Techers attend annual student carnival

Ricketts Hovse president Connor Rosen takes a dunk during the 2013 student carnival. A number of the other house presidents also took the plunge.

-Jaden Geller

NEERA SHAH
NEHALY SHAH
News Editors

Student Affairs held an annual carnival for the graduate and undergraduate students on Saturday, October 12. Hundreds of Caltech students, staff, faculty, and their friends and family gathered on Beckman Lawn to spend an afternoon at the carnival.

Attendees had the chance to play games and participate in several activities, including attempting to climb a climbing wall, soaking someone at the dunk tank, jumping in a bounce house, and much more.

Classic carnival snacks, including nachos, popcorn, and sno cones, were available all day. In the evening, carnival-goers enjoyed a barbecue dinner on the lawn.

Students, adults, and children alike played dozens of carnival games such as the money booth, high striker, ring toss, and a bean-bag toss until dark.

There were over 2500 available prizes to be won. Popular prizes included large and mini sock monkeys, inflatable beach balls, mini-flashlights, plush animals, flashing pins, and glow sticks.

Both Caltech students and faculty volunteered at the carnival to make sure all events ran smoothly. Volunteers worked in shifts to run the games, activities, and food booths.

Staff from the Center for Diversity and Housing are among the many who helped to make the carnival a success.

Other entertainment throughout the afternoon and early evening included a music program which showcased the talents of several students. The various performing groups included Terry and band; Twin Peaks; Andy, Harrison, Jon, Stan, and Eugene; Fluid Dynamics; Nauman and band; Nic; JRey; Max and tango club; and Nic and Kyle.

The evening of free food, games, and entertainment ended in a fireworks show and a screening of the movie *Pacific Rim* on the Beckman Lawn.

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 *The Tech* Eds

Pakistani girl honored	**16-** yr-old Malala Y. awarded Sakharov Prize for Freedom of Thought [CNN]
China improves safety	**2000** coal mines will be shut down by 2015 to improve work safety [ABC]
Zion Park to reopen	**61,600** dollars per day will be funded by AZ during the shutdown [TIME]
Nazi war criminal died	**100** –yr-old former Nazi SS captain died under house arrest in Rome [LAT]
Protest against gay rally	**67** people arrested amidst fight with protestors at gay rally in Russia [TIME]
Cyclone ravages India	**124** mph winds hit Indian coast, 800,000 people evacuated to safety [NYT]
Kidnapping in Syria	**7** international Red Cross workers delivering aid kidnapped in Syria [BBC]

Correction for Need to know from October 7, 2013: "Federal deficit update"
The federal debt increased from $12 trillion in 2009 to $17 trillion in 2013. The federal deficit decreased from $1.4 trillion in 2009 to just under $700 billion in 2013.

Food with Mannion!

Do you like eating food?
How about free food at nice restaurants?
Ever want to tell the world exactly what you think of said food?
The Tech will be beginning a new column to chronicle the foodie experiences of new writers every other week...The Catch: They'll be going head-to-head with Tom Mannion who will be reviewing the same restaurant. If you have ever thought you were more of a gourmand than our resident master chef, now's your chance to prove it!
Email us for a spot on the list at tech@caltech.edu

The California Tech

Write articles for the Tech

get paid up to $30

ASCIT Minutes

Minutes for October 9, 2013. Taken by Catherine Jamshidi

President's Report (Zach):

New important times:
ASCIT will meet every Wednesday at 10pm in SAC 15.
ARC will meet every Sunday at 3pm in the SFL MCR.
IHC meets every Tuesday at 12pm in the house dining halls.

Officer's Reports:

V.P. of Academic Affairs (ARC Chair: Malvika):

The ARC is looking for students that are interested in advising the Faculty Committee about what to do with the 9th floor space in Millikan Library. Anyone interested should contact Malvika at mverma@caltech.edu
Should we not let students view grades until they fill out TQFRs? There was an Ombuds Training Session on Friday at the Center for Teaching, Learning, and Outreach that geared towards freshmen and sophomores to prepare them for their roles as ombuds.
The ARC is looking for 2 frosh ARC reps. Interviews will be this Sunday from 3-5 pm on campus.

V.P. of Non-Academic Affairs (IHC Chair: Connor):

Rotation happened, and it went well.
In light of recent events, the IHC is looking at more formal procedures for approving Rotation activities.
The South House RLC search committee has made a recommendation; we are hoping s/he will start near the beginning of November.

