Core reform report released
CUE to decide its implementation

By Sarah Marzen

By Gloria Tran

On December 6, the Core Curriculum Task Force (CCTF) presented their final report on Core reform to the entire Caltech faculty. Immediately thereafter, the CCTF disbanded.

The process of Core reform, however, is far from over. The Council on Undergraduate Education at Caltech will next take up the ideas presented by the CCTF into an implementable curriculum by 2012.

Hunt emphasized that CUE was not so much designing a curriculum as it was developing a vision and balancing suggestions from the various options. “Really what I see CUE doing is helping with discussion,” she said. “CUE has no power to make a curriculum. If the options aren’t engaged, nothing’s going to happen.”

Once the CUE suggests a reformed Core, the Core Curriculum Steering Committee and Curriculum Core Steering Committee (CCSC) are expected before 2012. This is to ensure that changes can be tested and that information about changes can be properly disseminated to incoming freshmen.

Until then, Hunt plans to pilot test certain recommendations from CCF’s Core proposal as early as next year, including the freshman seminars and algorithms classes.

As of now, it’s not entirely clear what we can expect from the reformed Core. According to the December 2009 CCTF preliminary report laid down several paths that should guide Caltech’s Core:

1. Renormalization of requirements across the key sciences

Under the current core, biologists know a lot of physics and physicists know very little biology. The new core aims to recenter microcore under the assumption that the need to reduce this disparity and

A film grassed on the Caltech prankster culture.

Caltech culture.

By Gloria Tran

Sunday, June 6, 2010 – In this Issue

By Jonathan Schor

LEGENDS

Volume CXIV Number 9
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In This Issue

GRE general test changes
FCC pranks Harvey-Mudd
Basketball teams win and lose

Library offers
Kindles and iPads for checkout

Mike Brown’s tells the scientific and personal tale of discovering Eris

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Ja n u a r y 9, 2011

The California Tech

Sherman Fairchild Library to offer Kindles, iPads, and other electronics

By Joel Nikolaus
STAFF WRITER

With the ASCII DVD library, computers, and study rooms, Caltech's libraries have long provided students with a convenient place to check out books. This week the library will add yet another feature to its collection at Sherman Fairchild Library (SFL).

Students are already able to checkout laptops from SFL, but these new devices will be handled differently. Students will be able to take the materials outside of the actual library and for a much longer check-out period of three days for the Kindles and 24 hours for all the other devices.

The library sees this as just one way of staying relevant to students, staff, and faculty. The Sherman Fairchild Library was specifically funded with an eye to providing up-to-date services, wrote Kimberly Douglas, the University Librarian, in an email. “As publishers move towards experiences with the possibilities that computer and network systems make possible, libraries are also involved in adapting operations and influencing the vendors and publishers on behalf of their constituencies.”

Through these new Kindles, students will have access to all of the eBooks stored on the Library server, and will also be able to purchase additional books, the first $25 of which is free of charge, similar to the way the library once handled print books. eBooks are then added to the Library's collection and are then available to all of the library's users.

Additional purchases can be charged to library accounts; or be submitted to the library for approval if deemed relevant. At the present time the Library does not plan for such support for the iPads and the purchase of various apps.

As with any new equipment, students can expect some new regulations, including a more explicitly enforced return policy in a manner similar to the existing policy for borrowing paper books. Since the equipment is expensive, within a day of failing to return equipment or needing a warning, students can expect to be charged the full price of the Kindle or other device.

The Kindles, probably the most interesting, will require test taker to select multiple answers instead of bubbling in single answers, as is currently the case if Kindles are checked out and never returned.

The new GRE also implements a new scoring scale. Currently, the test is scored on a 200-800 point scale. The new GRE will be scored on a 130-170 point scale. A word of caution for those planning to take the test in August immediately after it comes out: scores are not expected to be released until late in November.

The student sitters were trained as part of several logistical issues. The pranksters involved apparently had not realized that HMC was not yet settled. Additionally, essay prompts are more focused, which means it will be easier to prepare response beforehand.

