

# The Muddraker

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Harvey Mudd College, Claremont, California

November 2010

## Class of 2014 Skews Gender Ratio

By SNEHA VISWANATHAN '14

One late June day during the past summer, about a month after high school graduation, I met my friend Kate outside my house. Out of the blue, she asked me where I was going to college. I realized that in the rush and excitement of graduating, I had forgotten to inform my friends who weren't in my classes of where I was going to spend the next four years. I told her that I would be going to Harvey Mudd College in southern California. Her immediate response was, "You'll have no trouble getting a boyfriend!"

Mudd's skewed gender ratio has been imprinted into its reputation. As my friend inadvertently illustrated, among students who have heard of Harvey Mudd, our college is as well known for its skewed gender ratio as it is for its math and science programs. Historically, women have been underrepresented in the STEMs fields due to remnant social stigmas against women in science, so Mudd's past ratios, unfortunately, can be attributed to the fact that it is a technical school. For the first time in the college's history, the female-to-male ratio of the newly entered class is slightly greater than one.

The fact that I am one of a substantial number of females this year has come with a few unexpected observations for me. After coming to this college, I was slightly surprised at the frequency with which girls expressed their tastes in feminine clothing and jewelry; it was not significantly different from the fashions I saw in high school. I expected the Mudd clothing norm for both males and females to be a fairly basic uniform coupling of t-shirts with jeans. It's nice to know that the campus community is so accepting of feminine whims, particularly with regard to clothing and accessories.

As a female student, I believe the influx of women is a healthy transformation for the college. Both males and females can certainly expand their views significantly by working with the other gender more frequently, and the intellectual union of the sexes is a potent force for creativity and innovation. Perhaps the spike in the number of women who have chosen to attend Harvey Mudd indicates a potential overall spike in the number of women who plan to spend their future contributing to the pursuit of scientific knowledge and the development of new technology. However, one year's high

yield of female students cannot be used as evidence to conclude whether this is an ongoing trend or simply a fluke occurrence among this year's female college applicants.

I have wondered whether or not the male-to-female ratio of previous years detracted from the matriculation of female students, leading to a cycle of mostly male incoming classes. According to a freshman girl, R. Smith (name changed for anonymity), the original male-female ratio was not a deterrent, but rather, an attractive feature of Mudd.

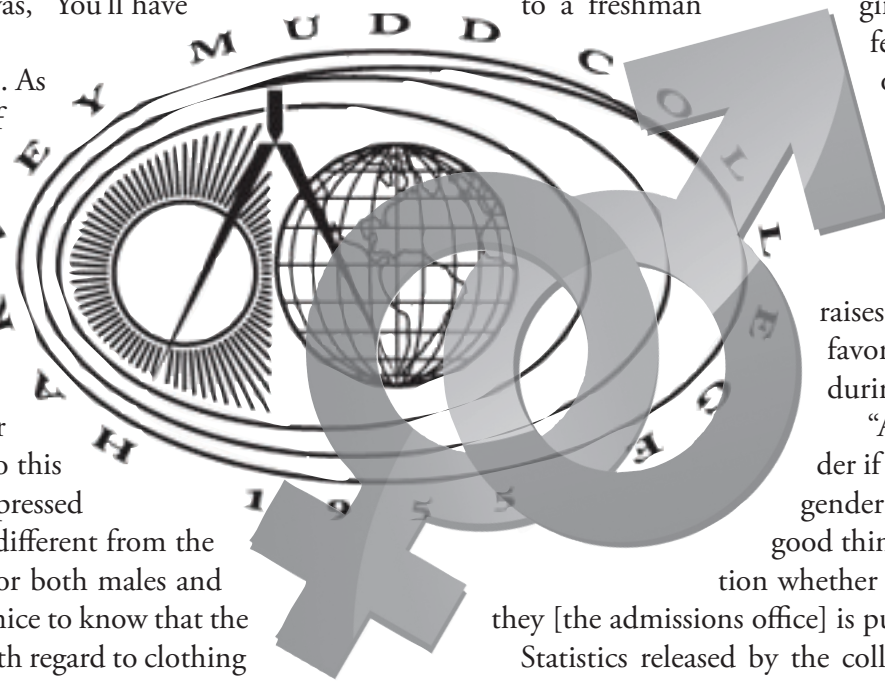
"[The previous male-female ratio] was only a plus in my eyes," she said. "It was actually a really big factor when I was choosing schools. The new ratio is not what I signed up for; I was kind of disappointed."

The college's admittance of a higher percentage of women raises the question of whether the scales are intentionally tipped in favor of female applicants over equally qualified male applicants during the admissions process.

"Affirmative action is always a tricky subject because you wonder if the college is favoring less qualified applicants because of their gender or ethnicity," Smith said. "I don't necessarily think that it's a good thing for women in general because it makes me personally question whether or not I got into the school just because I was a girl. I know they [the admissions office] is putting a lot of effort into getting more girls at the school."

Statistics released by the college support the belief that the college is actively recruiting women. According to the Common Data Set that was released by the college for the 2009-2010 academic year, 447 males out of a total of 1612 males who applied were admitted, whereas 304 out of 593 females who applied were admitted.

Despite the continuing arguments for and against affirmative action, whether at Harvey Mudd or other institutions, a greater number of female students will result in a notably stronger support system for the women in our class and for the women in future classes. This support is what any student at Mudd, male or female, needs to succeed in college.



## Parking Changes Fuel Freshmen Debate

By SCOTT ALMOND '11 AND BRIDGETTE EICHELBERGER '14

*By now, all freshmen are sadly aware of Harvey Mudd's ban on frosh parking. It hit me harder than most- my car was like a part of my soul that cruel fate and city planning had severed. Mind racing, I began to think of ways I could 'work around' the parking ban: could I invent an illness whose treatment involved long drives in Californian sunsets? Could I convince a loved one to be 'ailing'? Could I pay a college student to register my car in their name?*

*Alas, my plans came to naught. My 2000 Ford Contour sits alone in my carport, cassette player empty, passenger window still jammed. The ironically broken check engine light never blinks; the air conditioning system never spews hot air and dust. The axels that transform a U-turn on a two lane road into five-point turn never shift; the Barry Goldwater sticker fused to the car stares meaningfully into empty air.*

*Riding back from Sprouts with heavy groceries in my basket, I wished for my car, not in the least because the way back was uphill. Like many other freshmen, I am left with only my bike and my feet as transportation. Although I could throw myself on the mercy of benevolent sophomores and upperclassmen, groveling for a ride simply doesn't compare with the independence that having a car would give me. Unfortunately, the parking situation does not look like it will improve. Freshmen, we must practice our flattery or buy a pair of walking shoes.*

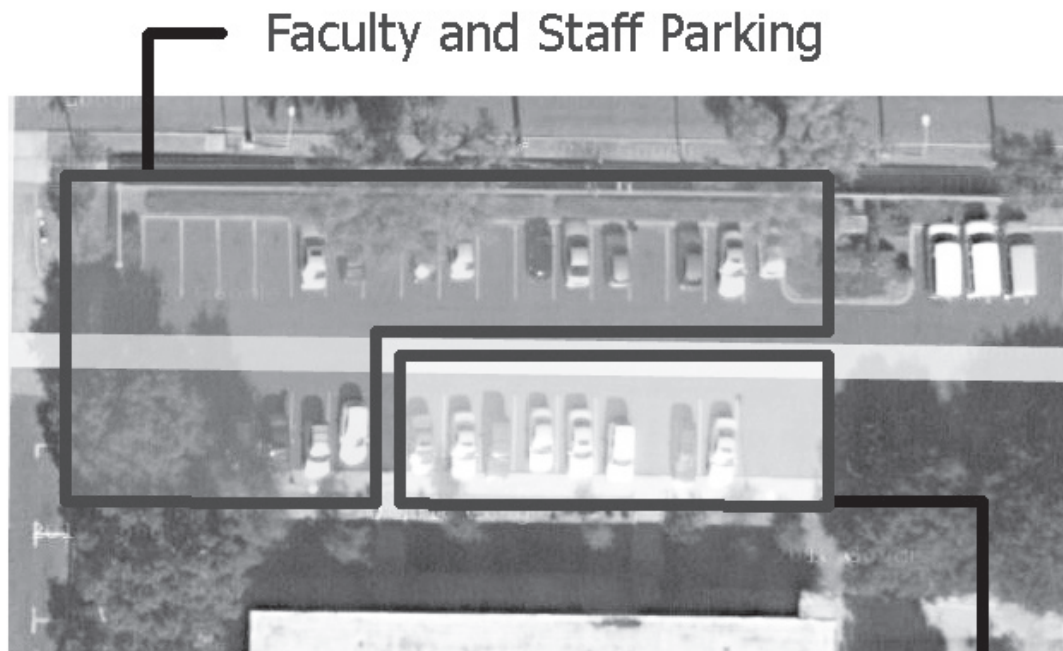
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With the immanent construction of the Teaching and Learning Building (the new Thomas Garrett), the school needed to review the impact the new building would have. As a result, the parking regulations were updated to remain up to code with Claremont's requirements.