Director of Operations (Connie):

Would like to have more ways of advertising clubs (more than just the club fair and a list on Donut).
Club (re-) registration is going on now. More information can be found at www.clubs.caltech.edu
ASCIT Inventory:
Working to standardize the process for lending equipment out to houses/GSC for parties and checking it back in in a timely manner.

Treasurer (Monica):

Club Funding Day is October 27th.
Would like to come up with a system where people requesting reimbursements for purchases must meet with Monica at a specific time/place so as to lessen the amount of back-and-forth emailing happening now to meet up with someone.
Will send out details regarding new reimbursement procedure.

Social Director (Michelle):

End of Rotation party was cancelled, but Page is working to reschedule it (tentatively this Friday).
The Carnival was last Saturday and went well.
Fleming Frosh Party is happening this Saturday, October 19th.

Secretary (Cat):

The Health Advocates Page on Donut has been updated with current information. It can be found at http://donut.caltech.edu/ascit/Health_Advocates
If you notice any pages on Donut that do not have up to date information, please send me an email and I will try to fix it immediately!

NOMINATE YOUR FAVORITE PROFESSOR FOR THE FEYNMAN TEACHING PRIZE!

Here's your chance to nominate your favorite professor for the 2013-14 Richard P. Feynman Prize for Excellence in Teaching! You have from now until January 2, 2014 to submit your nomination package to the Provost's Office to honor a professor who demonstrates, in the broadest sense, unusual ability, creativity, and innovation in undergraduate and graduate classroom or laboratory teaching.

The Feynman Prize is made possible through the generosity of Ione and Robert E. Paradise, with additional contributions from an anonymous local couple. Nominations for the Feynman Teaching Prize are welcome from faculty, students, postdoctoral scholars, staff, and alumni.

All professorial faculty of the Institute are eligible. The prize consists of a cash award of $3,500, matched by an equivalent raise in the annual salary of the awardee. A letter of nomination and detailed supporting material, including, but not limited to, a curriculum vitae, course syllabus or description, and supporting recommendation letters should be emailed to kkerbs@caltech.edu or directed to the Feynman Prize Selection Committee, Office of the Provost, Mail Code 206-31, at the California Institute of Technology, Pasadena, California, 91125. Nomination packages are due by January 2, 2014.

Additional information including guidelines for the prize and FAQ may be found at http:// provost.caltech.edu/FeynmanTeachingPrize. Further information can also be obtained from Karen Kerbs (626-395-6039; kkerbs@caltech.edu) in the Provost's Office.

Caltech Y Column: Look out for new events

PHOEBE ANN
LAURA SANTOSO
Contributing Writers

Hi everyone! This is the Caltech Y Column, designed to inform you about the Y and the opportunities we provide for you to inspire your passions, whether by participating in our programs or leading your own!

Founded by students in 1916, the Y was organized to provide extracurricular activities planned and implemented by students as an opportunity to gain leadership skills and discover their passions and themselves. The mission of today's Y remains the same— to provide opportunities that will prepare students to become engaged, responsible citizens of the world. The Y seeks to broaden students' worldviews, and raise social, ethical, and cultural awareness through teamwork, community engagement, activism, and leadership.

The Caltech Y's mission and core values stand on five key pillars: leadership, civic engagement, service, adventure, and perspective. Regardless of which pillars capture your interest, feel free to attend any

of the below programs, or contact us to organize your own!

Here's a sampling of past programs held by the Y:

• Alternative Spring Breaks: Costa Rica, New York, Yosemite, San Diego, San Francisco

• Make-A-Difference Day: Hillsides Home for Children, LA County Arboretum and Botanic Garden, Children's Hospital Los Angeles (Coachart), Eaton Canyon, Lifeline for Pets

• Explore LA: Lakers game, Next to Normal musical, Norton Simon Museum trip

Upcoming Events:

1. Washington DC Science Policy Trip – Applications are available now, due Tuesday, October 15th by Noon

Monday, December 16th to Thursday, December 19th | Cost is only $550 (with round trip flight to DC and back to LA) or $325 (with one way flight to DC)

Dialogue with those who have played a role in setting and implementing science policy for the United States including: Academics, Lobbyists, Scientists, Politicians, and Caltech Alumni.

Join us for an exploration into Science Policy on this exciting trip to the Nation's capitol. This four day trip includes flights, lodgings, some meals, discussions with science and policy leaders… and of course the sites and experiences of Washington D.C.