Verbal Reasoning: Analogies, antonyms, and sentence completion questions have been eliminated and replaced with more vocabulary questions. The new GRE will focus more on reading comprehension rather than vocabulary than the current GRE exam. Text examples, sentence equivalence, and sentence weakening questions are added to test for vocabulary in context.

Some major changes to questions:

Writing: The “issue” essay time limit is reduced by fifteen minutes. Additional, essay prompts are more focused, which means it will be easier to prepare response beforehand.

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By Sandhya Chandrasekaran

It was about a year ago, last January, that the New York Times announced its plans to start charging for access to its website starting this month.

Money, you say? Blasphemous. But is it really?

In our capitalististic society, we get what we pay for. Take online music downloads for example. Before the Internet explosion a decade ago, music was primarily funded by sources such as Nina Simone’s classic “Mississippi Goddamn,” which currently goes for $6K and the house treasurers will be in charge of individual party

adds. Luckily, news radio stations, television channels, and news websites provide several options for this type of education, at a fraction [if that] of the cost of print newspaper subscriptions. As a result, newspapers are losing the subscription revenue they had coming in the first place, to the detriment of the country’s most successful newspaper publishing companies are forced to declare bankruptcy.

Upon this realization, The New York Times started drafting up alternative approaches to securing the funds necessary for the upkeep of their quality paper; while online ads do bring in some green, the current state of the economy has affected this. After considering possibilities such as an outright fee upon entering the website and turning itself into a nonprofit organization, the paper decided that it would issue a flat fee for unlimited articles after the user had scanned a threshold number of articles on the website.

Under this approach, those affected the most would be frequent users of the NY Times website, which make sense. These users constitute a large potential revenue loss. In other words, they are getting a significant amount of benefit without contributing to the cause. Making them pay a small fee to access the number of articles they already read would weed out the freeloaders from the true followers, boosting finances in the process.

Some people are arguing that this is the way to go. Some people are arguing that this is the way to go. The NY Times is overly optimistic about the audience in an attempt to increase revenue. If this so-called audience is not dedicated enough to pay a minimal access fee, the paper can’t really lose what it never had, right? The NY Times was founded 160 years ago, and has over one hundred Pulitzer Prizes to its name. For a prestigious newspaper such as this one, diminishing quality to compensate for less income is not an option. "There’s no prize for getting it quick,” said Janet L. Robinson, the company’s president and chief executive. “There’s more of a prize for getting it right.”

Only time will tell whether this tried and true newspaper can stand up tall in the midst of the economic recession, the looming shadow.

OPINION

New Congress arrives at Capitol Hill

OPINION

November 2010 ASCIT Bylaw Amendment Proposal Amendment to Article IX

Minutes

ASCIT - Board of Directors Meeting Minutes December 12, 2010

Officers Present: Adam Khan, Addie Rice, Prakriti Gaba, Chris Hallacy, Tim Black

Officers Absent: Kaithik Sarma, Brian Merlob

Call to order: 12:12 pm

President’s report:
The meeting started with a bit of a delay met with Annella, Jenny and Tom to finalize Page House’s contract for house enhancements. Monday, and is trying to step up similar efforts for the other houses.

Officer Reports:

- P. of Academic Affairs (ARC Chair): Hirox Writing Tutor Program has now been taken over by deans and offers free services to any student seeking writing help.

- V.P. of Nonacademic Affairs (IBC Chair): Tim been talking with Jaref about pro-fresh week-end and freshman admissions to see how students feel about other students requiring academic application deadlines. The IBC will also be send out a rotation survey to see how students felt about rotation this year.

- Treasurer: Hallacy brought up the idea of getting a power washer for the houses. Big I reimbursements are underway and should be completed early Winter Term. Each party will be reimbursed $60, and the house treasurers will be in charge of individual party

distribution.