To gain approval for the Teaching and Learning Building (the new Thomas Garrett), a study was conducted to assess eventual parking needs. The review found that the existing parking would not be sufficient. The city of Claremont has a formula it applies to calculate the number of parking spaces required for each building. The requirement is based not simply upon the number of staff, faculty and students on campus but rather on the intended occupancy of the building, the square footage and how many people may study or work in the building. Based on the parking space calculation, it was found that not only were there not enough spaces on campus, but also that the staff and faculty parking requirements immediately around the building could not be met with the spots on the west end of campus.

With the inevitable crunch for spaces, a parking lot was proposed for the Bernard Field Station. This was an issue of heated debate last year but in the end the idea was turned down. The second option the school pursued was the reduction in the requirements for parking. If more spaces could not be created, then reducing the demand for parking would be the only other choice.

With the goal of reducing the parking demand, and with the added incentive of reducing the school's carbon footprint, Harvey Mudd approached the city of Claremont in July with a proposal to lower the city's parking requirement if the number of cars on campus was reduced. On September 28th, the amendment was passed. According to this proposition, for each class that did not bring



### Temporary & Handicapped Student Parking

cars to campus, Claremont would reduce the required parking space allocation by 20%. This year, the proposition is being put into place by not allowing freshmen to bring cars to campus.

To accommodate the staff parking requirements for the new building, 21 spaces will be allocated from the north and west side of South Dorm's parking lot. Ten spaces will remain for handicapped and temporary student parking and a spot for the South Dorm proctor. South residents who wish to park their vehicles long term are encouraged to park in less used lots where they will not interfere with more sought after spaces.

Also, as a result of the parking review, the comprehensive parking strategy was updated to meet the city's requirements. This plan focused primarily on how to handle large event parking to avoid impacting the surrounding neighborhood caused by street parking. When large events are held, such as the career fair held in the Linde Activities Center, students who use the surrounding lots will be asked to move their vehicles temporarily to outer lots. With cars in the further lots, event attendees would no longer be inclined to park on the street and could instead park in the lots surrounding the building hosting the event.

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### Sprague Opens Its Doors

Formally a library, the first floor of Sprague has recently been transformed into a learning center, equipped with whiteboards, computers, and sofas.

### Changes to the Core Allow for More Flexibility

Recent revisions the the core curriculum have allowed for more flexibility.

### What is ASHMC?

HMC's student body president, Hufsa Ahmad, explains how ASHMC affects you.

### CMS Fall Sports Update

Palmer Mebane '12 Helps Team USA Place First in World Puzzle Championship

### Ask a Prof: Prof. Haushalter

Prof. Haushalter answers your questions!

### An Interview with Michael Edwards, HMC's New Campus Life Coordinator

### Revisions to the Alcohol Policy

Recent revisions to the alcohol policy may reduce alcohol poisoning on campus.

### HMC to Implement Party Card Swipe System?

Rumors regarding a possible implementation of a card swipe system at HMC parties have been floating around campus.

### Dean Bev's Top 10 Stress-Relieving Tips

### The Chapstick Question

Agent Simeon Koh '12 investigates the use of chapstick on campus.

### Dear Fellow Frosh...

Two freshmen share their stories.

### Movie Review: The Town

### Mentor Program Provides Support

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### Puzzle of the Issue



# Sprague Learning Studio Opens Its Doors

By GARRETT MENGHINI '13

As August 31st drew near, Harvey Mudd students arrived on campus ready to embark on another (or their first) fun-filled year. However, students will have one more resource at their disposal in their quest to learn, succeed, and eventually, graduate.

The new Learning Studio greeted the HMC community on the first day of classes. Made possible by a \$750,000 grant from The Fletcher Jones Foundation, as well as additional funding from the Arthur Vining Davis Foundation and HMC's Computing and Information Services, the Learning Studio is designed to foster academic interaction between faculty and students and to support the collaborative and inter-disciplinary learning that is at the heart of Mudd's academic curricula.

Located in the Sprague Building, the Learning Center was formerly the home of Harvey Mudd's Library. At the end of the 2008-2009 year, the shelves of the library were cleared, and Sprague sat, empty, with an uncertain future. Situated at the heart of the academic end of campus above the Libra

Complex, the former library is surrounded by the Physics, Chemistry, Math, Computer Science, Biology, Engineering, and HSA Departments. With five floors, it had the potential to become an extremely useful resource.

After much deliberation, it was determined that the empty space should be filled with flexible classrooms and labs, which became the basis for the design of the Learning

**“People wanted a lot of flexibility and natural light, with comfortable furniture.”**

-Elizabeth Hodas, director of education technology and media services

nificant positive impact on teaching and learning,” says President Maria Klawe.

Through its unique design the Learning Studio emphasizes comfort and flexibility by providing ergonomic workstations and modern computing resources. The Learning Studio has 45 dual-boot MacBook Pro laptops available for use in a classroom space enclosed by a collapsible glass wall. It also has a built-in video projector, a DVD/VHS player and screen, floor-to-ceiling and mobile whiteboards and two mobile LCD panels. Like the Platt Conference rooms, the furniture in the Learning Studio is very ergonomic, allowing for many configurations to accommodate everyone. Unbeknownst to most, the student body played an important part in the layout.

In addition to the classroom space, the Learning Studio offers a wide variety of equipment that support individual and group work. Sixteen dual-boot iMacs, two multimedia stations with video editing software, two scanners, comfortable armchairs and sofas, colorful movable privacy screens, movable tables and whiteboards are among the

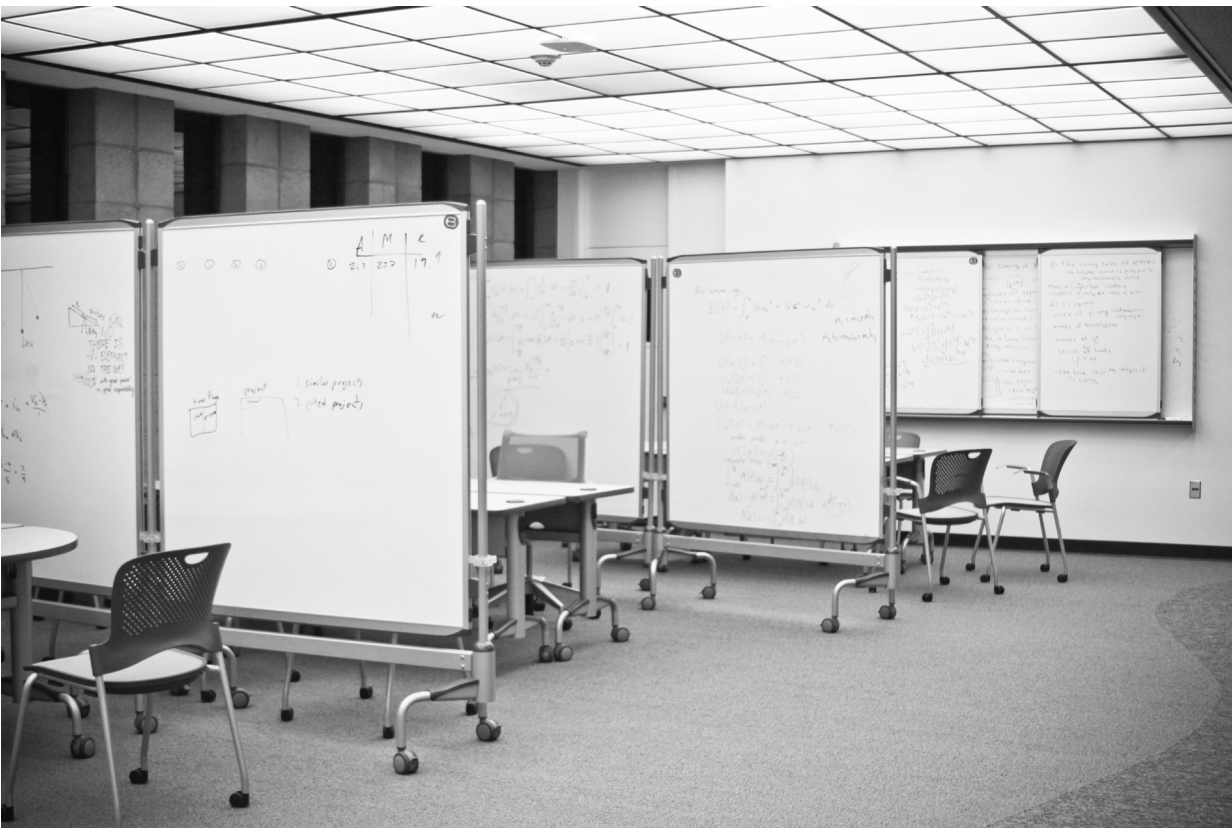


PHOTO COURTESY OF TOBE WOOD '13

available amenities offered by the Learning Studio. In the works are smart boards and high-end computational resources.

