intelligent—he or she had to take classes like math

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> **"**

1a and phys 2a! By this reasoning, I propose a new core curriculum that will enhance the value of Caltech undergraduate degrees. We will require math 5 and 108, phys 106 and 125, chem 41, bi 8, and, since everyone is clamoring for CS to be a part of the core curriculum, CS 21. There: instant credibility in all matters scientific for anyone with a Caltech undergraduate degree! While this is excellent, I might add that, if this proposed core is implemented, the joke in which I tell my friends that my children will not be allowed to apply to Caltech will no longer be a joke.

So, might we entertain the radical idea that the purpose of a Caltech undergraduate education is so that students might learn? I understand that this is a divisive notion, but maybe by the end, some people may also come to see the merits of such a bold idea. Caltech undergraduates are, by nature, very intelligent people, and they are also very passionate about math, science, and engineering—at least when they first matriculate. Perhaps a Caltech education should seek to foster this interest and allow it the ability to fully express itself. Students should be genuinely interested in their major, show up to class, and even work out those problems that they leave to the students to do in their free time as exercises. Industrious students might even do some additional reading or research into topics of interest, allowing them to learn beyond what is possible through the usual curriculum. In summary, we might imagine that students have the energy and eagerness to

master the material in each of their classes, if the curriculum is set up appropriately. So, is this utopia not what Caltech is right now? While some Caltech students argue that the answer to this question is "yes", the correct answer is "no." So, what went wrong?

Let's examine the current state of affairs: class attendance is low, books for classes are only opened when one needs to see the problems for the week's set, and when a professor asks students to check something in their spare time, the few people in class turn to each other and say either, "What spare time?" or, "That was a good joke." While I can't speak for all undergraduates at Caltech, I would say that there are a significant number who feel like I do, that the environment at Caltech is not conducive to learning. At times, it even saps my desire to learn. Personally, I believe that if it is possible for a person to hate the study of math or science, they will learn to do so here. Those who have not experienced this or seen this at all are either incapable of detecting and understanding the thoughts and emotions of those around them or freshmen still on pass-fail grading.

Ah ha! If math 1a has taught us anything, it is that there is a contradiction here. If Caltech is not creating an ideal learning environment for its students, then learning must not be the goal of an undergraduate education here, right? That's why this idea that students should learn through their undergraduate education must be disregarded, correct? Well, we all know that the discipline of university administration is not as logically rigorous as those of the natural sciences; in fact, much to the dismay of many confused Techers, most of the world does not work this way. Humans are complicated creatures (perhaps Techers should add a few higher-order correctional terms). So, we once again consider this question of learning: if a student is supposed to learn, how should the undergraduate requirements at Caltech be structured?

This is not simply the age-old (at least at Caltech) question of, "How much physics should a biologist know?" (or for that matter "How much should a person in <discipline A> know about <discipline B>?"), but rather the question of how one should go about making the best of his or her four (or more) years here. What is the point of the best core curriculum in the country (and possibly the world) if no students care to learn it? If only half of the

people in the class show up to lecture and then a dozen fall asleep, what will all of this discussion about core have been for? Professor John Dabiri once remarked, "We need to get people jumping out of bed [with excitement] to go to core classes." But why stop at core classes? Students here should be excited to go to all of their classes. In the first lecture of CS1, Mike Vanier has four slides of quotes from Kip Thorne about being a student at Caltech, and he emphasizes that students should simply try to learn and enjoy science while they are here. Since many students can count the number of those lectures that they attended on the fingers of one hand, they clearly aren't taking advantage of the learning strategy of going to class. So, how do we make learning enjoyable for students again?