- Social director: Addie encourages students to give ideas for the collaborative collegiate group in which numerous of the top tier universities around the country are involved.

Discussion:

- Dues: The BoD wishes to increase ASCIT dues by 5 dollars per term in order to cover more of its own social events instead of relying on other sources for funding. The 5 dollar change accounts for inflation over a period of 7 years.

- ASCIT: In order to relieve the financial crunch for following years, the BoD supports a bylaw amendment that creates eight dollar increase in Big T funding.

- Both revisions would incorporate a clause for yearly inflation consideration.

- The BoD recommends the dues amendments that covers yearly dues increases for ASCIT and the Big T (4-0-0).

The review committee will set the date voting on the amendment.

Scheduling:

- Campus Tour for Director of Alumni: Alumna tour on Jan 10th by Prakriti Gaba, ASCIT secretary.

- Meeting adjourned: 12:41 pm Submitted by Prakriti Gaba, ASCIT Secretary

The following two revisions to the ASCIT bylaws have been proposed by the Board of Directors. The voting will take place from 9:00AM on 17 Jan to 11:59PM, 18 Jan on the ASCIT website. Each revision requires a two-thirds (2/3) majority to pass. Any questions regarding the voting procedure should be directed to the Review Committee Chairman, Brock Jones, reviewchair@do-nut.caltech.edu.

Revision of Section 1 Replace:
The Corporation dues shall be payable on registration day of each term at the rate given in the schedule below: Fall: $25.00 Winter: $25.00 Spring: $25.00 Total: $75.00.

With:
The Corporation dues shall be payable on registration day of each term at $30 per term, or $90 total. The Board of Directors shall reevaluate and update dues each Spring Term to account for inflation.

Rationale:

- Dues have not been increased in 5 years and the rate of inflation prevents ASCIT from funding many activities. Currently, many projects, such as Big Interhouse, the 2 concerts last year, ASCIT Formal, and Movie Night are largely funded by sources such as Student Life, Housing, the MOSH, etc.

While this has sufficed for the time being, events such as this one, diminishing the current economic downturn may prevent these events from occurring in future years, or occurring at the loss of other functions. The BoD believes it is necessary to be self-sufficient as possible to avoid these risks, without taxing the student population unfairly. Therefore, the BoD wishes to increase dues to compensate for inflation since the last dues increase.

The dues change does not take affect until the start of the 2012-2013 school year. Assuming an inflation rate of 2.6% a year*, and noting the last dues increase was in 2005, the new dues rate per term is $25 + $10.26/*, or about $30.

The BoD also believes passing an amendment every 5 years to account for inflation is not productive, since it causes the Corporation to continually lose money against the economy; instead, the bylaws amendment will allow the BoD to adjust dues yearly to account for inflation. Any increase in excess of the rate of inflation will require a vote of the entire corporation.

Revision of Section 5 Replace:
Each Corporation member will be assessed thirty-six dollars ($36) for the Big T, payable on the days of registration at the rate of twelve dollars ($12) per term.

With:
Each Corporation member will be assessed $60 for the Big T, payable on the days of registration at the rate of $20 per term. The Board of Directors shall reevaluate and update dues each Spring Term to account for inflation.

Rationale:
The current assessment of Big T dues cannot support an annual yearbook, due to an increase in publication costs and inflation. This was the main reason that the 2006-2010 yearbooks were combined into one yearbook. The yearbook editors have asked that the assessment be raised to $60, or $20 per term. Like the Section 1 revision, the dues shall be updated every year to account for inflation.