“This new space was designed to fill the needs that arose from focus groups of faculty, students and staff in spring 2009,” said Elizabeth Hodas, director of education technology and media services. “People wanted a lot of flexibility and natural light, with comfortable furniture.”

“We anticipate that community feedback will drive the direction of the studio,” said Joseph Vaughn, chief information officer and vice president of computing and information services. From the looks of things, the only direction the studio is going is up.

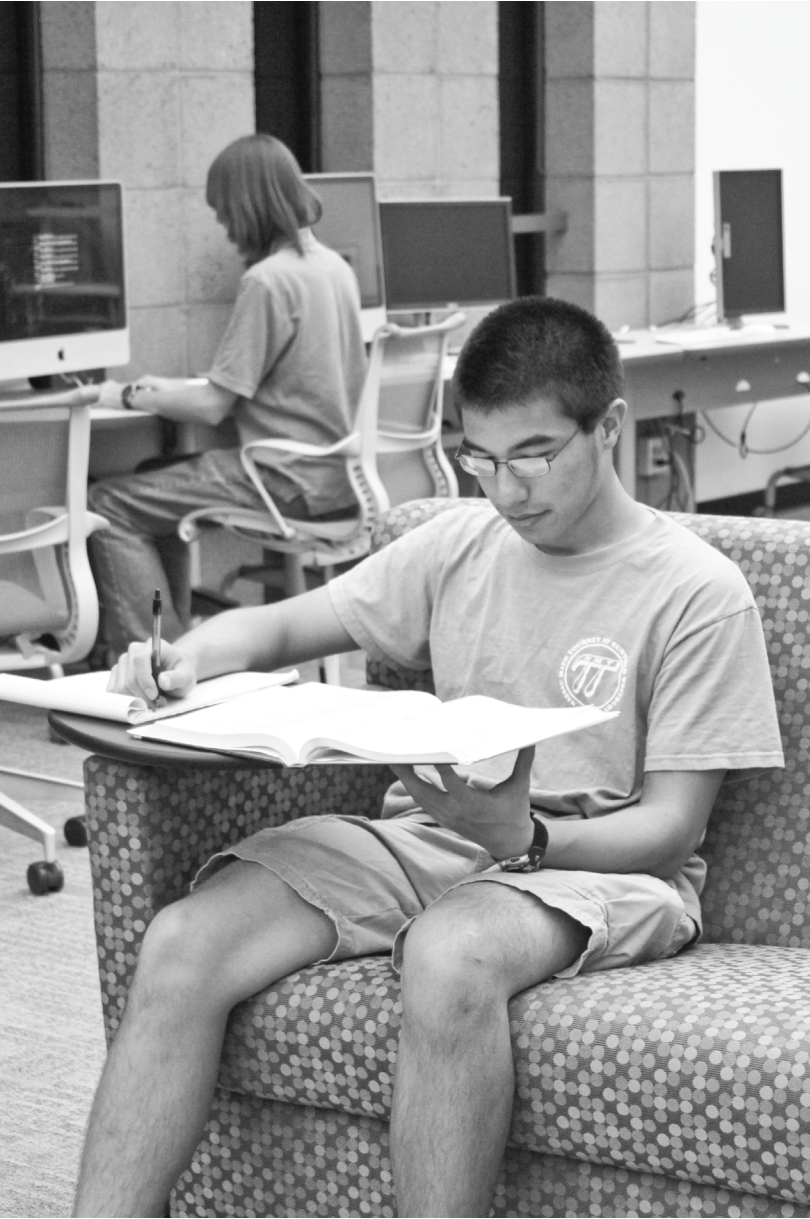


PHOTO COURTESY OF TOBE WOOD '13

**For More Stories, Visit the Muddraker Online at [muddraker.com](http://muddraker.com)!**

# New Core Offers Increased Flexibility

By ALANNA WEISBERG '14

Harvey Mudd College introduced a new core curriculum this fall which includes reducing the core from 41 units to 37.5 units. “The provision of the optional elective in the first and second semesters, a writing course taught by HSA (Humanities, Social Sciences, and the Arts) faculty members, and the ability to engage in all disciplines by the third semester,” stated Dean of Academic affairs Jon Jacobsen, are also features of the new Core curriculum.

Other key changes include choice labs, which will begin next year, in which a lab requirement may be fulfilled by a variety of different lab classes. Moreover, P.E. courses are now counted as unit credit, and freshmen can take music classes without overloading. In addition, some of the individual classes that have arisen due to the new core are Engineering 4, 11, and 13. For the first time, first-years students have the option of taking an engineering class their first semester, whereas in the past,

some majors would not have seen engineering until much later in their Mudd careers.

“I think it's interesting for sophomores and above to understand that about 55 freshmen are in an engineering elective their first semester, and 50 others are in a language course. Others have the option to not take an elective in order to adapt to the core,” Jacobsen explained.

“Being able to take an elective this early is really cool,” stated Mudd Freshman Emily Ross, who is currently taking Mandarin.

“I think it's nice to be able to take an elective. That way I'm not limited to just the core, and I have the opportunity to branch out and try other classes,” agreed Mudd Freshman Sejal Shah.

Clearly, this core is much different from the structure from past years.

Mudd Sophomore William Villagomez commented, “a lot of us [upperclassmen] feel that the new core is a lot easier than the old

core and the old requirements. Other than that, I think a lot of us don't really understand the differences.”

Jacobsen stated that the feedback he has received from faculty and students thus far has been mainly positive. “Yes,” he said. “I guarantee the faculty are really excited about the flexibility that the new core offers. One thing I like to tell upperclassmen is that we made it easier. And that's a joke....It's definitely not easier.”

Jacobsen went on to explain that “it's not the facts that you learn that make the education. It's the learning experience that you have... The spirit of the Mudd education is all there, but the delivery is different.”

The changes in the core are not necessarily permanent. “The curriculum is always a living breathing kind of object,” Jacobsen said. The core will continue to change as it becomes clear which changes to the core are successful and which need improvement.

Changes to the Common Core		
	Now	Then
<i>WRITING</i>	WRIT001: Introduction to Academic Writing (1.5)	—
<i>CHOICE LABORATORY</i>	Choice Lab (1)	—
<i>BIOLOGY</i>	BIOL052: Introduction to Biology (3)	BIOL052: Introduction to Biology (3)
<i>CHEMISTRY</i>	CHEM023S: Structure (1.5) CHEM023E: Energetics (1.5) CHEM023D: Dynamics (1.5) CHEM024: Chemistry Laboratory (1)	CHEM021/022: General Chemistry (6) CHEM025/026: Chemistry Laboratory (2)
<i>COMPUTER SCIENCE</i>	CS005: Introduction to Computer Science (3)	CS005: Introduction to Computer Science (3)
<i>ENGINEERING</i>	ENGR059: Introduction to Engineering Systems (3)	ENGR059: Introduction to Engineering Systems (3)
<i>HUMANITIES, SOCIAL SCIENCES, AND THE ARTS (HSA)</i>	HSA010: Critical Inquiry (3)	HUM001: Introduction to the Humanities and Sciences (4)
<i>MATHEMATICS</i>	MATH025B/025G: Calculus and Linear Algebra (3) MATH035: Probability and Statistics (1.5) MATH045: Introduction to Differential Equations (1.5) MATH060: Multivariable Calculus (1.5) MATH064A/065: Differential Equations/Linear Algebra II (1.5)	MATH011: Calculus (1.5) MATH012: Linear Algebra (1.5) MATH013: Differential Equations I (1.5) MATH014: Multivariable Calculus I (1.5) MATH061: Multivariable Calculus II (1.5) MATH062: Probability and Statistics (1.5) MATH063: Linear Algebra II (1.5) MATH064: Differential Equations II (1.5)
<i>PHYSICS</i>	PHYS022: Physics Laboratory (1) PHYS023: Special Relativity (1.5) PHYS024: Mechanics and Wave Motion (3) PHYS051: Electromagnetic Theory and Optics (3)	PHYS023/24: Special Relativity and Quantum Mechanics (3) PHYS028: Physics Laboratory (1) PHYS051: Electromagnetic Theory and Optics (3) PHYS053: Electricity and Optics Lab (1)



# A Word from the President

By HUFSA AHMAD '11

Every Sunday at 4pm, roughly twenty students gather in the Riggs Room of the LAC to approve, fund, discuss, and fight, all in the name of serving ASHMC. These students are the ASHMC council, made up of the president, vice president, treasurer, dorm presidents, class presidents, and committee chairs (CAP, Social, DAC, and Athletics).

ASHMC (pronounced ASH-SCHMICK) stands for the Associated Students of Harvey Mudd College, and every Mudd student is an ASHMC member. ASHMC is an incorporated body independent of Harvey Mudd College. On behalf of the Council, I'll explain how this relates to you.