The small group sessions will be ideal for exploring relevant issues for our time in the context of national policy.

The DC Science Policy Trip is coordinated by the Caltech Y with generous support from the George Housner Fund. Questions and applications may be directed tocaltechy@caltech.edu. Applications are available at www. caltechY.org now!

2. Rise Tutoring Program
Mon.-Thurs. | 4-6pm | Winnett, 2nd Floor

The Caltech Y Rise Program is currently accepting new tutors. The Rise Program is an afterschool math and science-focused tutoring program that serves public school students between grades 8 and 12.

The tutoring takes place on the Caltech campus Monday-Thursday from 4pm-6pm. For more information about the

program and to apply please visit our website at: http://caltechy.org/ programs_services/tutoring/.

3. Hathaway Sycamores
Saturday | October 12th | 1:30-4:30pm | Highland Park

Volunteer at Hathaway-Sycamores, a group that supports local underprivileged but motivated high school students. Some of the subjects being tutored are AP Chemistry, AP Physics, and AP Calculus.

For more info and to RSVP Email Josie Kishi atjkishi@caltech. edu.

4. Explore LA: Cirque Du Soleil's new show TOTEM
Friday | October 25th | 8:00 pm | San Pedro, Port of Los Angeles

Note: tickets are sold out.

TOTEM traces the fascinating journey of the human species from its original amphibian state to its ultimate desire to fly.

Inspired by many founding myths, it illustrates, through a visual and acrobatic language, the evolutionary progress of species. Somewhere between science and legend TOTEM explores the ties that bind Man to other species, his

dreams and his infinite potential. Explore LA is coordinated by the Caltech Y with generous support from the Master of Student Houses.

5. Ice Cream Competition
In an effort to further familiarize students with the location and services of the Caltech Y, the ExComm, with help from Tom Mannion, will be holding a competition among the undergrad and grad houses to come up with the best new flavor of ice cream. The winners and, of course, tasting opportunities will take place at the Y.

Date(s) and more details to come.

If you have any questions at all, feel free to contact the Caltech Y at (626) 395-6163 or caltechy@ caltech.edu.

Go to http://caltechy.org/lists/ to self-subscribe to announcement lists for upcoming events and sign-up information.

For a student's perspective, feel free to contact Phoebe Ann at phoebe.ann2@gmail.com or Laura Santoso at santoso.laura@gmail. com.

Caltech and MOOCs Part II: Caltech's goals

CONNOR ROSEN
Contributing Writer

This is the second in an ongoing series of articles examining Caltech's involvement with and initial forays into online education. The first served as an introduction to MOOCs – Massive Open Online Courses – and Caltech's partnerships with Coursera, a for-profit MOOC provider, and edX, a non-profit consortium of universities offering MOOCs.

When Caltech announced its partnership with Coursera last July, the press release quoted Provost Edward Stolper to explain the reason for this partnership. He said ""The goal is to improve both how we educate future generations of scientists and engineers here at Caltech and to show how our intense approach to education in science and engineering can make a difference beyond our own student body."

Others had more to add. Vice Provost Melany Hunt listed five reasons for partnering with Coursera in a presentation to the faculty last June, a month before the partnership was announced: "Enhance residential education at Caltech", "World-wide audience", "Participation with other universities", "Provide expertise and access to the Coursera platform for Caltech-only classes", and "Possibility to monetize courses".

Professor Antonio Rangel, reporting to the faculty board on his experience with Coursera in February, echoed most of these goals, adding as well that the partnership may help Caltech "identify and attract top talent to science and to Caltech".

Professor Rangel later summed these goals up with three words: pedagogical, social, and revenue. I will examine each of these goals, and the potential of MOOCs to meet them, in depth in future articles, but discuss each briefly here.

There are several potential pedagogical benefits of MOOCs. One is that MOOC instructors have the opportunity to practice and refine their lectures, edit them carefully, and diligently check their whiteboard notes (or equivalents) for errors, improving lecture and instruction quality. Another is that MOOCs allow for what is called a "flipped classroom" model of instruction, where students learn the material from lectures before class and then come to class with questions and to work

> ## No one can deny the rising cost of college puts higher education out of the reach of most people around the world.

more difficult problems based on the material presented before, allowing for the instructor to focus individual attention on specific errors of understanding (note that this only applies for a MOOC used as a supplement to a normal class).

