

THE MUDDRAKER

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A MUDDER'S

GUIDE TO THE 5CS

By Michelle Lum and Daniela Sechen
Photos: Kyle Grace & Michelle Lum

"A Quiet Place"



The first sign of this somewhat hidden pool is the sound of flowing water. Called "A Quiet Place," this pool located by Olin was given to Mudd by President D.K. Baker and his wife in memory of their son, who passed away at the age of 20. Shaped like a long rectangle, the pool reflects Parsons, which is at one end, hence its nickname of the "Reflecting Pool." It's a peaceful spot where you can relax and reflect. We recommend you visit the pool at night, when the reflection of Parsons and its lights is particularly beautiful.

"Dividing the Light"



"Dividing the Light," a Skyspace designed by 1965 Pomona graduate James Turrell, is an outdoor artwork designed to display lighting programs at sunset and sunrise. It bends viewer's perceptions of the sky by changing between colors like turquoise, purple and black. "Dividing the Light" is certainly a treasure of the 5Cs; though Turrell has installed many Skyspaces throughout the world, no other exists in Southern California.

Other Spots to Check Out | Mudd: HMC Bush by Garrett House | Pitzer: Murals, Chicken Coop, Swing Set by McConnell | Scripps: Seal Court | CMC: The Kube | Pomona: The Farm, Sontag Greek Theater



Secret Garden



Located near Malott, Tiernan Field House and the Scripps library, Scripps' Margaret Fowler Memorial Garden is a true gem of the Claremont Colleges. Enclosed on four sides, the medieval-style garden contains olive and orange trees and wisteria vines, with an idyllic pool in the center. An incomplete 100-foot fresco, the last work of Mexican painter Alfredo Ramos Martinez, covers the south wall. If you find yourself between campuses, make sure to visit the garden, which is open from 7 a.m. to 6 p.m. on weekdays, to study or just chillax.

Kravis Center



The imposing Kravis Center is the site of CMC classrooms, meeting spaces and much, much more. We particularly love its terraces, which offer amazing views. For a breathtaking bird's-eye view of all the Claremont colleges (you can even see a bit of Mudd!), take the elevator up to the third or fourth floor. Bask in the sun on one of CMC's lawn chairs, or study at an outdoor table. We're honestly not really sure if non-CMC-ers are even allowed to be on the Kravis Center terraces, but if you can find your way up, go for it!

LETTER FROM THE EDITORS

Happy Fall Y'all!

Welcome to the 2019-2020 year of The Muddraker! We're incredibly excited to be sharing our latest content with you and introducing you to a new year at Mudd. We've had several freshmen join our staff to share some new perspectives of what life is like here at Harvey Mudd College and some returning staff members to bring you the content that you love. As you may or may not know, Mudd is full of hidden treasures. We wanted to explore that through the best study spots, professor and staff profiles, and even objects that are hidden throughout this paper! In honor of fall, we've decided to hide some fall themed graphics in the paper. There are eleven hidden ghosts scattered throughout the paper. See if you can find them all! Thank you for joining us on this new journey and we're excited to see what hidden gems this year brings!



XOXO,
Hannah, Tiffany, and Rachel

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A PROFile of Prof. George

By: Claire Chang & Austin Froelich

Can you introduce yourself to the Mudd community?

This is my second year here at Mudd. Immediately before this I worked as a data scientist for Microsoft for roughly a year, and immediately before that I was a PhD student at Carnegie Mellon University, where I received a degree in machine learning. My research interests are in that same area, looking at what makes machine learning work “under the hood,” and trying to understand it from an information theoretic/search perspective. Also, I’m a father; I have three little kids who keep me plenty busy at home, ages 7, 5, and 1 and a half almost now. I grew up here in the Inland Empire, down the road, in Ontario, so coming here to Mudd has been almost like a homecoming for me.

How do you like Mudd so far?

I’m much happier here at Mudd than I was in industry. I didn’t feel that the work I was doing in industry really mattered all that much, whereas here, I can see every day when I interact with students the impact I’m having on them. I remember I went to the new faculty orientation and they had a panel of students, and I was so excited... I remember asking “when I get here, I really want the students to know that I want to get to know them and spend time with them. How do I do that in a way that doesn’t creep them out immediately?” I remember one of the students told me that I think the students will pick up on this. Still, I have open space in my schedule every Friday called “social hours” where students will come. We’ll eat snacks, play Monopoly Deal, or charades, just hang out and talk and get to know one another.

What classes are you teaching this semester?

This semester, I’m teaching CS181P, Machine Learning, Information Theory, and Search, which aligns well with my research focus, because I wanted to teach a class that would give students the tools they need to do the kind of work that I do. The other class that I taught last semester that I’ll be teaching again very shortly is Computability and Logic, which is CS81. I like that class because it allows me to expose students to the idea that computation isn’t just something you can do with silicon and metal, but it’s a very abstract and almost mathematical idea.

We see people walking around campus with these “AMISTAD” shirts. Do you know what that’s about?



AMISTAD is an acronym which stands for Artificial Machine Intelligence Equals Search Targets Awaiting Discovery. Because my view of machine learning and

AI is very search oriented, there’s a play on that because I think AI and machine learning and all that is reducible to search. But also, there are these questions that we don’t know the answers to yet, and they’re waiting for us to actively to and seek the answers to them. Above and beyond that, “amistad” means friendship in Spanish, and so the kind of lab culture that I want to develop is one where the students are very comfortable and it’s a safe place to try very risky things. Ultimately, I want to give the students an opportunity to work on the sorts of things they would work on in grad school, but without all the stress and pressure.

Did your grad school experience inspire you to help others through that process?