**\$245** is taken from each ASHMC member's tuition to give the Council approximately a **\$190,000 starting budget to give back to the students** via dorms, clubs, events, and other student projects. Since YOU give us the money, ASHMC exists to serve YOU, and ANYONE can start a club, plan an event, or ask for money for group-related activities.

Some examples of **clubs** ASHMC funds are JamSoc (the Jam Society for musicians), DeltaH (outdoor club), MMAD (Mudders Making A Difference), BaconSHMC (make the bacon, eat the bacon), and the *Muddraker*. Additionally, ASHMC funds **events** like the Awesome Things Competition run by ToolSHMC (small groups of students are given \$75 to make awesome stuff), art showings run by MUCC (Mudd Creative Collective), and the Annual Red Dress Run by Hash House Harriers (HHH). **Committees** will also

get money, like **Social** (which allocates money to dorms to fund parties), **CAP** (which subsidizes student-organized trips to concerts, museums, ice skating rinks, and pretty much wherever you want!), and **Athletics** (which allocates funds for any athletic themed events or equipment, such as dodge ball tournaments). Lastly, each **dorm** gets **\$12 per resident** per semester to fund dorm-sponsored activities.

And don't forget—we also exist to be **the VOICE of students**. If at any time, you have any comments, suggestions, questions, concerns, etc., about the school as a whole, talk to someone on the ASHMC Council! Council members interact with the Dean of Students office, Faculty Executive Committee, F&M, Dining Services, Career Services, alumni, and trustees.

**ASHMC meetings** are held every **Sunday at 4 PM in the LAC Riggs Room**. **ANYONE** is allowed to come, whether you are presenting something like a club charter or a budget request, or if you just want to sit in, listen, or comment—we love audience participation. To see meeting agendas ahead of time, subscribe to ashmc-agenda-l; agendas are sent out the Wednesday night before the Sunday meeting. To read minutes from past meetings, subscribe to ashmc-minutes-l. Also, check out our website at **www.hmc.edu/ashmc**, which has information on how to start a club, prepare a budget request, and more.

Just remember, ASHMC is here for you. Don't hesitate to talk to Council members about what you're thinking or come to meetings. Also, we have snacks!

# CMS Fall Sports Update

By RAY HURWITZ '14

Did you know that Claremont-Mudd-Scripps (CMS) won the SCIAC All-Sports Trophy last year? Meaning that CMS had more Southern California Intercollegiate Athletic Conference (SCIAC) championships across all men's and women's sports than any other school in the SCIAC. In fact, CMS has won this award 21 times in the last 25 years. To say that CMS has the strongest overall athletic department in the SCIAC would be a drastic understatement.

Once again, CMS sports have kicked off in a big way this Fall. This semester there are Harvey Mudd athletes playing football, men's soccer, women's soccer, cross country, and men's water polo. The football team went 7-2 (4-2 SCIAC) including a season ending victory over rival Pomona-Pitzer. Sophomore Chet Corcos is the team's placekicker and kicked the game-winner in a 30-27 victory over Whittier. The women's soccer team went 10-6-4 (6-4-2 SCIAC). Senior Team Captain and midfielder Kirsten McAfee started in every game this season after her second Team All-SCIAC campaign as a junior. Freshman defender Sara Tweedy saw time in all but three games. They lost on penalty kicks vs Occidental in the SCIAC Semifinal Round. After winning the SCIAC Title, the men's cross country team placed second in the NCAA West Regional and has qualified for the NCAA National Championships. More so than any other sport, this roster is filled with Mudders. The list includes seniors Dillon Ayers, Georgi Dinolov, Kyle Stewart, and Kramer Straube, juniors Scott Ogilvie and Bryan Chow, sophomores Kevin O'Neill, Brian Conroy, Rafer Dannenhauer, and Bennett Naden, and freshman Tyler Robinson and Adam Parow-

er. Likewise, after winning the SCIAC Title, the women's cross country team placed first in the NCAA West Regional and has qualified for the NCAA National Championships. Juniors Isabel Bush and Sara Sholes, along with sophomore Kate Crawford, round out the Mudd cross country contingent. The men's water polo finished at 16-12 (7-3 in the SCIAC) and won the SCIAC Title in the postseason SCIAC Tournament. Sophomore Will Ferenc and freshman Brian Cheney give the Stags depth at the goalie position. The men's soccer team is 14-4-2 and 10-2-2 in the SCIAC. Junior defender Dylan Mariner helped the Stags to an undefeated home record and a SCIAC Championship. The Stags lost in the first round of the NCAA National Championship to UT-Tyler. Additionally, the women's volleyball team finished 18-11.

As Mudders, we all can go out and support our fellow students in their athletic endeavors, or even join them. If you are debating playing a sport for CMS, it can't hurt to try. Contact the coach. See if you can make it work. You may develop some great relationships along the way. Sara Tweedy says "the team camaraderie is great." However, athletics aren't for everyone. But at the very least we can all make an effort to show some pride in our school sports. Game times and locations are listed on the CMS website so you can find a convenient home game that fits your schedule, bring a few friends, and make an event out of it. Although the impact may seem minimal, athletes truly appreciate the support of their peers. Support of the Harvey Mudd community will only add to the continued excellence of the CMS Athletic Department.

# Mebane Helps USA Place First in World Puzzle Championship

By HUY NGUYEN '13

Over this past summer in August, Harvey Mudd's very own Palmer Mebane '12 competed in the 2010 United States Puzzle Championships and came away with third place, an amazing feat considering the caliber of competitors in this tournament. An as if that wasn't enough, in October, Mebane helped the U.S. national team secure first place in the 19th annual World Puzzle Championship held in Paprotnia, Poland.

The U.S. Puzzle Championships is composed of 20 to 24 logic puzzles spanning a two and a half hour period that are administered entirely online. The puzzles range from variations of Sudoku to a logic oriented version of Battleships, to special puzzles contributed by professional puzzle constructors. Participants of all ages and backgrounds are welcome to register and enter, with the only exception being the puzzle constructors.

When asked how he got into puzzle solving, Mebane, a junior mathematics major, revealed that his interest in puzzles started since

childhood, though he never competed until four years ago, when he participated in his first U.S. Puzzle Championships. Several tries and several years later, along with much determination and hard work, Mebane found himself extremely excited to go to Paprotnia where he said he would "be able to compete for the U.S. as well as meet many new people who all love puzzles."

For aspiring puzzle solvers, Mebane recommends lots of practice using past Puzzle Championships tests as well as online puzzle contributions from various puzzle enthusiasts. He modestly downplays the importance of innate talent, noting that success is based on hard work and a passion for puzzles. Asked if he sees puzzle solving as a possible career, Mebane replies, "Definitely. I want to graduate and go straight from Mudd to designing puzzles."

*Take a crack at Mebane's own brain teasers by visiting his blog at [mellowmelon.wordpress.com/](http://mellowmelon.wordpress.com/)*

# PEOPLE OF ASHMC (2010-2011)

President . . . . .	Hufsa Ahmad
Vice President. . . . .	Margaret Brier Kiley Sobel
Treasurer . . . . .	Roxie Bartholomew
Committee for Activities Planning. . . . .	Ryan Williams Chris Abella
Dormitory Affairs Committee Chairs. . . . .	Madeleine Ong, Scott Almond
Social Committee Chairs. . . . .	Rachid Grimes, Lindsay Hall
Athletic Director . . . . .	Garrett Menghini
Judiciary Board Chair . . . . .	Zara Seibel
Disciplinary Board Chair. . . . .	Katie Ewing
Appeals Board Representatives. . . . .	Hong Sio
ASHMC Executive Assistant. . . . .	Mary Sullivan
ASHMC Publicity Director . . . . .	Meera Punjiya
Language Tables Director . . . . .	Camille Marvin
Food Committee Chair. . . . .	Leon Liu
Students-I Moderator. . . . .	Joe DeBlasio
Student Security . . . . .	Kevin Riley
Representative to the Computing Committee. . . . .	Nick Card

<b>Board of Trustees Representatives:</b>	
Student Affairs Committee . . . . .	Hannah Groshong
Educational Planning . . . . .	Lowell Reade
Physical Plant and Campus Planning . . . . .	Michelle Hansen

<b>2009–2010 Class Officers:</b>	
Senior Class President . . . . .	Brigid Poling
Senior Class Honor Board Representatives . . . . .	Joe DeBlasio Michelle Hansen Alicia Schep Nick Card Joshua Ehrlich Laura Poindexter
Junior Class President . . . . .	Hayden Hatch
Junior Class Honor Board Representatives . . . . .	Hayden Hatch Nick Hill Stephen Kwong Lowell Reade Kevin Renfrow Wylie Rosenthal
Junior Appeals Board Representative. . . . .	Nick Hill
Sophomore Class President. . . . .	Ayyappa Vemulkar
Sophomore Class Honor Board Representatives. . . . .	Lucas Brady Crystal Bong Kevin Leyden Carola Purser