*Approximation of the inflation rate of the past 20 years from the U.S. Department of Labor [http://www.bls.gov/data/inflation_calculator.htm]
I
do you read enough pop sci books, you’ll learn
that black holes ain’t so black and
that our genes are selfish. Along the
way, you’ll pick up a few tidbits about
the lives and research of Stephen Hawking or
Richard Dawkins. If you read enough mem-
oirs by scientists you’ll learn that Feyn-
man could crack the safes at Los Alamos
and (knew the codes for something no one
wants to access), or that James Watson
didn’t use modesty to discover the secret of
life. You’ll also get a few tidbits about
the character of physical law or the structure
of the double helix. But if you read Mike
Brown’s new book, you’ll learn that a sci-
entist’s work and a scientist’s life are sepa-
rate but inextricable, that the motion of
the planets really can affect the path of a path,
and that sometimes there is no distinction
between teacher and raconteur.

“The amusing thing that I get now,” Brown
told me about the hate mail he’s re-
ceived since publishing How I Killed Pluto
and Why It Had It Coming, “are these ob-
scene phone messages.” He’s smiling as
he tells the story. “They sound like drunk
fraternity boys who were probably thirteen
when Pluto got demoted. They were pissed
off then and now they’re drunk and pissed
off.”

Brown, of course, did not kill Pluto. It’s
still there, and still cold. What he really did was
find it some friends. “The singular
thing for which I am most famous is the
discovery of Eris,” he said. “It’s not the
most important thing I’ve done, scientifi-
cally. I don’t think there’s any question that
the discovery of Sedna and this whole sto-
y is the discovery of Eris,” he said. “It’s not the
most important thing.”

Brown says. All the major events in his life
– the beginning of his career at Caltech, his
courtship and marriage, and the start of his
family – occurred during the few years
surrounding his search for planets past Pluto.
For Brown, the personal context of
his research about the Solar System is
continually challenging and inspiring our
understanding of the Solar System.

Brown believes that careful scientific
study of Kuiper Belt objects can still help
fill in pieces of that story. For example, as
testimony from analyzing their orbits is currently giving insight into the
mechanism of planet formation and wheth-
er the Sun formed in a cluster of other
stars.

A story, to Brown, is not just a trick to
hold your interest. It’s the essence of sci-
ece, an active process of discovery. He
told me that to write about science “I walk
through the whole process of how I think about it, and why I come to that conclu-
sion. I think it’s much more interesting to
understand the process, in addition to just
saying, ‘Here’s the answer.’

Brown doubled the number of words he’s
written, lifetime, in writing How I Killed Pluto.
The effort will be repaid in full as thousands of people learn how mys-
terious our Solar System still is. Our un-
derstanding continues to evolve as we learn
from new discoveries like that of Brown’s discoveries continually challenging and inspiring our
understanding of the Solar System. Brown,
with his hallmark enthusiasm and joviality,
tells me, “We’re really starting to be able to
not as much rewrite those stories, as write
for the first time.”

For complete audio of the interview, see
http://goo.gl/elHQ

Brown tells scientific tale with a personal
twist in his book on Pluto’s demise

By Mark Eichenlaub

They first discovered Quaoar, then Sed-
na, an object somewhat smaller than Pluto,
but scientifically fascinating due to its ex-
tremely distant orbit, which separates it
gravitationally from the influences of the
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the gas giants,” and if you integrate the
orbit backwards for 4.5 billion years, it
never
mergency shows a rare glimpse of Shel-
ly’s thinning hair.

Tt’s a huge set of

‘lectroids, it serves
tories as well. Brown says that even “sci-
entists discuss the way Jupiter and Saturn
very distant from the gas giants, and the
Kuiper Belt discovery, or the gradual
evolution from disappointment, to inking mis-
trust, to deep suspicion as he learned that
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When I went to go watch this movie, I was expecting to let out a few impulsive screams here and there. After all, the advertisements had made it seem like the traditional freaky monster horror film, except with some familiar talents. Thankfully, for my fellow moviegoers, I let out no such shrieks; however, I did leave the theater more disturbed than I had imagined.

Director Darren Aronofsky combines dance, movement, violence, animal imagery, and color symbolism in this psychological thriller. He constantly keeps movie watchers on their feet with his subtle overlap of the real world and Nina’s convoluted mind. Just when we start to slowly sink back into our comfort zone, he inserts an element that catches us off guard.