My overall experience in grad school was the most difficult thing I’ve ever gone through in my life. I remember thinking “I’m not going to make it to the end.” There’s a scene in the Lord of the Rings movies, where Sam and Frodo get to the Black Gate of Mordor. They think, “we’ve gone through this long journey and now we’re at this gate, but there’s no way in.” I felt like that at points in grad school, where the gate was between me and graduation. I felt like there was no way I could ever get there. But I remember, you find a way around and get through it. In grad school, you’re taking some of the smartest people in the world and putting them in one place, and that’s a difficult thing to deal with if you’ve always felt like you were a smart person without really trying, or even you have to try, but now it gets stepped up--this is a very elite environment to be around. For a lot of students, they let that pressure get to them, and they see it as a competition with other students. I want my students to not have to go through that. Instead, I want



them to have the good experience that I also had in doing the work, and hopefully if they do that here in a safe place they build up their confidence to the point where when they get to grad school, it won’t be as challenging for them.

We hear you used to rap! How did you get into music?

I started doing music when I was in high school, and this became a really big hobby for me when I was in undergrad, and after I graduated. I was teaching myself music production, sound engineering. I had a small business that I ran out of my house. I built a recording studio, and I would record and produce for local acts here in the Inland Empire. It was a good side hustle in college. For myself, I produced three albums worth of material, and I stopped actively doing music about the same time when I went back to grad school for the first time. I realized I couldn’t do both really well, and I chose to do the machine learning thing. Now, I have small kids and I spend all my free time with them. When they get older, I’m hoping I’ll be able to go back to it as a hobby. Occasionally, I beatbox with my kids, and sometimes I freestyle with them, although it’s silly since they’re all toddlers.

What’s your favorite food at the Hoch?

Mac n’ cheese bar! They don’t have it that often, so when they do it’s a special thing. The regular thing they have that I like is pho, but the line is kind of crazy long, so unless I get there in time, sometimes I have to miss out.

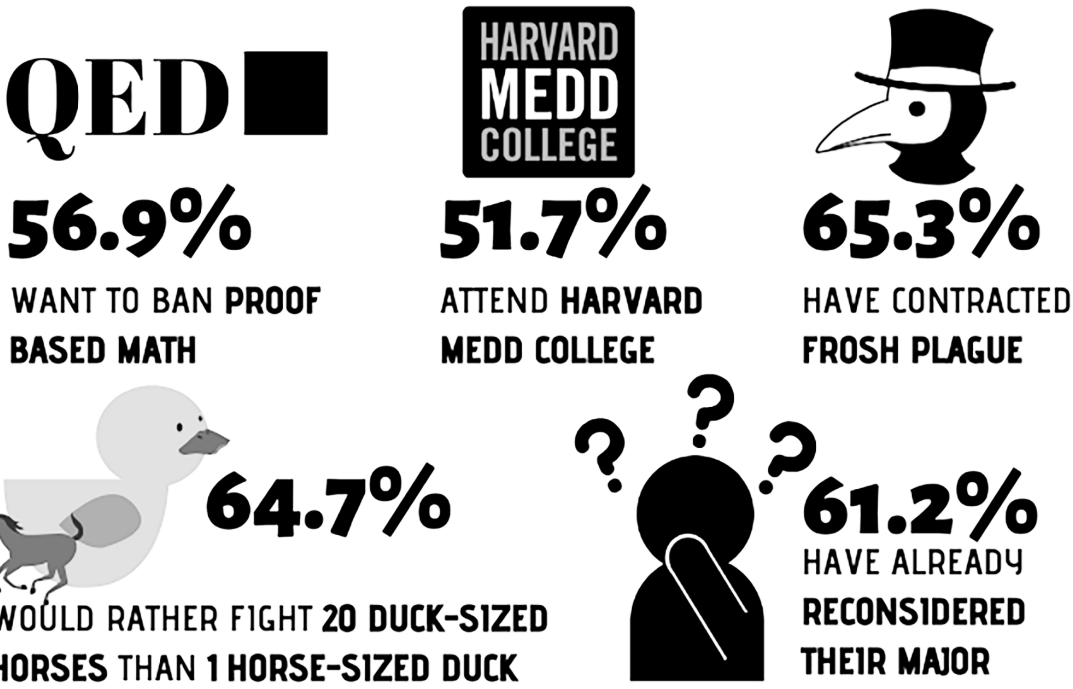
Any last things you want the Mudd community to know about yourself?

I guess one thing I would like them to know is that if you’re a student here at Mudd, and you haven’t had a chance to take a class with me or get to know me, I’m still more than happy to get to know you. I think that this is one thing that surprises some students. If you see me eating by myself in the Hoch, then you can come sit with me and we can chat!

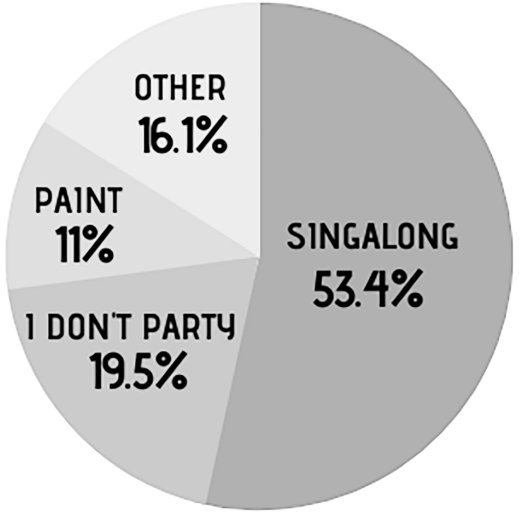
INTRODUCING...