Additionally, MOOCs that offer in-lecture quizzes and multiple quiz attempts provide what is referred to as "mastery learning", a strategy shown to improve learning in a seminal paper by Benjamin Bloom from 1984.

The social benefits of MOOCs are perhaps the most commonly argued reasons for their existence and importance. No one can deny the rising cost of college puts higher education out of the reach of most people around the world. Offering high-quality instruction for free to anyone with an Internet connection becomes simply another way to spread knowledge throughout the world.

While there are other methods of encouraging free education and the spread of knowledge (for example, the MIT OpenCourseWare model of depositing course material directly online in a publicly available forum), the argument is that MOOCs offer a real educational experience, as opposed to a mere information dump. I will examine in a future article the true reach and impact of MOOCs compared to other methods like the OCW model.

Finally, we are left with the potential revenue that Caltech can receive from MOOCs.

First, there are several stated methods to monetize MOOCs through Coursera or other platforms – several of which are already underway.

These include entire certification programs offered through a MOOC provider (already put into place at the University of Washington and Coursera), fees to verify student identity through programs such as Coursera's "signature track" program, and revenue-sharing agreements from sale of textbooks.

Additionally, it has been suggested that the additional publicity and awareness of Caltech that MOOCs would provide us would help us in attracting funding from a number of different parties.

Brad/Chad Couture: Shoes - These go over your feet

BRAD CHATTERGOON
Contributing Writer

This week's article topic suggested by Stacy Yeh.

If you haven't figured out what this week's article is on, then the editors really need to make the headlines bigger…well, that or it's time for me to do an article on glasses frames because you are going to need to pick out a pair. There are many different types of shoes and it can be tricky navigating through which are appropriate for which situations and levels of formality.

According to esquire.com there are 12 shoes that every man should own but I'm here to tell you not to worry, there are only about four.

1. The Athletic Shoe (sometimes called "Trainers")
This type of shoe, as the name indicates, is for physical activity such as running, hiking, or doing that ditch day stack (which is tomorrow by the way, so go to bed early frosh). These types of shoes vary across brands and purpose, so it is best to do some extra research on what type of athletic shoe is best for individual needs. I recommend these in loud, bright colors, even contrasting ones. Have fun with the coloring because one of their purposes is to motivate you to keep moving. It is very common to see these worn casually for comfort reasons but unless you are planning to walk more than two miles in any

Use a shoe tree to help preserve the shape of your shoes after use and minimize the number of creases, especially for your formal shoes.
-Brad Chattergoon

one day, I recommend one of the other types of shoes mentioned in this article for daily use.

2. The Loafer (or Moccasin)
This is my all-time favorite shoe type. Loafers are a year round staple in any man's wardrobe. They are formal enough to match well with business casual, but informal enough to be worn around with a pair of jeans. The details on the loafer determine what it pairs best with, for example the black leather Monk Strap, a similar style to the loafer and featured in this week's picture, is better matched with formal occasions while a red pair would be better at casual events. These are also comfortable to wear almost all day, and come in a variety of styles and materials such as leather, canvas or suede.

3. The Sneaker
This shoe can be thought of as a cross between a loafer and a trainer. They are usually made out of a material similar to that of trainers but they are much less bulky, closer to the size of a loafer. They are great casual shoes and should be one of the go to pairs for everyday casual wear. Styles of these include lace-ups, slip-ons, high-tops, low-tops, suede, canvas, rubber and colors and patterns to match any personality.

4. The Dress Shoe
There are many different types of shoe that fall into this category including Loafers, Oxfords, Cap toes, Dress Boots, and Monk Straps. Oxfords are the classic dress shoe, standard with laces and in colors like black and brown. Loafers have been discussed and are distinguished by their lack of buckles or laces. Cap toes are a more decorated version of the classic Oxford. Dress boots are slim, ankle-length boots with a slight heel that fit the foot and leg nicely. These are the preferred option during winter in geographic areas where there is often snow. Monk straps are similar to the Loafer style but with a strap across the shoe just under the break in the shoe to place the foot. It also tends to have a buckle that may or may not be functional.

Pro-tip on preserving the lifetime of your formal shoes. Also included in the picture this week is what is called a shoe tree. Its purpose is to preserve the shape of your shoe after use, which helps keep formal shoes free of unsightly creases.