Freshman Class President. . . . .	Ben Huppe Jack Ma
Freshman Honor Board Representatives . . . . .	TBA

<b>Residence Hall Presidents:</b>	
Atwood Hall . . . . .	Noah Atwi Will Ferenc

Case Hall . . . . .	Stephen Kwong Ryan Brewster Richard Porczak Jack Newhouse
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East Hall . . . . .	Daniel Moore Stephanie Levins William Grabill
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Linde Hall . . . . .	Brandyn Carlson, Sam Keene Audrey Lawrence Kirsten McAfee
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North Hall . . . . .	David Golay Craig Levin Josh Ehrlich Aaron Gable Eric Aleshire Ben Jones
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South Hall . . . . .	Alexa Noxon Wylie Rosenthal
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West Hall . . . . .	Matt Phillips Brendan Folie Eric Zhang Russell Thompson
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PHOTO COURTESY OF TOBE WOOD '13



# Ask a Prof

*“Ask a Prof” is a regular section of the Muddraker. Here, you’ll be given the chance to anonymously ask professors whatever you’d like. We’ll be rotating professors for every issue.*

*If you could sit in on any one class at Mudd or even at any of the other colleges, what would it be?*

“I actually have a long list of courses (in almost every department) that I would like to sit-in on. During my sabbatical, I took a couple of theology courses at the Claremont School of Theology and greatly enjoyed those.”

*If you could imagine yourself doing some other career outside of biology, perhaps outside even the realm of academia, what would it be and why?*

“I went to college thinking that I was going so that I could teach high school when I graduate. I often wonder what life would have been like if I had chosen that route. More recently, I have had daydreams about founding a non-profit organization. Who knows?...maybe I will find a way to work either of these into my professional life at HMC.”

*When was the moment (or series of events) that triggered your interest in biology?*

“When I realized how fundamental discoveries in this field can have an enormous impact on the health of people.”

*Remembering back to your childhood, what was your favorite Halloween costume?*

“Hands down it was the year that I was Yoda. I was probably eight or nine at the time, but I am still a huge fan of the original Star Wars trilogy (not so much the prequels).”

*What is your opinion of sprayable cheese? Asset to the world or scourge of mankind?*

“I tend to be very weary of any product that resembles food but probably would not have been recognized as food by my grandmother.”

Prof. Karl Haushalter



PHOTO COURTESY OF KATIE HAUSER '13

*Have a burning question for an HMC prof?*

*Email the Muddraker at [muddraker@gmail.com](mailto:muddraker@gmail.com).*

## Interview with the New Campus Life Coordinator, Michael Edwards

BY JOHNATHAN CHAI '13



PHOTO COURTESY OF CRYSTAL BONG '13

I knew people worked together but just seeing it was really nice.

I've been working in higher education and wanted to expand. I grew up in Claremont so I have good respect for the colleges and I like the smaller school feel.

I was the University of Redlands program coordinator for freshmen, orientation, and clubs. However, they had 700 freshmen.

I do housing, early arrivals, meal changes, and room draw. I'm working together with Dean Chris for a lot of this. I think Chris says he expects me to be talking with clubs and helping them organize. I do party registration and stop by to make sure everything is going all right. I'm dean-on-call about 50% of the year. I'm on the emergency response committee.

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I knew people worked together but just seeing it was really nice.

I've been working in higher education and wanted to expand. I grew up in Claremont so I have good respect for the colleges and I like the smaller school feel.

I was the University of Redlands program coordinator for freshmen, orientation, and clubs. However, they had 700 freshmen.

I do housing, early arrivals, meal changes, and room draw. I'm working together with Dean Chris for a lot of this. I think Chris says he expects me to be talking with clubs and helping them organize. I do party registration and stop by to make sure everything is going all right. I'm dean-on-call about 50% of the year. I'm on the emergency response committee.

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Last year, Mudd parties resulted in seven alcohol poisonings. The majority of these were by off-campus persons, some of which had come to these parties inebriated and had continued to drink while there. However, before last year, net alcohol poisonings had been maintained at none to one a year; last year stands in stark contrast to this nearly ideal record.

With two alcohol poisonings already this year, the deans and the Dormitory Affairs Committee are looking to crack down on alcohol related events. While student health was a primary concern, the first item addressed was courtyard beer pong, which is, strictly speaking, illegal. Originally treated as a privilege, these games were kept moderately private in the inner portion of dorm courtyards. However, they have grown out over the years, spilling out into the quad. To directly address issues about the college’s image, all events involving group alcohol consumption in a public setting must be declared as a party. Parties can only be held on Friday and Saturday nights.

A few changes will be added to the student handbook regarding alcohol. At present there is a section about the abuse of alcohol and another section on the abuse of drugs. DAC is looking to add a paragraph concerning the potency of mixing both alcohol and drugs together, which can have an amplified effect over either substance used alone. Also, the section defining binge drinking will be reviewed and made clearer. The policy currently states that consuming four to five drinks (depending on gender) in a sitting constitutes binge drinking. A time frame or consumption rate would aid in clarifying the bounds of binge drinking.

Additionally, to responsibly handle students who may unintentionally binge drink, DAC is seeking formal training for select members of the college community. The Training for Intervention Procedures (TIPS) program has been identified as highly effective for the responsible service and oversight of the consumption of alcohol. TIPS certification involves a few hours

of study, and is available online. Going forward, parties involving alcohol will require either a bartender who is TIPS certified, or should a student with those credentials not be available, a student who has been second-hand TIPS trained may be a viable substitute (second-hand TIPS trained students are those who receive informal training from someone with certified TIPS training). In less regulated parties, such as Trick-or-Drink, where there is no single bartender, a student with full TIPS certification is required to attend in order to prevent and respond to any dangerous situations that may arise.

Speaking with a friend of mine, she related a conversation she had had with one of her friends from another college. This HMC student related the current alcohol policy on campus, to which the off-campus student responded with incredulity, inquiring why every student at HMC simply didn’t get hammered every night. This HMC student spoke for all of us when she said that we self regulate and watch out for each other. The deans are willing to be lenient in their policies so long as we can maintain our responsible behavior. However, with the dramatic rise last year in alcohol fatalities, the deans, and many concerned students, are looking to revise how the campus treats alcohol related events.

However, even with the recent restrictions, HMC policies are still considerably loose compared to the rest of the 5C colleges. Recently, Pitzer College placed a full ban on alcohol drinking games with the threat that students caught playing these games could face judicial sanctions. A majority of the alcohol poisonings that occurred prior to the ban had been related to drinking games. Pitzer also observed a record setting level of alcohol poisonings last year. One Pitzer administrator stated that in his prior occupation, he had worked at colleges with more liberal drinking policies, and the student body, rather than acting responsibly, responded with vandalism, violence and high levels of substance abuse.

# NEW ALCOHOL POLICY

BY  
SCOTT  
ALMOND ’11

## Card Scanners at Parties: What it Could Mean for You

By JOHNATHAN CHAI ’13

Recently a concerned student came to the Muddraker with reports that the Deans of Harvey Mudd College were planning on utilizing a card scan system at parties that might violate privacy, keeping records of when every student entered any given party for use should anyone try to deny his or her presence after the fact.

As it turns out, this would not be the first time such a card swipe system has been put into use. A number of years ago, according to Dean Chris, the ASHMC Social Committee wanted a way to keep track of students from other campuses who were attending Mudd parties. It was their suspicion that large numbers of non-Mudders were attending parties and incurring a disproportionate percentage of the cost of holding such parties. With hard data they would be able to force the other colleges to contribute equitable funding, based on attendance. Furthermore, there were a number of individuals, particularly from Claremont McKenna College, who were consistently causing damage at parties, and it was hoped that such a system might confirm their identities and be used to bar them from attending.

The system itself was never fully implemented. That year the equipment was bought by ASHMC, programmed by an HMC student, and used at only a few parties. The other colleges would only allow the scanner to register some of each student’s ID number and information for fear that a database of numbers could be used to steal Claremont Cash and other resources. Even so, the scanner didn’t work all of the time, sometimes recording all of a student’s number rather than only a portion. Dean Chris states that the data sheets used for tracking purposes only contained the number of students who attended from each school. Individuals were not identified using this system, and it was discontinued before a method for keeping known troublemakers out of parties could be developed.

The rumors regarding such a system began this year when Social brought up a similar set of concerns and considered bringing the card scanner back. Several students were in the room when the deans were researching new scanners that were “out of our price range” and joking about how much information they could collect.

There are currently no set plans to bring back a card scanner for parties, though there is a desire to find a way to hold accountable those who have repeatedly caused damage.