CLASS OF 2023

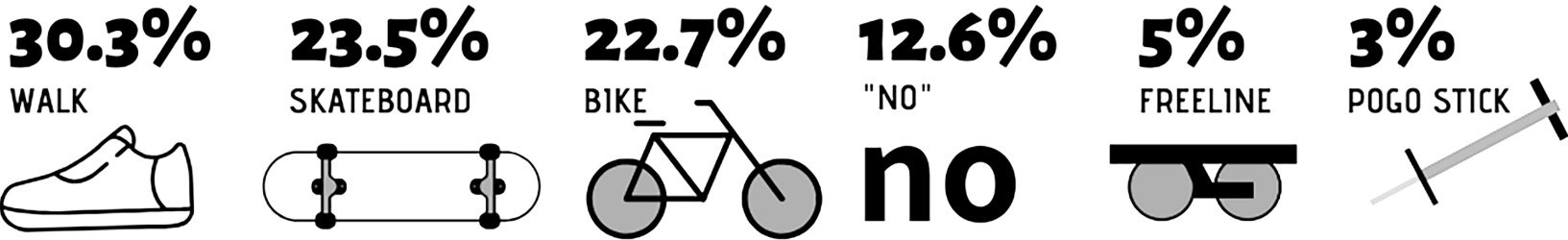
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FAVORITE PARTY?



WHAT'S THE BEST MODE OF TRANSPORTATION?





A lot has happened over the past year, and students have voiced their concerns about various issues involving their Harvey Mudd experience. The conversations are generally among students, but many want their opinions to be heard by the administration. This article hopes to shed light on student perspectives of mental health resources at Harvey Mudd.

The opinions presented in this article are not representative of the opinions of the Muddraker. They are solely representative of the opinions of the writer.

looking back

by Anuragini Arora

Harvey Mudd has a wonderful community. The people — the students, the professors and the staff — are all kind. But is that enough?

On Aug. 31, 2018, a student passed away. That student was part of this wonderful community. But our school moved on too quickly. Our school administration has brushed concerns about mental health under the rug as if they were not important enough to discuss. We talk about Core every few years; why don't we have deliberate discussions about mental health and student wellbeing? Students should not have to voice their grievances through the Shanahan blackboard.

I'm a sophomore, so moving in as a frosh last year was a whirlwind of meeting mentors and proctors and being excited about the future I had waited so long for. College had always been a kind of end goal for me; it was going to change me for the better and be the best experience of my life. I came in with unbelievably unreasonable expectations, but I was hopeful. As I had heard during a Q&A after a student's research presentation at ASP, Harvey Mudd had students who worked hard but were happy. And like any earnest high school student, I believed this statement wholeheartedly. I was going to go to Harvey Mudd and work hard and be happy and make amazing friends and change the world.

And then came orientation — I could feel myself preparing for a new adventure, ready to make it perfect. I was making friends already.

At about 6:30 a.m. on Aug. 31, I heard what sounded like a barbell falling to the ground in the room above mine. It woke me up just enough that I asked my roommate if she had heard it. Or I thought I asked her. She doesn't remember. Maybe I had a waking dream. I don't know. But I heard it.

At 7:15 a.m., I heard loud knocking. I opened the door, and police officers pointed to the room next to mine, saying that they weren't knocking for me. I thought nothing of it. I was somewhat concerned, but it didn't have to do with me, right? And I continued to get ready; I had to meet my Orientation Adventure (OA) leaders at 8 a.m.

I walked out at 7:45 a.m., and a CampSec officer stopped me to ask me some questions. Did you hear anything this morning? Did you see anything? I told him about the barbell sound. And I still remember that I forgot to tell him about the towel in one of the stalls that hadn't moved for two days, and the smudged name on the whiteboard. I saw them take a stretch-

er into the hall. And then, another CampSec officer asked me the same questions, and I told him the same things. Someone called him, and after checking that I didn't have to be somewhere soon, he asked me to wait. I texted my OA leaders that I would be late. A man said that if I needed any counseling, I should go to Monsour.

I still didn't know what had f***ing happened. As I waited for the CampSec officer to stop talking on the phone, I overheard him say the words "a possible suicide." They let me go soon after.

I still didn't think anything of it. I didn't process it. Maybe nothing had happened. Maybe whoever was supposed to be in the room had just gone somewhere. When my OA leaders asked me about the police cars and the ambulance, I said I probably couldn't say anything. What would I have said?

It's funny because I don't remember thinking about this stuff during the OA activities. On the bus ride back from the OA trip, we got President Klawe's email. I read it. I called my parents. And I cried.

That night I stayed in Drinkward because they said they would be making construction and cleaning noise in the room next door. In fact, the noise continued for a significant part of the year.

And I feel guilty now because I left my roommate alone the next night; I stayed in a hotel with my parents, who drove from the Bay Area back to Claremont to be there for me, only a day after they had left parent orientation.

I cried a lot that weekend. But I still went to orientation events. Whenever people mentioned the suicide, I said I had been in the room next door and that I had heard something. I don't know why.

DSA offered my roommate and me the option to change rooms. I wanted to, but I also wanted to stay with my roommate, who didn't want to move.

So, we stayed in our originally assigned room last year. No next door neighbor. Just some construction and cleaning every few days. I don't know what they were fixing. I used to walk past that door every day on my way to the bathroom and just wish for something to be written on that whiteboard. I used to sit on my bed and look at the wall across the room and wonder whether I would have blasted my music at 1:30 a.m. if my roommate and I had had a neighbor.

Someone lives there now. It feels like people forgot. It felt like that then, and it feels like that now.

Content warning: Suicide, depression, student death.

President Klawe mentioned the death at convocation last year, connecting it to her own struggles with mental health, but only in passing. We didn't honor the student in any way because their parents didn't want that. The school offered decompression sessions and gave information about Monsour. But I didn't want to cry my eyes out in front of strangers. It was hard enough that I was crying my eyes out at all for someone I didn't even know. We had our first week of school and Wet Season. Like always, people got drunk. It didn't feel right that we moved on. It wasn't right that Mudd forgot. Just because we couldn't say their name.