To answer this, we need to know why students are not as excited about learning as some professors would hope. This is rather easy: most students here have too much work. They take too many classes and live on a set-to-set basis in which they can never fully dedicate themselves to learning the material of a given class because they always have assignments to turn in. Part of this is due to core. Having to take three classes that may not at all interest a student for each term of freshman year plus two more classes per term during sophomore year makes it more difficult to take classes that interest students. But another aspect of this problem is the social one: Professor Keith Schwab noted that students love to brag about how many classes they take. A wonderful example of this is the chemical engineering major—if a chemical engineer complains that they have to take more classes, they say so only because they want to feel superior for taking what would appear to be a heavier workload. So, what should be done? The logical solution would be to reduce the number of classes that students take. It's that easy. And this will ultimately help answer the question of what a Caltech education should be. Now, what follows is my proposal—it's not the only solution, but it is one that makes sense to me. The overall number of units that students are required to take should be cut from 486 to 432, and 27 units should become the new minimum workload instead of 36. Many of our peer institutions use quarter systems in which students take 3 or 4 classes a term, and instead students are expected to take each of their classes more seriously. This makes the 432 unit requirement make sense because that is 12 terms of 36 units, and the 27 unit minimum is merely a precaution that makes it possible for a student at 36 units to drop one class if necessary. Core should be reduced so that it lasts no longer than a year and so that at most 3 classes need to be taken for core each term. Thus, core requirements (excluding

HSS) would be cut down to a maximum of 9 classes. In order to make any of this worthwhile, option requirements would have to be reduced as well, but hopefully students would be able to learn more in each of their classes in this manner (and perhaps learn even more independently). Also, this may allow students to take their HSS classes more seriously. Perhaps students could learn to improve their writing skills instead of just doing the bare minimum in their much reviled literature, history, and philosophy classes. Oh, and the automatic pass-fail grading of freshman year would have to go, too, but it's a small price to pay for a better experience on the whole (just to make sure I'm not misunderstood: if the units requirement is not dropped to at least 432 and the freshman year pass-fail grading is taken away, then not only are my children not going to be allowed to apply to Caltech, but I will encourage my friends' children to not apply either).

And while it will be hardest to fight the social aspect of taking more classes, hopefully students and their advisors will realize what academic decisions are best for each person on a case-by-case basis. There are a number of people here who are very excited about science even with the course structure we have now and can take on large amounts of coursework with relative ease.

This is worth stating again since I know there is a presumptuous and vocal minority that enjoys taking lots of difficult classes, performs well, and thinks everyone else should do the same. These people

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> **"**

should overload if their advisor lets them, audit extra classes if they don't, and learn whatever they find to be interesting. But they should not make everyone else take the same courses that they would like to take (or for that matter, even have the senselessness to demand it), and they should not complain about how few units they are receiving if their overload is not approved. That is clear evidence that they only want the extra units to feel superior, not that they are genuinely interested in learning the material (either that or they really hate this place and are trying to graduate early).

Additionally, I have advice for the people who are absolutely married to the idea of a double major but find the number of courses necessary to graduate on time overwhelming: it's time to get a divorce. Learning should be

the motivating factor, not getting a few extra words on a diploma. Additionally, no one (except possibly for previous Caltech alums themselves) will look less favorably on a Caltech degree that required 6 fewer classes than previous Caltech degrees, even if quantum mechanics is altogether dropped (*gasp*) from the core curriculum. We are already respected for our natural intellect and excellent research; complaints about the decay of the value of a Caltech degree are misguided and silly.

Caltech students are, as I have previously mentioned, very intelligent and have had a love of math, science, or engineering at some point in their lives. Given the time and resources, students will devote effort to study subjects that interest them. The resources are here, but the time is not. Thus, the university should, if it cares about the education of its undergraduates, seek to give students the time to cultivate their passion in the sciences. To do this, we all need to accept my radical, ill-conceived, leftist, pseudo-revolutionary idea that the purpose of an undergraduate education is not to create well-rounded doctors fluent in the language of quantum mechanics or observant physicists who understand how a new discovery might help disease prevention, but to learn and enjoy learning.

Doubtlessly many students come to Caltech with dreams of doing great things in physics, medicine, engineering, and many other areas and perhaps even winning a Nobel Prize or some other honor. But eventually, I would like to

have a family of my own. Around thirty years from now, I may have children applying to college. I do not know whether they will aspire to study science and engineering in order to become researchers, doctors, or engineers, and I have not yet made the decision as to whether I will impress such subjects upon them (as I know some of my friends will upon their children). But, if they are interested in such fields, I want them to have every reason to believe that Caltech would be the best college for them in order to achieve their academic and professional goals. But without major academic reform along the lines I noted (and a commitment to improved teaching quality, which is a whole separate issue I would prefer not to take up here), Caltech's undergraduate education will forever live in the shadows of its full potential.