Thoughts from an alumnus: What's great about Caltech, and what we must fight to never lose

ISAAC SHEFF
Caltech Alumnus

The following editorial is a response to the Caltech FUND's recent request for donations from alumni. The opinions and comments presented by the writer in no way reflect the views of The California Tech *and are not endorsed by publication.*

Caltech's FUND sends Alumni emails begging for money. Recently they sent me:

Subject: Was it something we said?

Rejection hurts… We've all gone through it, some, more than others. And we've all felt the pain.

After reading all of the signals, you calculate that the likelihood of the person you're about to ask out will be YES. So you muster up the courage to make your proposal via text, g-chat, FB, e-mail, phone call or in-person (GASP!) only to receive a big fat NO. Ouch! Does this sound familiar?

Once rejected, some might vow never to return down this path again, while others, see it as a challenge to change their approach.

We at the Caltech FUND can relate and have gone through it all, (with no end to rejection in sight), but we still believe YOU are the ONE. So what do you say? Will you make a gift toward your passion? House Endowments? Student Life? Athletics? SURF?

Please say "Yes" by visiting caltech.edu/give before September 30. We're waiting for you…

Dear Caltech FUND,

Oh boy do I know what rejection is like. Like a lot of Caltech students, I'm a huge nerd. I don't do a lot of sports, I play dungeons and dragons, and my friends and I talk about nuclear physics and information theory, even back in high school, when my mother insisted we should be talking about girls and cars. So I know what it's like to feel rejected by people, by communities, to feel out of place and unwanted. When I was very young, I used to speculate that either I, or everyone around me, were secretly space aliens; we felt so different.

Even Caltech rejected me, twice. I applied early, was deferred, then I applied "regular," and was wait-listed. I accepted admission at CMU.

Now here I should take a moment to mention that I'm a graduate student in computer science at Cornell. CMU is the undisputed leader in my field. Academically,

it was absolutely the right choice. So, when I got a call from Caltech, asking if I wanted an admission spot off of the waiting list, why did

I say yes? Why did I move from far and away the number 1 school in my field to the number 10 (ish) school? Why did I choose to go somewhere farther away, in a city I actually like less? I came because the undergraduate community at Caltech is amazing. I came for the Houses. I came for interhouse construction, and cooking with

liquid nitrogen and blowtorches, and late night conversations with physicist-philosopher-engineer-rocket-scientists. I came for the brilliant, long-shot crazy students that only Caltech can support. I came for the steam tunnels and the

roof exploration and playing with fire. And more than anything, I came for the Honor Code. I have never felt acceptance anywhere

> **"** I came because the undergraduate community at Caltech is amazing. I came for the Houses. I came for interhouse construction, and cooking with liquid nitrogen and blowtorches, and late night conversations with physicist-philosopher-engineer-rocket-scientists…and more than anything, I came for the Honor Code. **"**

else like I felt at Caltech. I have never felt part of any community like I felt part of my hovses (I'm a mole and a darb). Nowhere else, not even in grad school, can I talk about things I care about without seeming overly geeky, intellectual, or out of place. Nowhere else could I have participated in intercollegiate pranks from MIT to Berkeley, or helped build an 8-foot

"Companion Cube." If you're wondering whether I am some exception or really embody the Caltech spirit, know that the Alumni Association created the Caltech Spirit Award for me and my compatriots on the "Caltech

East" project. Nowhere else have I had friends who do things, embark on projects, or create stories that compare to my friends at Caltech.

Students make mistakes. They break things, they get hurt, and they offend people. There is a temptation, maybe even a trend in modern education, to dictate their behavior, and structure their lives. Tell the students when to study, and when to go to class, what jokes are appropriate, where and when to party, what to make, what to eat, and when to sleep. It's useful, when you're a huge institution trying to rubber-stamp an army of students through a curriculum without getting into any trouble. But Caltech is different. It's tiny, it's insulative, and its students are brilliant. Yes, there are times when student plans go awry, and correction is needed, but for this Caltech has the Honor Code.

Caltech students, under the Honor Code, can entertain themselves. They throw parties, build crazy and wonderful things, explore, play, and even do work. With a 3:1 student to faculty ratio, they don't need to be rubber stamped; Caltech's close-knit community can support each student individually with peers, houses, counseling, and yes, even faculty. Undergraduate relations with faculty through research, class, and the community are an important and of late neglected part of the Institute. Undergraduate research, beyond the summer, is actually harder at Caltech than at many "peer schools" with higher student:faculty ratios, but I'm getting off topic.