Tell me, how would you feel if someone you loved committed suicide, and the world didn't give a f***? A young student somehow got a gun, and before school even started, killed themselves. I wondered, for too long, why? Was it family, or school, or something else? But that doesn't even matter.

What matters is that this person is gone. They're not coming back. And how has our school responded? An article telling us that mental health on the 5C campuses is improving? Then why did two other people die at the 5Cs in the same school year? Why the f*** are we so desensitized? Why is this the new normal?

I want this school to recognize the stress students face in order to live up to the standards set for them by a society that doesn't actually care about them. I'm so tired of hearing about student deaths. For a while now, I've been thinking of transferring. And I'm planning to apply to other schools this year.

I don't know whether I want to leave, but I want Mudd's administration to know that I need this school to change what it's doing.

I don't want anyone to die. This student had a whole life ahead of them. And we will never be able to experience their dreams being fulfilled.

Even though we can't say their name, we can't forget them. This person was a human being who we all lost, and that is what matters. I'm sorry for everything you felt that made you leave us. I'm sorry.

National Suicide Hotline: 1-800-784-2433
www.suicideispreventable.org

In May 2019, the Muddraker sent out a survey to Harvey Mudd students requesting feedback on mental health resources provided by the Consortium. We had 137 respondents, from the classes of 2019-2022. These are just some of the responses and results from the survey.

survey responses compiled by Anuragini Arora



*Monsour Counseling and Psychological Services (MCAPS) provides counseling, anxiety and depression screening, and referrals to off-campus mental health resources.

WHAT IS ASHMC?

Article by Liam Chalk '23, Photos by Tiffany Madruga '20 and Kyle Grace '21

ASH-WHO? IF YOU'RE A FIRST-YEAR, A CONFUSED SOPHOMORE, OR AN UPPERCLASSMAN SO SLEEP-DEPRIVED THAT YOU DON'T KNOW WHAT THE HECK IS GOING ON, THIS IS A QUESTION THAT MAY BE ON YOUR MIND.

ASHMC, or the Associated Students of Harvey Mudd College, is a student-run organization whose leadership board functions as the student government. Because a part of student tuition goes to fund ASHMC, every student enrolled at Harvey Mudd is a member. Also, ASHMC is completely independent from the college, registered as a non-profit entity while being financially and structurally separate from the faculty and administration.

The elected and appointed representatives of ASHMC are broken down into two groups: The Executive Board and the Senate. The Executive Board is led by the President and issues are discussed by the Senate Chair, Treasurer, Club Director, Committee for Activities Planning Director, Diversity Director, Social Director, Wellness Director, Sustainability Director, and the Residential Affairs Liaisons. The Senate is led by the Senate Chair and issues are voted on by the four Class Presidents and the nine Dorm Presidents. The current ASHMC President is Kyle Grace '21, the Senate Chair is Alice Chi '21, and the Treasurer is Chris Thompson '21. ASHMC's main role is to ensure that when the student government or the school administration makes important decisions, the impact on every student is considered.



Left to right: Alice Chi (Senate Chair), Kyle Grace (ASHMC President), and Chris Thompson (Treasurer)

Currently, ASHMC is working on changing the in-dorm system, reforming noise policy, measuring the satisfaction of dorm placement, and understanding the anonymous complaints left on the Shanahan chalkboard wall about the need for improved communication between the administration and the student body.

Kyle Grace says that “Students usually like to have input when changes are made, and like to be a part of the decision-making process around student programs. So I think that’s kind of a unique thing about Mudd... I think at Mudd, autonomy extends to a lot more areas than it does in other places.”

ASHMC plays a large role in determining the student experience at Harvey Mudd, but each student has a large impact on ASHMC decisions because Harvey Mudd is such a



2019-2020 members of ASHMC

small school.

As students settle into the new school year, first-year class presidents Marcos Acosta '23 and Michelle Lum '23 are beginning their roles as part of ASHMC. Acosta believes that ASHMC is special because “Everything here is student run... While there is some professor or adult supervision, it’s mostly the students who are in charge of everything.” Working within ASHMC appealed to Michelle because “ASHMC is people who generally want to help the school improve. It’s your classmates and your friends who want to help the school.”

Michelle and Marcos are already bringing new ideas to the table, “One of which, that is currently underway is building relationships between students and the professors” through joint social events so that students can “feel more comfortable approaching the professor for any reason whether it’s personal or career based.” Michelle and Marcos also want to be open to feedback and new ideas from their classmates. Michelle said “Mainly I want to tell the rest of our class that we’re also your classmates, your friends. So feel free to just come talk to us whenever... We love talking to people.”

If you are interested in learning more about ASHMC, be sure to check out the ASHMC Constitution, the Senate Bylaws, or read the minutes from the latest meeting. ASHMC meetings are open to the public, occurring every Friday at 11:30am in the Hoch-Shanahan Dining Commons Mitchell Private Dining Room.



Class of 2023 presidents Marcos Acosta (left) and Michelle Lum (right)



Food Waste

Emissions from food waste are a major source of green house gases, which are the drivers of climate change. How is Harvey Mudd dealing with its food waste and what are student environmental groups doing about the issue?

by Skylar Gering

The United States Department of Agriculture estimates that 30-40 percent of the food supply in America is wasted yearly. Food waste occurs in all stages of food production, from growing to consumption. This waste has serious consequences on the environment and contributes to global warming by producing greenhouse gases. Emissions come from creating the energy required to harvest, ship, clean, and cook wasted food. They also come from the animals raised for food that is not eaten. Additional sources of emissions come from excess fertilizer use, land change, deforestation, and the decaying of food in landfills (World Resources Institute). In fact, reducing food waste is the third best solution to global warming according to Project Drawdown, a coalition of climate change experts who research potential climate change solutions. They determined that eliminating food waste could reduce greenhouse gas emissions by over 70 gigatons.