Caltech Couture: A little bit of fashion vocab

ALEX LANGERFELD
Staff Writer

It's been a while, so I've decided that you guys might need a little time to review things. In fashion, as in any subject, it's important to display a firm grasp of the material and that means understanding the relevant vocabulary. Some of these you may think you already know, but there's often more to learn from a word than its common usage. Get the flashcards ready!

Haute couture: French for "high sewing" or "high dress-making", this term refers to garmets tailored specifically to the person wearing them and is often abbreviated as "couture". In France, the term is protected by the government control (just like cheese, wine and other fine drinks). The term is defined by the Paris Chamber of Commerce which has a commission that determines which French fashion houses may call themselves couture houses and may use the term haute couture to describe themselves. Requirements include having an atelier (workshop) in Paris which employs at least 15 people, make private orders for clients with at least one fitting, and present seasonal collections to the Paris press at least twice a year, each of which must consist of at least 35 runs (model entrances) showcasing both daytime and evening outfits. Examples of couture houses are Chanel, Yves Saint-Laurent, and Jean Paul Gaultier.

Prêt-á-porter: The opposite of haute couture, prêt-á-porter means "ready-to-wear" in French. This type of clothing is factory made and is sold in finished form in standard sizes. This is what you find in clothing stores when you go shopping.

A-line: A dress or skirt that starts narrow at the top and gently widens towards the bottom, thus resembling an A-shape; often synonymous with the princess line.

Khaki: This is a word borrowed from Hindustani and Urdu. In both languages, the word means "ash-colored" and the word came into the English language through the British Indian Army.
The original khaki fabric was made of cotton or linen. Although the word strictly refers to a color, it is now also used in its plural form to refer to pants make out of khaki fabric.

Slacks: Trousers (pants)

Breeches: trousers reaching to just below the know where they are fastened buy drawstrings or buttons; today they are not really worn anymore. In the past, when breeches were a mainstream male garment, boys were "breeched" around the age of six which is when they got their first pair of breeches.

Loafers: Low leather shoes that slide onto the foot (but they do have a heel), the upper part of the shoes is reminiscent of moccasins.

Brassière: Although this sounds fancy, this means no more than bra. In fact, "bra" is the shortened version of "brassiere", so don't fall into the trap of using this French word to try to impress someone.

Cardigan: A type of sweater that ties, button, or zips down the front. Sometimes it becomes hard to draw the line between a cardigan and a sweater-jacket, but we'll leave that to the designers to worry about.

Lapel: The turned-back part of a garment; most often refers to the front part of a coat or jacket which extends from the collar. Lapels are classified into various types, depending on their shape. These include the shawl lapel, pointed lapel, and step collar.

Lapel pin: A decorative pin meant to be worn on the lapel. Lapel pins may be purely decorative but often have meaning and their wearer may have to earn the right to wear one.

Corsage: A small bouquet of flowers worn on a lady's write or her dress. It is customary, at least in the US, for the male date to give the lady a corsage as a gift before heading out on an occasion. Much care is usually put into selecting the arrangement and colors of the corsage.