## Dean Bev’s Top Ten Stress-Relieving Tips

1. *I*dentify the stress triggers in your life. Slowing down and becoming aware are the first steps in managing stress. Listen to your body’s cues when you are stressed. Are there specific signals you look for? In your body, emotions, actions? What thoughts do you have when you are stressed? Do these thoughts fuel stress in your life?
2. *R*elease stress by focusing on your body. Getting a good night sleep and having balanced nutrition can go a long way! It will improve your mood, concentration and support your immune system to protect against illness.
3. *P*ractice deep breathing, especially before going to bed. It will help you to calm down and relax. Here is a link to help you practice deep breathing and other relaxation exercises: <http://www.stress-relief-exercises.com/deep-breathing-exercises.html>.
4. *A*regular exercise routine can really help boost energy levels and relieve body tension/aches. Any form of physical exercise is better than none at all. Squeezing in a 20-minute walk between classes will help you to slow down. If your body continues to feel tense, getting a massage can be extremely beneficial. There are many massage therapists within walking distance of the college.
5. *L*eave campus and go outdoors. Simply being out in nature can reenergize you. There is a beautiful botanical garden across from Harvey Mudd that is very accessible and Mt. Baldy is not far away.
6. *E*ngage in creative outlets such as dance, theater, arts, cooking and music. Pick up a new hobby that exercises a different part of your brain and body.
7. *C*ultivate quiet time for yourself. Find a space to be silent. Turn off your cell phone and computer so you are not constantly bombarded by distractions and expectations. For some this is a good space to cultivate spiritual practices such as prayer and meditation which helps them to connect with what is really important. It can also be a good time for self reflection. A practice of journaling at the end of the day or week can help you to reconnect with yourself and others.
8. *S*et realistic expectations for yourself. Before you say “yes” (again) to something or someone, ask myself, “Is this new task in alignment with my goals? Will saying yes make me happy? Do I have time to add another thing to my schedule? What will I have to sacrifice if I say yes to this new activity?” Be honest with yourself and others.
9. *B*e in the present. Stop analyzing the past, worrying about the future and start living right in the present – that is where life happens. Focus on what you can control versus what you cannot control. Take it day by day. Appreciate the moment. Laugh more and allow yourself to make mistakes.
10. *G*et help early! Talk with friends, family, deans and faculty members. There are many resources and plenty of support around you. Your social network and community are important in your success as a student.



PHOTO COURTESY OF BEVERLY YEH ’14



# The Chapstick Question

By SIMEON KOH ’12

A few weeks ago, I witnessed a perfectly normal scene of a female friend of mine applying lip balm on her lips. I realize that this is a pretty common scene, but the ridiculously common-ness of it led me to wonder why female human beings putting on chapstick is so prevalent in our society. Surely plenty of girls are not chapstick users, but in complete honesty to my life experience, my intuition screams that girls put on chapstick more than guys.

I grabbed a dozen people and inquired of their chapstick usage frequency and found that indeed more girls use chapstick than guys. One girl said she uses chapstick approximately 12.5 times a day, whatever that means (apply half the lips? only the upper lip?). Thus popped out like an egg “The Chapstick Question”: Why do more girls love putting on chapstick compared to guys? Note that I use the lowercase chapstick to represent all species of lip balm and other substances of comparable lip-moisturizing function.

Theory 1: Female and male lips physiologically require different amounts of moisture. According to my research, a desert military training study found no significant correlation between sex and prevalence of chapped lips.<sup>1</sup> Another study found no significant difference between lip hydration of men and women in three months of lip balm use.<sup>2</sup> So sex does not seem to be the answer to the “Chapstick Question.”

To further my understanding of the female chapstick phenomena, I sent out an informal not-very-random survey to a couple of email lists.

Out of nine male college students who responded, 44% use chapstick a few times a year, 11% use it a few times a week, 0% use it daily, and 44% use it several times a day. Out of 23 female college students who responded, 13% use chapstick a few times a year, 13% use it a few times a week, 30% use it

everyday, and 43% use it several times a day. I suspect habitual users were more inclined to reply to the survey, so I encourage you to all start your own mini-surveys around the lunch table.

It seems that females are clearly more habitual users than not. In males it appears that either you use it a lot, or you hardly use it at all.

Theory 2: Chapstick usage is addictive, both psychologically and physiologically. Thus the more you use, the more dependent you become. This seems to be the most popular theory from the comments I have gotten through the survey. A lot of habitual users say that since they are so used to using chapstick, it feels weird not to have it on. Moreover, many claim that their lips get dryer faster if they don’t use it (compared to when they haven’t used it as much in the past). Is this psychological or physiological?

According to my research, the answer is both. Some users become so addicted to chapstick that they are late to meetings (they turn their car around to grab a stick), or even become self-conscious of how much they use. There is even a website devoted to helping those with chapstick addiction (www.lipbalmanonymous.com). A lot of people say they enjoy the little “tingle” from their chapstick products, or love having soft and moisturized lips (although lubricated seems a more apt description). Clearly there is a psychological factor that plays a role.

What was surprising was the physiological aspect of chapstick addiction. Dermatologists say that certain ingredients such as menthol, phenol, camphor, and salicylic acid (same chemicals that give you that tingling, cool sensational ecstasy) actually dry out your lips and exfoliate these sensitive membranes.<sup>3</sup> Thus, the tingling sensation that binds you prisoner to chapstick psychologically is that which binds you physiologically. Dermatologists recommend you use these breeds

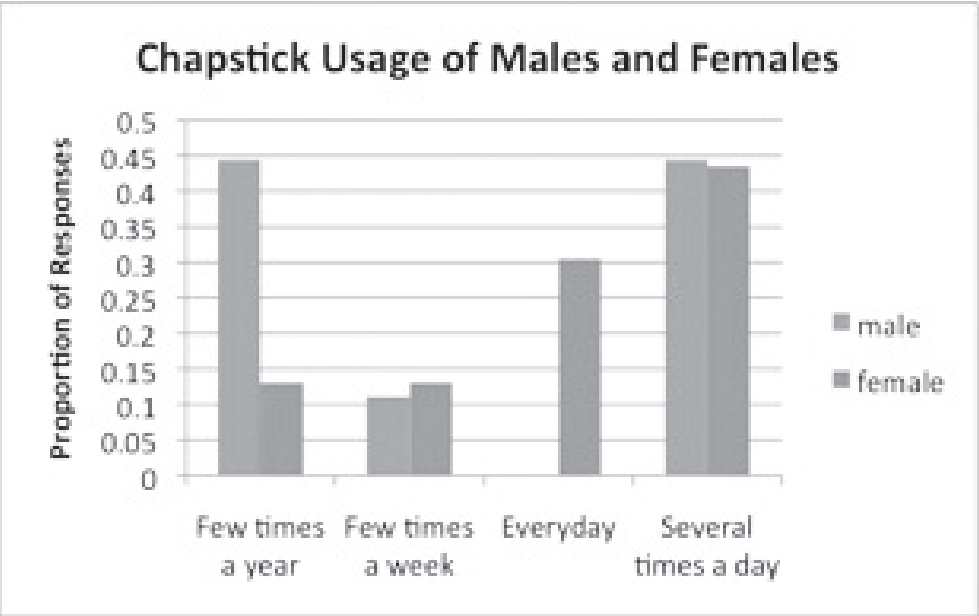
of chapstick sparingly and to drink water as an alternative to your cool tingling sensational desires.

But Theory 2 does not answer what accounts for the sex differences in chapstick usage?

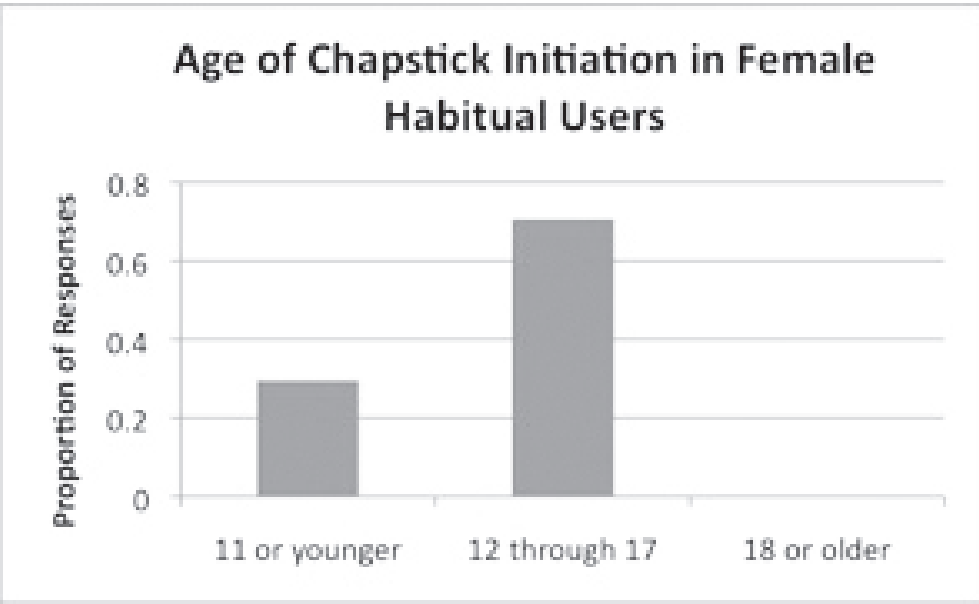
Theory 3: Chapstick usage is influenced by social environments. Maybe applying chapstick is like putting on lipstick, so pre-teen girls not yet ready for makeup become chapstick users, whereas guys idolize their very macho-chapped and bleeding lips (I joke). This has not been confirmed in literature, but I have gathered some data that seems to support my hypothesis.