The Hoch already takes some precautions to reduce the amount of food waste produced. First, Harvey Mudd has partnered with a local food bank, and students often deliver leftover, untouched food for distribution to food insecure people in the Claremont community. Additionally, Harvey Mudd has a composting program in conjunction with the City of Claremont, which diverts food waste from landfills. However, the composted food still contributes the other sources of unnecessary greenhouse gas production described above. Last year, ASHMC Sustainability partnered

with Engineers Without Borders at Mudd (ESW) to run a Weigh the Waste audit at Harvey Mudd during Earth Week. Students were not informed that the audit would be occurring in order to establish a baseline, and only found out about it when they went to dispose of their garbage after dinner on Earth Day. Instead of scooping their food waste into the compost bins like normal, volunteers from ESW and ASHMC Sustainability asked students to put their food waste into special bins that were weighed at the end of the night. After dinner was over and measurements taken, the food waste was then transferred to the compost bins and composted like normal.

The first night, there was 106.5 pounds of food waste, with approximately 0.127 pounds of food waste per person. Volunteers from campus environmental groups ran the audit every night at dinner for the rest of the week. There was a downward trend for the next three nights with a low of only 0.067 pounds of food waste per person on Wednesday. The food waste per person fluctuated for the rest of the week but did not get over 0.1 pound of food waste per person.

However, ESW and ASHMC Sustainability did another surprise audit a week later and recorded 0.105 pounds of food waste per person. Looking at this data, the question becomes how to decrease food waste, but also how to keep the food waste at the decreased level.

This year ASHMC Sustainability is looking into how to expand the Weigh the Waste Program and make it more effective. They are considering making the audits longer and collecting more data. Additionally, they are currently in talks with Caltech about potentially running a competition between the school regarding reducing food waste. Of course, the purpose of these events would be to reduce Harvey Mudd's greenhouse gas emissions through reducing food waste. However, more than that, these events are to help students realize the impact of their waste and change the culture of Harvey Mudd from wasteful to waste-less.

If you are interested in working with ASHMC Sustainability on reducing food waste at Harvey Mudd or have any suggestions, please contact sgering@g.hmc.edu.

organizational tips & tricks

by Mavis Stone

NOTE TAKING TIPS *for the Fellow Note Taking Lad*



NOTE TAKING TIPS TO CONSIDER:

After reading the previous section, you may have realized that there isn't a(n) ideal universal note taking format. Additionally, note taking is a constantly evolving process that's forever changing in response to new professors, textbooks, and even stationery sales...

Nevertheless, here are some note taking habits that I've adopted over the last five years. I'd highly suggest trying one habit at a time. Gradual changes are always good! (That's why American Independence >> French Revolution.)

o "Table of Contents"

"Note taking" is a very deceiving word. Note taking not only comprises of taking notes, but also referring back to them. Throughout this past year, I've been organizing my notes with sticky memos from MUJI. Unlike a Table of Contents, sticky memos don't require constant updating. You can simply write the topic on a sticky note and slap it onto the corresponding page. It's like having index tabs in your notebook! When you're reviewing for exams, you can easily flip to the appropriate page!



o Color Coding

Color coding may be common advice, but there's a reason why it's a classic. Since sophomore year I've been using MUJI pens and MILDLINER highlighters to differentiate between different sections in my notes. Here's an example (from my notes for Prof. Su's Math 19 class!):

§ GREY MILDLINER:

Highlight the header for examples

§ TEAL MILDLINER and TEAL MUJI PEN:

Highlight key term in teal and write definition in teal pen

§ GREEN PEN AND MILDLINER

Write important facts in green and highlight the main idea in green mildliner

§ RED PEN

Write down EXTRA important things!

If I'm looking for a certain definition, then all I have to do is look for teal writing! (I'd like to note that I've actually done this on numerous occasions — it's really handy!)

o Post-it Notes

Beside being visually aesthetic, I've found Post-it Notes to be especially useful for vocabulary — yes, vocabulary. Whenever I have a lot of text on a page, I rewrite vocab words and key terms on a sticky note and stick them at the top or bottom of the page (depending on which side has more space) and then secure the note in place with tape. When referring back to my notes, I can just refer to the Post-it Notes instead of reading through the entire text. This saves a lot of time and also helps me remember the key terms.



o Textbook Page Recording



If you're taking textbook notes, then it may be a good idea to organize your notes depending on the textbook page number. If you're still confused about something and need to refer back to your textbook, you can just flip back to the page number specified in your notebook. This saves a lot of time that could be otherwise wasted on trying to find that one topic within a single chapter.

STUDY TIPS

for the Fellow Non-Note Taking Lad

FOR CLASS...

Before lectures and classes, wake up early (even though it'll be hard at first) and eat some breakfast!



BEFORE EXAMS...

o Problem-solving based classes:

Try to do some moderately difficult practice problems (from pssets or the textbook). If you feel comfortable with those, skip that topic and continue. If you start stumbling within a section, look over your notes and maybe read the textbook, then try some more problems.

o Memorization-based classes:

If the test is multiple-choice, read over your notes and the textbook...you'll probably (hopefully) be fine. If there are open-ended questions, create a list of the topics that will show up on the test, then go through them and write down any information you remember about those topics. Afterward, cross-reference your memory with your notes and textbook, then repeat the cycle until you feel you know enough to pass your test.

o TRY NOT TO USE YOUR LAPTOP AND PHONE!

Borrow a physical copy of the textbook from the Honnold Mudd library, or visit the shelves in Platt, then sit down with your notes. Having access to the internet will just distract you. Grab a cup of tea and a snack, and face reality.

o Don't be afraid to collaborate:

Find upperclassmen to quiz you on Core topics, or sit down with a friend from the class and quiz each other or work on problems together. You can even race to see who finishes a problem faster. The loser can treat the winner after the exam. If you both don't feel comfortable with the material yet, make a study guide together!