When I came to Caltech, there were fliers up around campus describing the "safety net," which

was understood to be composed of mutually-supporting peers, with RAs and Councilors for more sensitive issues. By my senior year, fliers described the "safety net" as an ordered list of who students ought to speak to about their problems: RAs, then ACs (now RLCs), then the Counseling Center, then the Deans. I believe Caltech is falling prey to this temptation to select only the safest students, and babysit them through college, rather than allowing them to explore and learn.

I believe this trend at Caltech runs deep. It is primarily the work of a few people who, intentionally or otherwise, are tearing down the community I loved, and it hurts.

(Editor's note: A full list of grievances may be found at https://www.facebook.com/groups/19637771840/permalink/10151567678361841/)

Whether they mean to or not, the participants in this trend are poisoning Caltech. They're creating an atmosphere of fearful obedience rather than freedom, curiosity, and exploration. Piece by piece, they're removing the students and traditions that made the Caltech undergraduate experience worthwhile, and they're demolishing the only community that loved me like no other. They are rejecting the Caltech I loved.

Caltech can choose to admit only the "good on paper" students, the "sure bets." It can coddle them and make sure they study and play nice. It can babysit them and keep them entertained and unoffended. But if it does, the best it can hope to be is an inferior MIT. Caltech doesn't have the faculty numbers, the course breadth, or even the money to beat MIT at its own game. What it can do now is do what it has done in the past: invest in the long-shots, and trust the students.

In an earlier conversation with a representative of the Caltech FUND, I was asked to make my donation philanthropic rather than transactional, but all philanthropy is transactional. If I donate to "save the children" rather than "save the puppies," it's because I want children saved with my money rather than puppies.

I will not donate a dime to any Caltech entity so long as any fraction of my donation will be used to support an administration bent on this trend. I'm a graduate student; I don't make a lot of money, but the day I see a change, I'll donate $1,000. The day Caltech allows me to earmark 100% of my money, for, say, student use, I'll donate. The day Caltech demonstrates a reversal of this trend, I'll donate. One of the many ways Caltech can demonstrate this: fire two of the three: Daily, Kiewiet, and Nye, and replace them with someone who can tell me to my face: "I believe in the Honor Code."
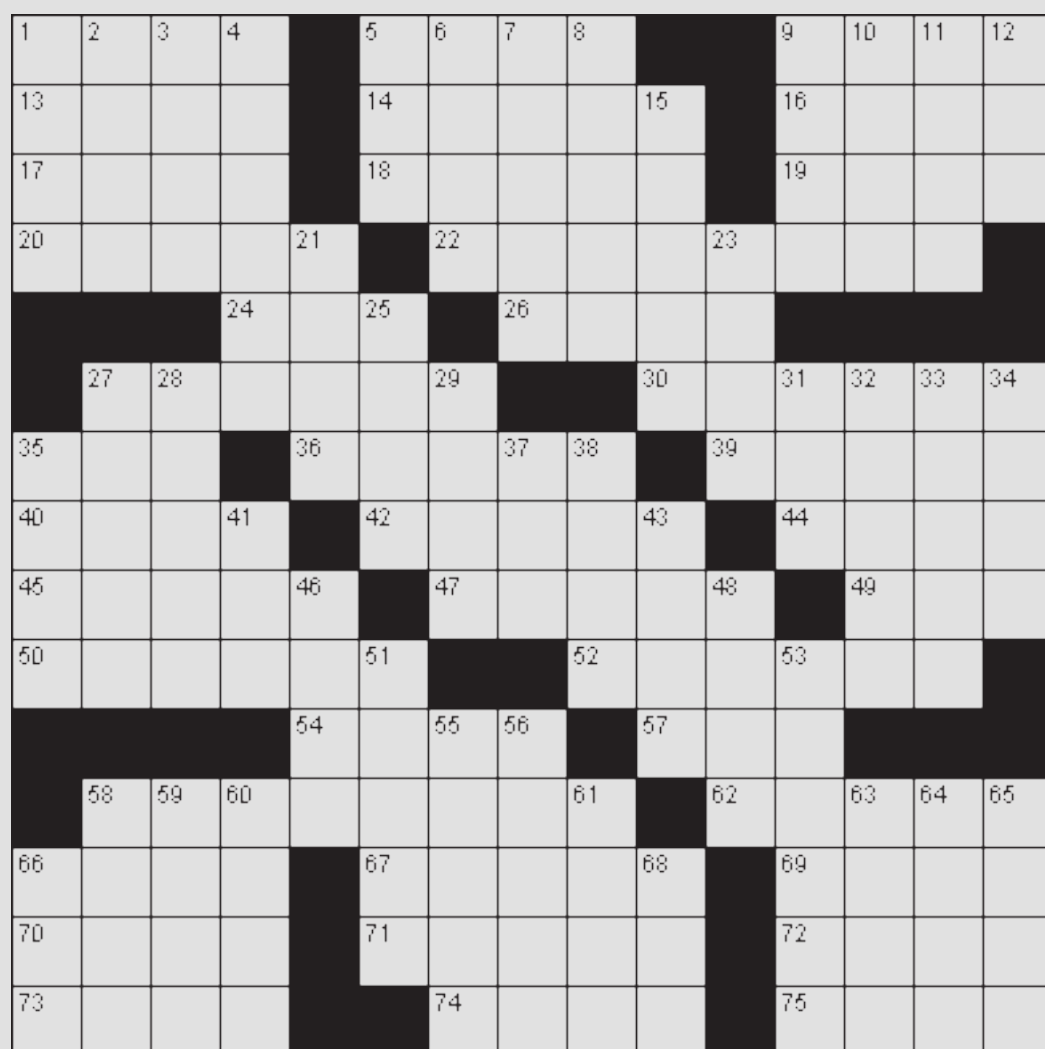
Love,
Isaac Sheff