Out of the 17 female habitual users in my survey, about 29% started using chapstick before age 11, and 71% started using between ages 12 and 17. I did not observe chapstick addiction start as adults. Also a few of my female subjects have told me about their use of Bonnie Bell lipsmakers as an introduction to their chapstick usage. But perhaps this has nothing to do with lipstick mimicry but other social influences that I do not know about. This is an area of chapstick addiction theory that needs further research by sociology majors.

In conclusion, there are no sex differences in the need for increased moisture-retention. Instead, there are psychological and physiological addiction factors, possibly caused by sociological reasons that lead to increased female use of chapstick. I would like to end with a reference to www.lipbalmanonymous.com for those of us struggling with chapstick addiction, and to encourage people to drink more water and stop licking your lips (the prime cause of chapped lips). I predict many of you reading this article to feel a strong urge to apply chapstick after reading this article, which says something about the need for chapstick theory in our society.



Chapstick usage among males and females at Harvey Mudd College



Age at which females begin to use chapstick

Why?

“Dry weather and outdoors activities lead to frequent chapstick use.”

“I find it difficult to fall asleep without putting on chapstick.”

“Lips tingle.”

“Harmless and affordable addiction.”

Why not?

“No need to use unless lips are chapped and bleeding.”

“Do not like the feeling of stuff on my lips.”

“Makes me self conscious.”

“I’m too lazy to buy.”

“I forget that I have it.”

1. Shulman, J. D. 1997. The Prevalence of Chapped Lips during an Army Hot Weather Exercise. Military Medicine, 162, 12:817-819.  
2. Lopez-Jornet, P., Camacho-Alfonso, F., Rodriguez-Espin, A. 2009. Study of lip hydration with application of photoprotective lipstick: Influence of skin phenotype, size of lips, sex, age and smoking habits. Med Oral Patol Oral Cir Bucal. 1;15 (3):e445-50.  
3. Associated Press. “Bingeing on Balm, or Hip Lip Service?” St. Petersburg Times. 1/22/06. (Accessed 9/17/10) [http://www.sptimes.com/2006/01/22/Floridian/Bingeing\\_on\\_balm\\_\\_or\\_shtml](http://www.sptimes.com/2006/01/22/Floridian/Bingeing_on_balm__or_shtml)

## My Fellow Frosh Mudders,

Sometime during the summer I remember reading the list of things that happen in a typical Mudd year (For those of you who don’t know what I am talking about, it is on the HMC 2014 page on Facebook), and getting scared at the thought of handling it all. It has been about seven weeks now, and as I sit here trying to sum up my experience until now, the one thing that first pops to my mind is, “That list was sooo true.”

To be honest, I was quite nervous about coming to college at Mudd, all the more so because this is the first time I was going to be in the US. I fell in love with the college before even coming here. When I saw a little personal note attached to my acceptance letter—that tiny gesture made me feel so special. I still remember the first day I officially entered Harvey Mudd, the first day of SI. After going around the campus trying to find the Atwood courtyard, I finally found the place where we were supposed to register. As soon as I was out of the cab, Brianna Posadas ’13, one of the mentors, greeted me with, “Hi Sasha. Let me help you out with your luggage.” I was impressed by such a personal response before I had even introduced myself. But this was something to be expected; coming here is not just joining a school, it is like joining a family.

The first two and a half weeks here at SI were a whirlwind of activities and adventure. We went to the movies, the beach,

downtown LA, and Hollywood. We did a ropes course, had a tour of the Claremont Village and the Claremont Colleges, played a lot of stupid, fun games and stayed up way past midnight doing nothing. Throughout all this, I got the opportunity to learn a lot about the culture, lifestyle and diversity present here at Mudd as well as America as a whole. What surprised me the most was the number of choices that were present. Be it food, language, movies or even games, there were always options to choose from. Even a Frisbee can be thrown in five different ways. But in spite of such a variety, I was pleasantly surprised by the openness of people to diversity.

College started and weeks have since then passed in a velocity comparable to ‘c’. With all the work that is due, and all the activities that happen, the college now is quite different from what I experienced during the first two weeks. The empty walkways in the summer look so different being filled with longboards, bikes, unicycles and freelines. The West and North dorms are now always playing music (mostly good) and there are people in courtyards trying to get a little bit of their work done. But there are things that have not changed, like trying to fit everyone in a single table at Hoch, watching movies late at night, doing weird things and enjoying it all the same. During orientation, we were told to “Embrace our Weirdness,” and this

accepting environment is the best part of HMC.

Granted there have been days when the work seems too much, or the days when I think the food here is too sweet (You might think “why that is a bad thing?” but for me coming from a land of spicy foods, it is indeed a big difference), when I can’t find the right word in English, or a curse word in Nepali slips out of my mouth without even thinking, when I find the culture too liberal, people too fast, the schedule too hectic but more than that, there are hours when I feel embraced by the liberal, including culture, the fast pace letting me push myself to my limits, the leisure of a few minutes seeming like a blessing after the hectic schedule ---giving me the answer to why I chose to fly miles across the ocean.

Since coming here, I have jumped down from 40 ft high trees, seraped my elbows and knees a thousand times, gone through days with just two hours of sleep, and woke up at 2 AM to run around campus. I have started to learn juggling, though I can only juggle two balls proficiently, realized that rhinos can escape guillotines by moving at 3/5 c, and discovered that three eyed aliens make an amazing hat. All in all, I have realized that there is much more memories to be made at Harvey Mudd.

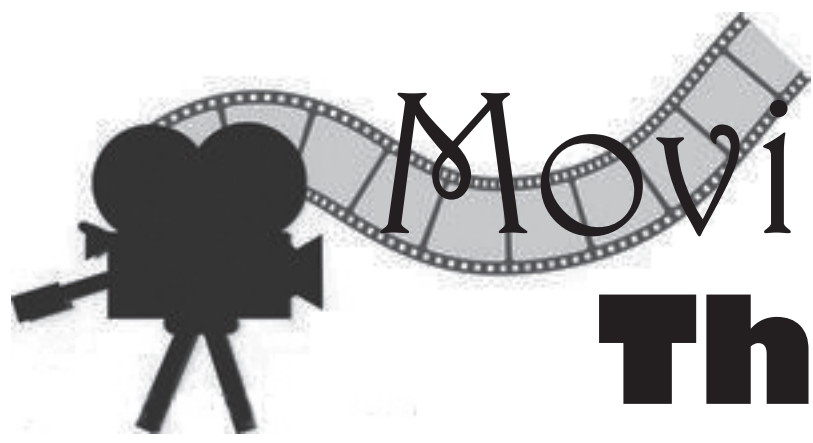
--Shreyasha Paudel, Class of 2014

We have set our feet on a haven. Let us pause to take in the scenery—to sink our toes into the cool grass—before we remind ourselves that we are none other than... “the new kids on the block.” But we are not alone. We share the gloriously trimmed path with our fellow senior citizens, the natives of this country, and we could not have asked for a better blessing! From whom else can we learn the ways of this strange new world? Who

else can grutor us to sharpen our terminal swords to do battle with the Python and the fabled “C-monster?” As we take this semester to learn to curse recursively in the native tongue, we will build our culture—Mudd Culture! We will taste it, breathe it, tweak it. We will make it ours—a land we can safely call home.