If you know you won't be able to take notes and pay attention in lectures, team up with your friends. Share notes, and alternate processing and note taking, which you could split into diagrams, verbal information and written information.

These tips may seem like really simple advice, but as soon as you begin adopting them, and (hopefully) making them your own, you'll find that they can significantly improve the quality of your notes. Again, gradually adopt these habits, and see what works best for you!



Staff Profiles

In the past, *The Muddraker* has profiled professors and dorm attendants, highlighting their professional work and personal interests. For this issue, *The Muddraker* sat down to talk with two staff members who work on the academic end of campus. We spoke with James Sadler, the Instructional Technologist in the Computer and Information Services (CIS) Department, and Yvonne Reinholtz, the Lab Technician in the Biology Department, to learn about their vital roles at Mudd, and their lives and interests beyond our campus.



James Sadler

What is your role on campus?

I am the Instructional Technologist, and a lot of my job is researching and developing technology and tools used in the classroom, which is a super broad job description. It includes helping design classroom spaces, so, for the Shanahan Center, [which was completed in 2013], I helped design a lot of the audio-visual (A/V). I'm currently reviewing the A/V design for [the Scott A.] McGregor Computer Science Center, set to open in spring 2021.

What are some current projects, either short-term or long-term, that you are involved with?

Right now, we're working on moving the math department away from its dedicated server. Also, we're looking at making recording spaces in some of the areas that are going to be vacated with the opening of McGregor. It's a wish-list item we've had for a while: a small room where faculty can go and record lecture videos, with good equipment, so that videos will be of higher quality than what they could do just on a laptop.

How long have you worked here? How does Mudd compare to other work environments?

I came in March 2008, and this was my first office job. Before this, I worked a lot of different jobs. I worked at an alcohol distributor, I worked at Disneyland, United Parcel Service (UPS), some retail gigs. [Working at Mudd] is definitely a very different experience because every job I've worked before this has been very fast-paced. Here, it took a lot of work for me to get used to the slower pace of [educational institutions]. I came in saying, "we need to do x, y, z to get our rooms to a point," and they came back and said, "okay, we'll talk about that in July," while I would think, "It's February. We need this stuff now." It still frustrates me, but [there have been] mitigating factors, and I've realized things are this way for a good reason.

What is your favorite or most interesting part of your job?

I'm a creative person. This job allows me a lot of freedom. I really love designing spaces and that interaction of creativity and [practicality], making something that is actually used on a daily basis.

How does your creativity come into play in your life outside of work? What are your interests or hobbies?

Too many hobbies; just ask my wife! A big thing I've been doing a lot lately is writing. I've participated in NaNoWriMo, which is a National Novel Writing Month project. It's a challenge that happens every year in which you are tasked with writing a 50,000-word manuscript during the month of November. Yeah, it's crazy. I've done it for four years, and I've succeeded [in finishing a manuscript] twice, in 2015 and 2018.

Where do you find the inspiration for your novels? Does Mudd ever influence your writing?

Everywhere! During either my second or third year here, I was doing an event on the patio outside of the Hoch, and there were some students walking by, and I heard them talking about time travel. They were saying [something along the lines of] "if you just envision it not as time travel, but dimensional travel, [there are no more] paradoxical issues." Ever since hearing that, I keep thinking that I want to do a story related to time travel.

What are some of your other hobbies?

I like to do some old-fashioned woodworking, all with hand tools. Making my work bench was the biggest project I've done so far, because I've started pretty recently. Running is something else that I do regularly. Earlier this year I completed the Dopey challenge at Walt Disney World. It consists of a 5k, 10k, half marathon and full marathon over four consecutive days — 48.6 miles total. It was my first marathon, and I ran with my two sisters.



Yvonne Reinholtz

What is your role on campus?

I am the Biology Lab Technician and was hired for the Bio 23 frosh lab which was added to the Core Curriculum in Fall 2017. I set up the lab by 1:15 pm each day so that we can teach 120 students each semester about molecular biology.

What brought you to this job?

Elaine Guerra, who has worked as the Mudd Biology Department Lab Manager for 20 years, worked with me in a previous job. Knowing that I had the technical background desired, Elaine called to alert me about this job opening. I was thrilled about the possibility of working at Mudd, so I interviewed and was offered the job. Keeping up with people and networking proved to be very beneficial.

So, you talked a bit about your previous career. How did your background set you up for this job?

I have a degree in chemistry and I have previously worked in chemistry and microbiology lab environments. Molecular biology is a new field for me, so one of the most exciting parts about this job is the molecular biology that I am learning. I've done a lot of professional development to learn about molecular biology and about the setup and equipment required for some of the more advanced bio labs at Mudd.

What is the most rewarding part of your job?

When I attended the senior clinics and presentations my first year, it really helped solidify my purpose here — to help send these fascinating and amazing students out into the world. Currently, every frosh takes the Bio 23 core lab. I feel that I am contributing to the world because Mudd graduates ethically-minded students who are going to make significant changes and improvements to whatever comes their way. I enjoy making sure that professors have what they need to be successful each day in the lab, but when I see beyond that to what the students produce here and what they may accomplish in their future, that gives me a high level of satisfaction.

How do you think the Bio 23 lab, specifically, contributes to the well-roundedness of the students here at Mudd?

I feel that the exposure to all the sciences in the Core is significant in the development of students at Mudd. A career is rarely isolated to one field of study. If a Bio 23 student is going to be an engineer, it is possible to use their engineering knowledge in numerous molecular biology applications. In Bio 23, the students also improve skills in teamwork, scientific writing, time management, and much more. All of this experience helps create a well-rounded student.