- Provided by Dr. Z

Today's Puzzle: Crossword

[www.puzzlechoice.com]

Across

1. Incurred when cost exceeds revenue
5. Time that has elapsed
9. Hammock
13. Malevolence
14. Additional
16. Woodwind instrument
17. Replete
18. Braid
19. Rage
20. Slumber
22. Appraise
24. Animal doctor, in short
26. Panache
27. Wide street
30. Afternoon nap
35. Health resort
36. Verity
39. Candle
40. In good health
42. Physically weak
44. Transport
45. Cake topping
47. Command
49. Frozen
50. Offer or sell from place to place
52. Adequate
54. Compass direction
57. Drink a little at a time
58. Elderly unmarried woman
62. Extended area of land
66. Expressed in words
67. Mistake
69. Merely
70. Look amorously
71. Lariat
72. At the summit
73. Fermentation sediment
74. Unwanted plant
75. Travel by horse

Down

1. Comparative of little
2. Ellipse
3. Locate
4. Record cover
5. Liveliness
6. Wheel shaft
7. Musical notation
8. Test
9. Couch
10. Adjoin
11. Center of an object
12. Tonality
15. Book of maps
21. Closely confined
23. A division of quantity
25. Divot
27. Quickly
28. Legitimate
29. European currency
31. Consume
32. Small branch
33. Instruct
34. Military service
35. Transport commercially
37. Seafarer
38. Conceal
41. Terminate
43. Optical device
46. Narrow secluded valley
48. An overwhelming defeat
51. Tripod
53. Tumult
55. Drinking tube
56. Laconic
58. Herbaceous plant
59. Heap
60. Part of the Roman calendar
61. Dusty pink color
63. Not in favor of
64. Lout
65. Printed characters
66. Ancient Roman sun god
68. Pole

Marec Serlin defends the ball from La Verne opponent during Saturday's game, which ended in a 2-0 (L) score despite strong efforts by the Beavers.

-gocaltech.com

Soccer team puts up strong fight against La Verne

GoCaltech

Despite a spirited effort from in the final 30 minutes of the contest, the Caltech men's soccer team fell 2-0 to La Verne on Saturday afternoon.

"I am really pleased with the way we closed out the game," head coach Rolo Uribe said. "We need to play with that type of energy for 90 minutes but we definitely have something to build on. We are building momentum for the final games of the season."

It looked as if the teams would go into the locker room scoreless but in the 41st minute Nathan Gonzalez headed home a cross from Andrew Geenen from in close. Caltech goalie J.D. Feist blocked the previous four shots on a goal before letting that one go by.

The Leopards scored what would prove to be the final goal when David Gonzalez hit a laser shot from 25 yards out into the upper right corner of the goal.

Caltech continued to press the play forward and had two corner kicks as well as three free kicks from in close during the final portion of the second stanza but couldn't break through.

The Beavers face-off against Chapman at 4 p.m.