-- Joshua Vasquez, Class of 2014





# Movie Review: The Town

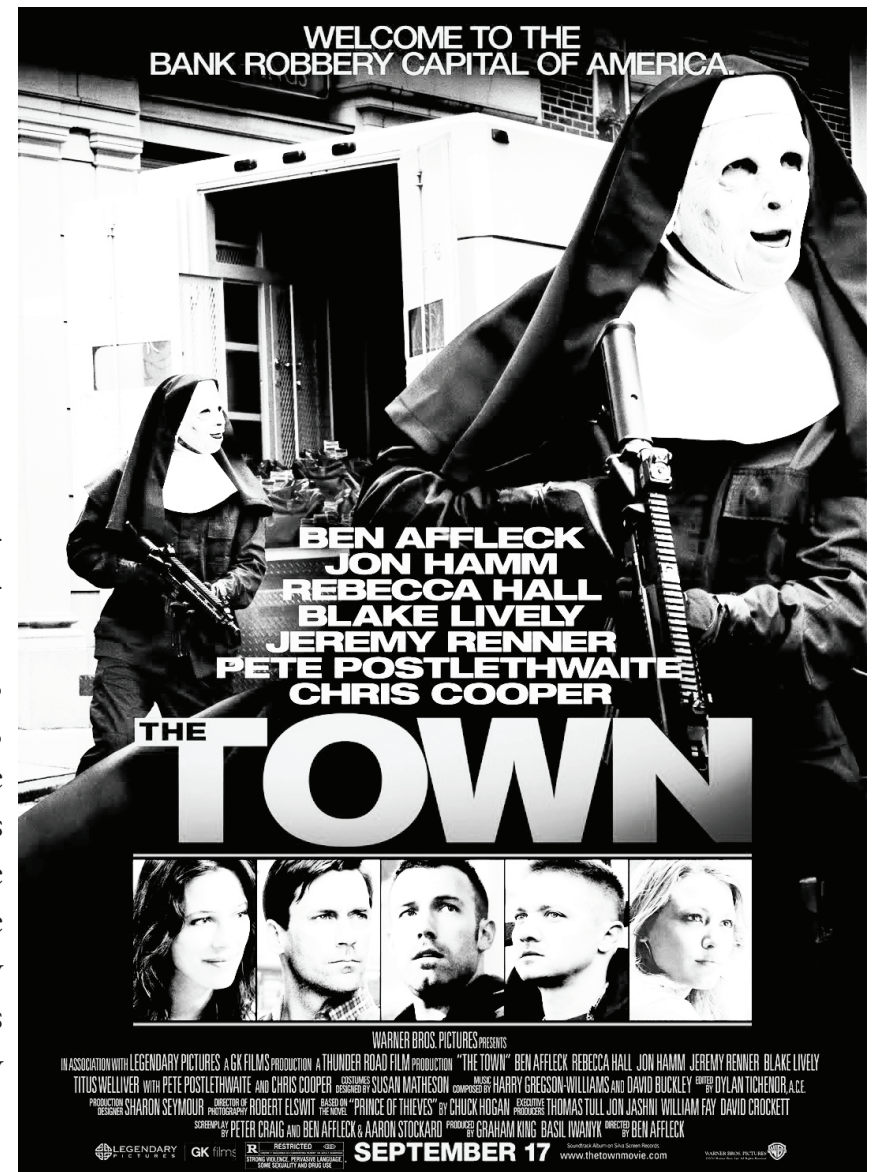
By JOHNATHAN SCHWARTZ '13

Ben Affleck's somewhat long and mixed career as an actor has taken the audience through some ups, some downs, and some what-the-heck-was-he-thinking. From his supporting roll in *Goodwill Hunting* as the Bostonian friend to Professor Benjamin... I mean Maaaaattttt Daaaaaammooooonnnnn, to his role in *Gigli* as an inept hitman, it seemed that Ben Affleck had shown every side of his acting ability. But alas, a new side of Affleck has begun to shine. His first shot at directing came with *Gone Baby Gone* in 2007, and he has now directed his second movie, *The Town*, which I would say surpasses his first.

*The Town* is the story of four bank-robbing friends who are being hunted down on the streets of Boston by

a determined FBI agent. In the mix, there are complications of love and deception, which brings another aspect to the bank-robbery, crime investigation movie.

The movie combines a perfect amount of action, suspense, and drama, which draws the audience in, takes them for a ride, and spits them out feeling more than just a tingle. It is obvious that Affleck's forte lies with stories of Boston streets and its people. This movie shows Affleck's directing ability to make the audience stop breathing for a moment and feel as though they are in the movie rather than watching it. *The Town* is a movie worthy of not only one viewing, but possibly two.



## New Mentor Program Emerges, Provides Freshmen with Support

By CAROLINA REYES '14

As orientation took off, Harvey Mudd students were filled with excitement and anticipation for the start of the school year. For freshman, orientation provides a bridge into a new life filled with new classmates, dorms and freedom on a new campus. In previous years after four days of orientation freshman were left without an official guide for the rest of the school year. Proctors and sponsors had their own academics and extracurriculars to worry about and freshman found themselves in a new school without as much guidance.

This year, a group of mentors will continue to guide freshman after orientation. Each dorm has assigned proctors and mentors to aide the proctors with their responsibilities, specifically providing support to incoming freshman. The new mentor program, overseen by Associate Dean of Students Guy Gerbick and Dean Chris Sundberg, has been a project in the making for the last few years.

After discovering that students felt abandoned and without sup-

port as soon as orientation ended, Dean Chris decided to address the issue. It took a couple of years for people to get used to the idea, but support from staff soon became dominant. Mary Cardenas, Associate Dean of Academic Affairs, was one key figure in lifting this program off of the ground. Then support from Maggie Browning was one of the key ingredients for implementing a program like this. "[She] came in and decided we could step further..." says Dean Chris. With Maggie Browning's support came more credibility and funding for the program.

It started by asking the sponsors to spend more time with their sponsees throughout the school year and then evolved to a Super Sponsor Program. The Super Sponsor program was basically an extension of the support group students are exposed to during orientation. Super sponsors were assigned a larger group than sponsors for orientation and they met with their group during the school year. The Super Sponsor Program also tried to encour-

age social interactions among incoming freshmen and their advisors, but that hasn't been a focus on this year's Mentor Program.

The mentors are 18 highly qualified students who are warm and welcoming. First the orientation sponsors were chosen by the orientation leaders and the students that indicated they wanted to be mentors were then interviewed. As an added bonus the students chosen to be mentors were allowed to choose their rooms before room draw. After being chosen, they underwent training at a retreat over the Spring and another training session with the proctors in the Summer before the school year started. As the school year progresses the mentors have meetings with each other, Dean Guy, and other deans. They have also been coordinating events in their dorms such as movie nights and ice cream socials. More importantly they have made an active effort to make the dorm residents feel comfortable and at home. They really want to be approachable so they can provide students

with a support network in a time of need.

The mentors live in the same dorm as the group of freshman they are responsible for. The super sponsors did as well, but a key difference between these two programs is that there is more cohesion among the mentors and proctors. The mentor program is more of a residential support program and independent from orientation.

This program provides support to many freshman this year. This is the first year the program is in place and it is still too early to tell what the outcome will be. Different concerns may arise and changes may need to take place. Dean Chris and Dean Guy are open to suggestions. The ultimate goal is to provide support for students, especially as they find themselves in an alien academic situation.

Stay updated on

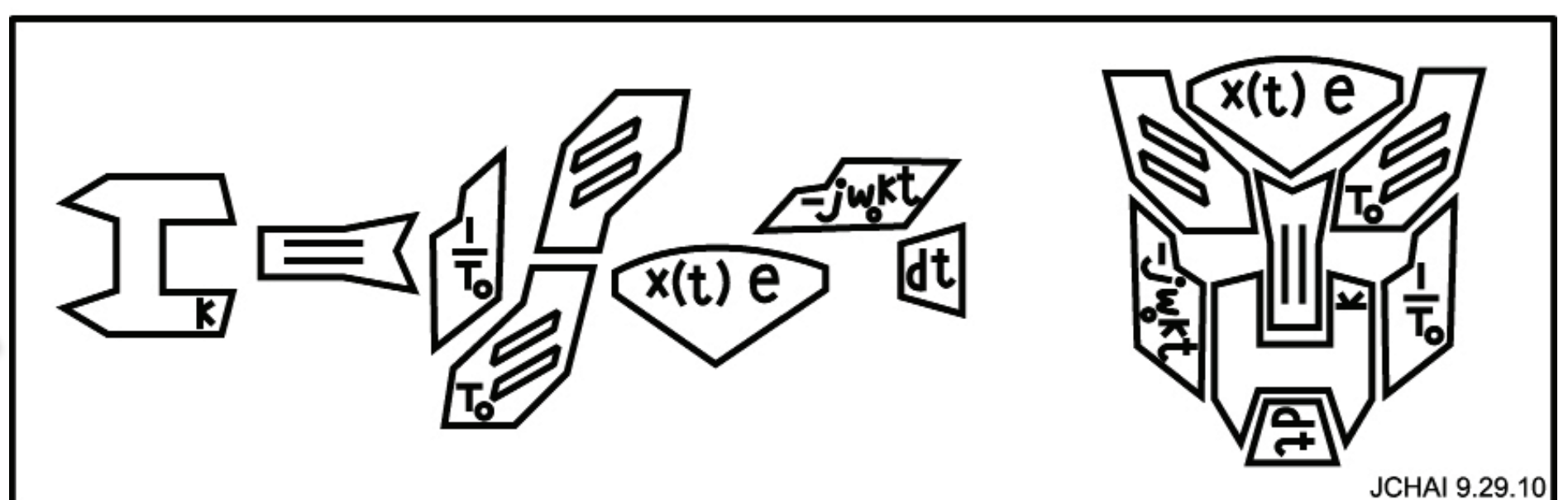
**The Muddraker**

at

muddraker.com



## FOURIER TRANSFORM



JCHAI 9.29.10

THIS ISSUE'S COMIC BROUGHT TO YOU BY JOHNATHAN CHAI '13