What are you involved in outside of work?

In my free time, I do a lot of volunteering for organizations that represent people with disabilities. My daughter has Down syndrome, so I'm often doing something that involves the Down Syndrome Family Resource Center, which is based out of the Rancho Cucamonga area. In the past, I [also] did a lot with the public education system, because [education] is a passion. Here, I'm proud that Mudd is involved in Upward Bound. We even had high schoolers who were part of the program conducting research in our labs this summer!

Any final thoughts?

Mudd is an amazing place to work. There is a lot of professionalism here. I have worked in organizations where everything was about money, which caused a lot of negative feelings. I don't see that at Mudd. Mudd has a very positive culture that values both the students and the employees.

GOOD EATS IN LOS ANGELES

Article by: Austin Froelich

SADDLE RANCH CHOP HOUSE

Price Range: \$\$
Address: 8371 Sunset Blvd, West Hollywood, CA 90069

Arguably the most delicious Western barbecue in Los Angeles, Saddle Ranch Chop House has established a large presence on Sunset Strip after opening its doors in 1999. All of the classical barbecue favorites appear on the menu, including a BBQ Baby Back Ribs, Tri-tip, burgers, steaks, nachos, Jalapeño Macaroni and Cheese, and a fiery Buffalo Chicken Sandwich, all following a starter of chips with guacamole and salsa. A S'mores Platter and an Ultimate Chocolate Cake highlight the dessert menu. The food, though, is only half of the experience of a night out at the Saddle Ranch Chop House. Televisions surround both the indoor and outdoor dining areas, playing not the latest soap opera or the big game but rather music videos, one late 20th century classic after another, reflecting the music industry's large influence on the Sunset Strip as a whole. Diners can also test their balance on a mechanical bull in the middle of the restaurants, but be sure to ride before eating the heavy barbecue!

GRAND CENTRAL MARKET

Price Range: \$\$
Address: 371 Sunset Blvd, West Hollywood, CA 90069

For over a century, the Grand Central Market has been a historic staple in the heart of Downtown Los Angeles that combines a bar, a grocery store, and a food court into one location. The food court presents a stunningly diverse set of flavors from around the world, including Chinese, Japanese, Salvadorean, Italian, Texan, Californian, and Middle Eastern cuisines. The festive environment can also turn grocery shopping from a chore into an opportunity to experience an on-the-go taste of an iconic Los Angeles location. Once the stomachs are full, across the street from the GCM is Angel's Flight, another Los Angeles icon, where a sloped streetcar travels back and forth between the GCM and another mall. Also, with a subway station close by, transportation to and from the GCM is fairly easy.

TOMMY'S BURGERS

Price Range: \$
Address: 9309 Central Ave, Montclair, CA 91763
(Nearest Location)

Widely dispersed throughout the greater Los Angeles area, Tommy's Burgers has been a fixture in Southern California culture for decades. Ordering a chili burger at Tommy's is a redundant exercise-you choose between a normal Cheeseburger, a Jalapeño Burger, a Double Cheeseburger, and more, and the mere presence of a burger implies a large helping of chili between the burger buns in addition to a patty that, combined with the chili, packs an extra meaty punch. If the combination sounds too heavy, then order a side of fries, which also comes on Tommy's menu with a helping of chili on top. In total, there are 30 locations in Southern California and 3 more in Nevada.

THE ORIGINAL PANTRY CAFE

Price Range: \$\$
Address: 877 S Figueroa St, Los Angeles, CA 90017

In Los Angeles, the shortage of pedestrian walkways have made 24-hour restaurants tough places to find, but The Original Pantry Cafe, located in the heart of Downtown, provides not only such service but also delicious food. The restaurant often finds itself crowded in the mornings, likely because of its delicious pancakes and omelettes. Later in the day, the café turns into a diner with quintessential American classics, including Philly cheese steak sandwiches, burgers, sirloin and New York steaks, BBQ pork sandwiches, spaghetti and meatballs, and a wide array of cakes and pies for dessert. The exterior design may appear suited for a past era, but make no mistake: The Original Pantry Cafe plays a key role in the functioning of a 2019 Los Angeles.

MASTRO'S STEAKHOUSE

Price Range: \$\$\$\$
Address: 246 North Cañon Drive, Beverly Hills, CA 90069
18412 Pacific Coast Highway, Malibu,

Located in Beverly Hills, California, Mastro's Steakhouse offers an expensive but memorable fine dining experience. Maintaining your appetite through the restaurant's highly addictive cheese bread is challenging enough, but the reward is a perfectly cooked steak and delicious sides. The restaurant offers 11 different preparations of steaks, ranging from an 8-ounce Petite Filet to a massive Bone-In Ribeye (22 oz) or Porterhouse (24 oz). Chicken, pork, and seafood are also offered. On the side, the menu contains a variety of options, including a scrumptious Lobster Mashed Potatoes and a tangy Gorgonzola Mac and Cheese. Dessert also includes a large selection of items headlined by Mastro's Signature Warm Butter Cake. Want to eat overlooking an ocean? Go to Malibu, California, instead, and dine in Mastro's Ocean Club.

welcome to september

By Mary Celestin

i wanted to make my first ep about a feeling of beginnings as well as of nostalgia. a combination of my reflections on the past, my love for the present and my hopes for the future. why september? well, school always started in september and i love school. my birthday is in september. "september" by earth wind and fire is my jam. autumn is my favorite season... this list goes on... you get the point. in short, september is the month for me. and this september, i turned 21 and entered my junior year of college. how crazy is that! so as i embrace this process of becoming an adult, i wanted to share some music that has come out of this journey. this EP goes through the course of a day in september. enjoy (:



the creative process:

I met Ankoor (Mudd '19) on my OA trip; I was on the San Gorgonian ascension and we stayed music buddies and friends afterwards. I met Tahiv (Pomona '21) in an Afro-Cuban drumming class my freshman spring. It was in that class that I was told I had a good singing voice; Tahiv picked up my on potential and asked if I wanted to make some music with him. I'd always been a music buff and had played the viola in high school but had never considered singing. But as a creative writer, song-writing came easily to me and I found singing to be both fun and cathartic. I began to freestyle throughout the day and practice singing more and more. Since, I've been honing in on my song-writing and singing and releasing singles with Soundcloud producers I've met remotely. All of this culminated this summer when Ankoor sent me some beats he was working on. He lives in Los Angeles now, and I was interning/living in Pasadena at the time. I scrolled through his beats and fell in love. So I hit Ankoor up and was like, "We should just fuck around and make an EP at this point," to which he responded expressing he'd be down. We gave ourselves two months. Ankoor produced "First Day of School," "Pumpkin Pie," "Smog" and "Steely Dan." Tahiv produced "Winter Sun." And a Soundcloud producer, W I L L O W, produced "Crickets." I was so excited that the project came together; we recorded "Pumpkin Pie," "Winter Sun" and "Smog" three days before release. And Tahiv came through with some incredible mixing and mastering in those last two days before the release. It was a really awesome process to watch the EP reveal itself to me; the storyline, the concept, the songs, the beats, everything evolved continuously throughout those two months to give you, the listener, our final product! welcome to september. welcome to the fall!



on the songs:

first day of school:
the intro, it's the "first day of school" (: this song reflects the butterfly feeling of starting something new that you're both excited and nervous for. trying to have some fun and play it cool, juggling dual emotional states at the same time.

pumpkin pie:
you're driving home after your first day and feeling free! sweet like some pumpkin pie, autumn is in full swing it may as well be october... and you know what the means (:

winter sun:
it's one of the cool brisk later afternoons/early evenings where you think there should be clouds yet the sun is shining brightly above you. classic winter sun day. you're back home after a fun "pumpkin pie" drive. and it's time to go back to work... let's navigated interpersonal dynamics in "winter sun" before getting our homework done.

smog:
it's the end of the day... chill hype of "pumpkin pie" has worn off... it's 1:30 am (as referenced in "first day of school"). you've finished your work and caught up with all your friends. and now you've decided to take a walk outside. you're really doing nothing but thinking... and as your mind starts to wander you begin to reflect on the state of humanity. yes, melancholy and existential dread have entered the scene, center left. but don't worry, you really just want to sink all these feelings in, let them run their course. you've entered the "smog"

steely dan:
my goodness, you've been up all night. but hey, relax a little. give melancholy a break and get out of the "smog". snuggle on a couch with a good book and listen to this jazzy wave: an ode to one of my biggest musical inspirations... steely dan. be ready to take a trip down memory lane as this song explores my elementary school days. grab some tea and enjoy!

crickets:
the outro to september. it's sunrise, time for a new day. but hold up, just for a second. slow down, don't you hear the crickets? enjoy the stillness of the world around you for just a moment more before heading back to the grind <3

5C STUDY SPOTS

By Michelle Lum

Shan Third Floor Terrace

Mudd is pretty...sometimes. The terrace on the third floor of Shan is the perfect study spot for those who enjoy studying outside. This is a personal favorite of mine. You'll often find me studying here after morning classes in Shan (honestly, this is where I spend 50 percent of my time at Mudd!). It's especially convenient to study here after having a class in Shan or between classes at Mudd. On this top floor of Shan, you'll find a long wooden table under an awning that is very aesthetically pleasing. For those who like to work out their problems sets, there are glassboards, which are undoubtedly much cooler than whiteboards and the old-school chalkboards in many Mudd classrooms. At night, strings of lights illuminate the dark sky, creating a relaxing working ambience. Though it's California, it may still be chilly, so wear a jacket if you're going at night!



Honnold Mudd Library

It might be a far walk, but the benefits of studying at the Honnold Mudd Library are well worth the trek. I never knew there could be so many different types of desks and seating arrangements until I explored Honnold Mudd! With an infinite number of little study nooks, and even treadmills with desks, it is a nice place to study. The Quiet Study spaces, like the Solarium filled with natural light, are perfect for a take-home test. There are also specific collaborative group work areas like the Collaborative Commons, and Study Cubes and Rooms that can be reserved. If you need to get some printing done, you can do so at the Connections kiosk inside the library. Or take a study break and browse the Special Collections, which contain almost 160,000 volumes, some of which date back to as early as the 10th century, or the Asian Library, which holds rare items like early Chinese translations of the Bible.

Denison Library

The Ella Strong Denison Library is a bit small but, ironically, closer to Mudd than the Honnold Mudd Library. With stained glass windows and ethereal architecture, Denison's vibe is definitely very different from that of Mudd, which as we all know, is just plain warty. Denison has a few large tables, nestled between bookshelves, at which students can study or read books. It also has a Rare Book Room, as well as the Holbein room, which has a fireplace and poetry collection. On that note, it might interest you to know that Denison houses letters penned by Emily Dickinson. Be sure to visit, but note that the front door is always locked, except for matriculation and commencement, as part of Scripps tradition! The entrance is to the side.



The Hive

If you haven't yet been to the Hive at Pomona, you have to go. This makerspace with design materials, sewing machines, a woodshop, a metalshop, and even a button-making machine is absolutely amazing. It can meet all your poster-making, clothes-mending, and gift-giving needs. Additionally, the Hive often hosts workshops, with topics ranging from the Psychology of Humor to screen printing. And you can come here just to study — I love how the Hive has little quiet nooks underneath staircases and on its second floor, where you can spend hours reading books and letting your imagination run wild, or studying for an exam. It may be a little far, but I highly recommend the Hive for its unique offerings.