Boutonnière: Derived from the French for "buttonhole", this is a flower that the male wears. It is usually a single flower or bud and is inserted in the buttonhole of the lapel. The most classic and formal flower is the white carnation but other flowers are also used and some are associated with specific occasions.
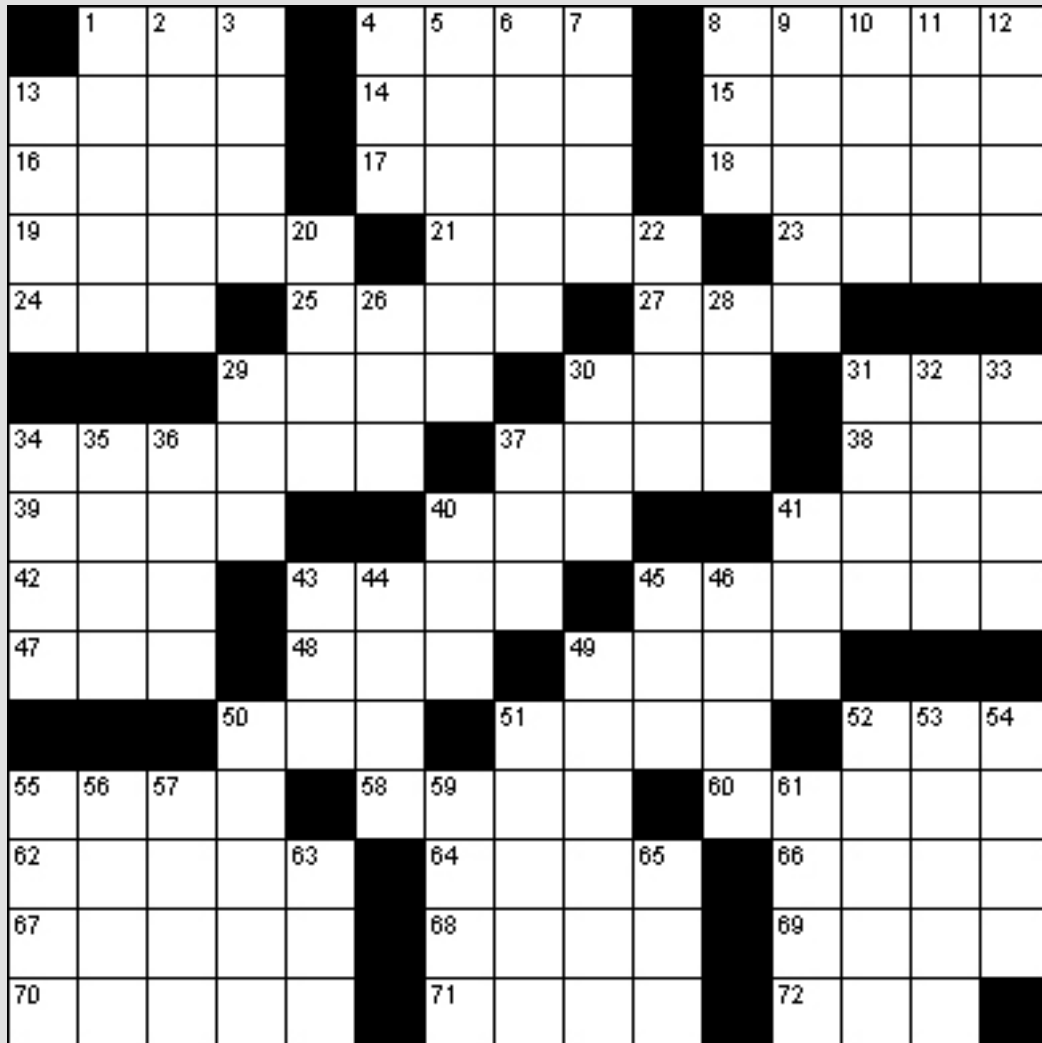
I hope that this brief overview of terms has inspired you, to dig a little bit more into the world of fashion. Even if that just means bandying about a few of these words in conversation, there's a place for everyone in fashion.

KEEP CALM AND DEBATE ON

debate.caltech.edu

Today's Puzzle: Crossword

[http://www.puzzlechoice.com/]

Across

1. Final aggregate
4. Short intake of breath
8. Livid
13. Diminutive
14. Singing voice
15. Relinquish
16. Redact
17. Scottish valley
18. Fairies
19. Hawaiian greeting
21. Impulse
23. Part of a volcano
24. Males
25. Before noon
27. Deuce
29. Musical interval
30. Part of a deck
31. Body of water
34. Dissimilar
37. Dull pain
38. Play on words
39. Tide
40. Protrude
41. Transportation charge
42. Water barrier
43. Escaping fluid
45. Litter of pigs
47. Globe
48. Sense organ
49. Charge
50. Twitch
51. Exude
52. Small snake
55. Ripped
58. Aura
60. Reimburse
62. Tusk
64. Travel endorsement
66. Den
67. Fictitious
68. Finished
69. Skin condition
70. Swift
71. Changed location
72. Mesh