Beavers maintain 3-point lead over Connecticut until fourth quarter in close water polo game

GoCaltech

A thrilling men's water polo contest on Sunday went the way of Connecticut College as the Camels pulled out a 10-9 victory over Caltech with a fourth quarter scoring surge.

A high scoring final period proved to be the difference in the game. After the two teams combined for 11 goals through the first 24 minutes of action, they scored eight in the last stanza.

With Caltech holding a 7-4 lead after the third period, the Camels scored three unanswered goals to start the fourth period as they tied the game at 7-7 with 4:20 left in regulation.

A Jim Blackwood goal on Caltech's ensuing possession gave the lead back to the Beavers.

However, Connecticut scored the next two goals to take a 9-8 advantage with 1:32 remaining.

It was their first lead of the game since early in the second period.

Chris Bradley knotted the score at 9-9 with a beautiful placed lob shot with 43 ticks left. However, the Camels responded by scoring what proved to be the game-winning goal 16 seconds later when Robert Spencer found the back of the cage.

Caltech had a chance on the extra-person attack in the last seconds but couldn't get on the board.

The Beavers were able to jump out to an early lead thanks in large part to a well-balanced offense and solid defense.

Bradley scored three of his team-high four goals prior to fourth period while Blackwood chipped in a pair of early period goals.

CJ Culpepper and Patric Eck also found the back of the cage in helping give the home team an early lead.

Junior goalie Ben Grabowski came-up with timely saves en route to a 16 save morning.

The Camels offense was led by Spencer's five-goal outburst while Sam Siegel-Wallace added a pair of goals.

Caltech water polo player Patric Eck plays offense against a Connecticut College opponent. The Beavers were able to stay in the lead until the last quarter, with the game ending at 10-9 (L).

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Weekly Scoreboard

Men's Soccer
at Pomona-Pitzer
L, 4-2 Final

Men's Soccer
vs. La Verne
L, 2-0 Final

Men's Water Polo
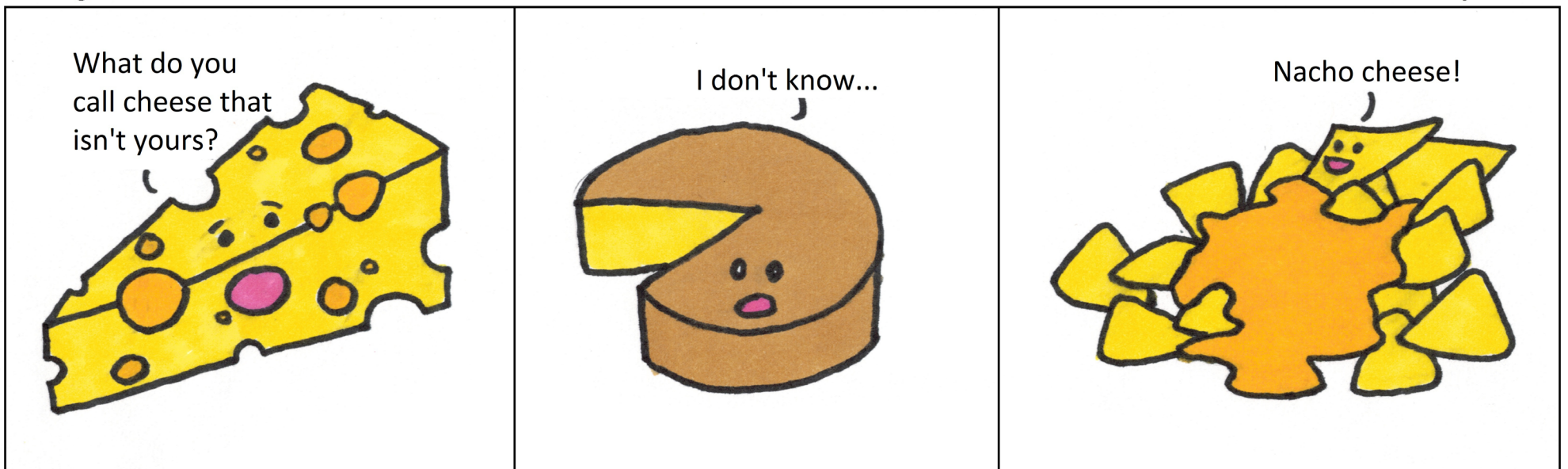vs. Connecticut College
L, 10-9 Final

Acquired Taste

Dr. Z

Unoriginal Jokes

Kerry Betz

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

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