Down

1. Move sideways
2. Political unit
3. Traditional story
4. Joke
5. The power to attract
6. Rear part of a ship
7. Classic computer game
8. Wonderment
9. Fusillade
10. Teeming multitude
11. Level
12. Bird shelter
13. Squad
20. Berserk
22. Aquatint
26. Single
28. Very small (Scottish)
29. Gratuity
30. Perform
31. Box
32. Currency
33. Afresh
34. Reverse an action
35. Approach
36. Young animal
37. Seabird
40. Container
41. Cook
43. Hawaiian garland
44. Every one
45. Felt cap
46. Affirm
49. Relax
50. Laconic
51. Mediterranean fruit
52. Rapidly
53. Holy person
54. Funeral fire
55. Petty quarrel
56. Elliptical
57. Theatrical part
59. Declare solemnly
61. Zeal
63. So far
65. Prowess

New 3-step process for exiting students

Caltech graduating students are expected to participate in an exit interview process with the Bursar's staff before commencement. This process is designed to inform students of any Bursar's account balance, update information, and address questions students may have regarding their Bursar's student accounts.

Also, if you have received a student loan while at Caltech, this process informs students of their rights and responsibilities, furnishes loan and other fiscal data, and notifies students of federal regulations where applicable.

The new 3 Step Online Exit Process:

1. Receive your Invitation to Exit via Caltech e-mail on April 30

2.Complete the:
 a) Exit Compliance Form attached in the e-mail notification,
 b.) and, if you have a loan, complete the ACS Loan and Direct Loan Online Exit Interviews on the link provided in the Invitation to Exit e-mail.

3.Return all forms to the Bursar's Office :
 a) Completed Exit Compliance Form (All Students)
 b) Completion certificate for ACS Online Exit (If you have a Perkins or Institute Loan)
 c) Completion certificate for Direct Lending Online Exit (If you have a Stafford Loan)

Please note that if you have not received an invitation to exit by May 4th, please visit the Bursar's Office or contact us by e-mail at bursar@caltech.edu or by telephone at 626-395-2988. Also note that transcripts and diplomas will remain on hold until the Bursar's account balance is paid in full. Finally, if you have any questions about the Exit process or forms please contact the Bursar's Office.

Ruth Whitson, Bursar

Caltech women's tennis team barely edged out by La Verne

gocaltech.com

PASADENA, Calif.--A three set win in #6 singles proved the difference as the La Verne women's tennis team captured the necessary five points to beat Caltech 5-4 in a SCIAC match.

Caltech scored a win in #2 doubles from Rebekah Kitto and partner Jessica Yu, 8-5 after trailing 5-2. The come from behind win set Caltech up with a chance to win the match in singles.

Victories at #1, #2, and #3 from Kitto, Wubing Ye, and Stephanie Kwan gave Caltech a 4-3 lead in the match. However, La Verne was able to capture three set victories at #4 and #6 singles to prevent the Beavers from winning their first conference match since 2007.

Rebekah Kitto, who is ranked 12th in the west region, continued her fine play by moving to 9-1 on the season and Stephanie Kwan gained her fifth singles victory of the season.

Tennis Match Results
La Verne vs Caltech
Apr 14, 2012 at Pasadena, CA
(Braun Tennis Courts)

La Verne 5, Caltech 4

Singles competition
1. Rebekah Kitto (CIT-W) def. Laina Matsuda (ULV) 6-0, 6-1
2. Wubing Ye (CIT-W) def. Tarika Krishnamurthy (ULV) 7-5, 6-1
3. Stephanie Kwan (CIT-W) def. Brooke Hines (ULV) 6-4, 6-1
4. Carly Tucker (ULV) def. Jessica Yu (CIT-W) 6-1, 1-6, 6-2
5. Allison Moncrief (ULV) def. Jessica Yeung (CIT-W) 6-1, 6-2
6. Valerie Lezin (ULV) def. Michelle Tang (CIT-W) 6-7, 6-2, 6-4

Doubles competition
1. Laina Matsuda/Allison Moncrief (ULV) def. Stephanie Kwan/Wubing Ye (CIT-W) 8-2
2. Rebekah Kitto/Jessica Yu (CIT-W) def. Carly Tucker/Brooke Hines (ULV) 8-5
3. Tarika Krishnamurthy/Justine Ledesma (ULV) def. Jessica Yeung/Zeke Millikan (CIT-W) 8-4

The girls team takes on Pomona-Pitzer this Wednesday before closing out SCIAC play against Oxy this Friday.

It's the new tennis dance move. Yeah, tennis!

- gocaltech.com

I have no idea what's happening in this picture. I think some sort of fountain malfunctioned.

-gocaltech.com

Weekly Scoreboard

APRIL 15, 2012

BASEBALL VS. WHITTIER
L, 7-0 FINAL

APRIL 14, 2012

BASEBALL AT LA VERNE
L, 12-2 FINAL - 8 INNINGS

WOMEN'S WATER POLO
VS. REDLANDS
L, 15-4 FINAL

MEN'S TENNIS
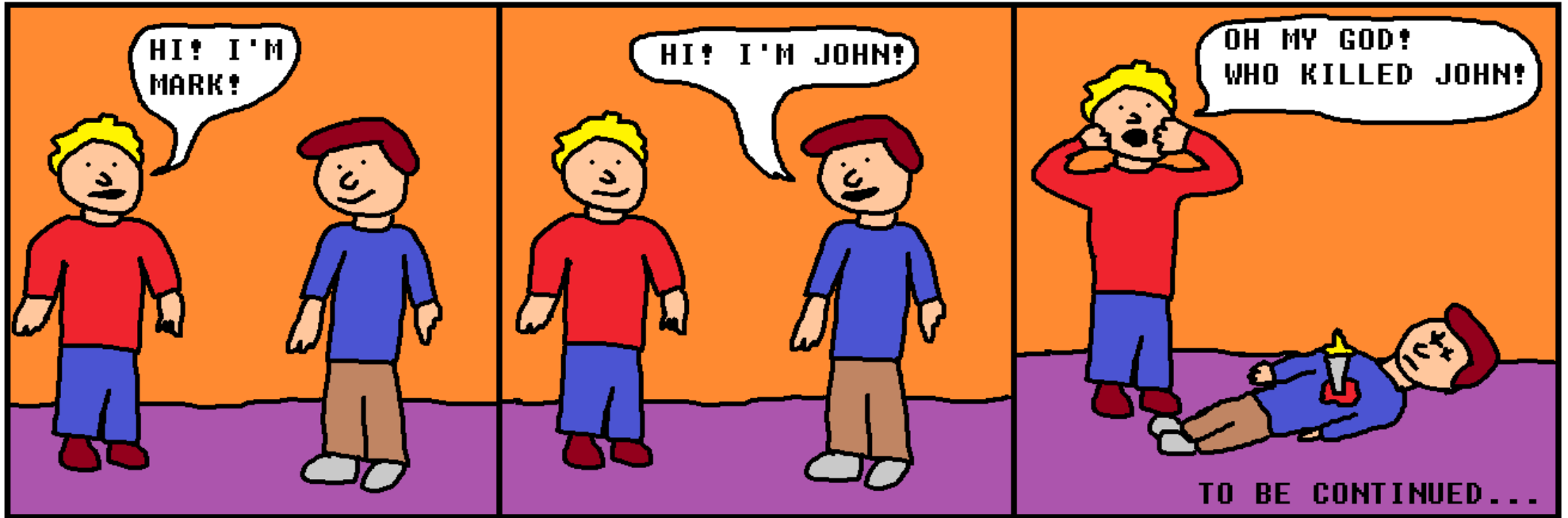*AT POMONA-PITZER*
L, 9-0 FINAL

Photo Caption Contest

So, nobody actually submitted any captions last week. Let's try again:

Also, here's a fun story. Last week Caltech tennis palyer Devashish Joshi got "chased" by a bumblebee last week during his singles match. He ran around the court for a solid minute, even throwing his hat to the ground (I have no idea why) and apparently running some suicides before returning to finish the game. Great job, Dev.

THE ARC, PART I
BY TIM COURNS

HI! I'M MARK!

HI! I'M JOHN!

OH MY GOD! WHO KILLED JOHN!

TO BE CONTINUED...

Acquired Taste

Board charges $5 for breakfast. That should be enough to have Lucky Charms with just the marshmallows.

Instead of like 3 different kinds of granola.

I don't really have a punchline, I just really want some marshmallows.

For more photos, videos, and archives of previous issues, check out the Tech website!

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