Natalie Portman plays Nina Sayers, a determined ballet dancer whose porcelain skin is as flawless as her body movements. The New York dance company’s owner sees this in her, and immediately envisions her as the White Swan in his new production of Swan Lake, but feels that she is unable to channel her seductive instincts enough to portray the Black Swan. Lily, on the other hand, played by Mila Kunis, is easy-going and free-spirited, naturally channeling her more primal instincts as she glides across the floor. Nina does get the part, but until the production day, must try harder and harder to tap into her more dark and lusty side. As the day draws nearer, we watch as she undergoes self-mutilation, hallucinations, and sexual pleasures, as unsure as she is of whether she is imagining it or living it. Her life submerges deep into a fantasy world, and we enter it with her.

As with several aspects of the movie, I felt like the numerous sexual episodes Nina experiences throughout the film were included in excess, but were tastefully and artistically implemented. It is the overabundance that distinguishes the movie. From the small bristles that grow on Nina in her visions to her red, gleaming, blood-thirsty eyes, Aronofsky attempts to paint a dark, sensual picture of Nina’s figurative, and quite literal, transformation into the creature she portrays. Dancing the part consumes every part of her to the point of initiating a mental breakdown.

The viewer wonders whether Nina suffers these neuroses because of the pressures to become the Black Swan, black traditionally representing evil, or because of her total usurpation by the perfectionist White Swan, who while seemingly innocent, stealthily destroys from the inside.

The vision behind the movie is no doubt amazing, the casting brilliant, and the cinematography exquisite. The ideas presented in this film are far from ordinary and will ring in your mind every time you rewatch it.

Don’t let the idea of a ballet and swans fool you. This movie will swiftly and unexpectedly prance all over your preconceptions and will leave you thoroughly rattled.
people, take tunnel tours, sit down to house dinners and attend a couple parties, we were hooked into the world. So we started writing," said Hall. "We’ve had the opportunity to meet a lot of enthusiastic and amazing individuals, so it’s been very enjoyable. Every time we talk to someone new it helps to inspire and motivate those new Core students will allow with different backgrounds to quickly customize their path through Core. According

to the CCTF final report, the emphasis is to allow students to adjust their schedule there is no pass-fail system, but rather by offering more choices that suit their interests and skill levels.

Some of the new “paths” such as Analytical Physics and Math are already offered in the current curriculum or exist de facto. For example, the current Ch1 “super course” is renamed and reunited in the CCTF final report to “Advanced General Chemistry”.

3. An extensive emphasis on critical writing skills. Students must take six writing-intensive courses in humanities

and HSS on grades.

“There is a very large concern among faculty that students’ writing skills are not improving and are likely deteriorating,” said faculty board chair John Doughtery. “We have to do something to make that better.” Among peer institutions, Caltech students enter college with some of the weakest GRE writing scores, according to Vice Provost Hunt.

4. Early exposure to more material in non-lecture settings. Putting the 3.1 faculty student ratio at work, the new Core seeks to introduce courses that are not lecture courses with problem sets, but instead small courses where students have close interaction with faculty. The embodiment of this philosophy is in the new Freshmen Seminar course where a small group of students interact directly with a faculty member.

It is not clear what exact form these freshmen seminars would take. Roughly forty professors must teach freshmen seminars if they are to be a part of Core.

5. A commitment to involving labs involving data collection & analysis and design & build.

The new Core emphasizes the importance of lab classes to simulate problem solving in the real world. “An important part of the proposed core lab experience should be for a student to design something, build it, and make it work,” according to the report. Therefore, a design and build lab is a new requirement in the Core proposal, replacing the current Core requirement for an additional freshman lab.

6. Exposure to new intellectual material.

The emergence of information & computational approaches to science in the last few decades led to the suggestion of an algorithm course that is now a requirement of the new Core. Professor Niles Pierce, who heads up the computer science faculty, has designed the new algorithm course.

7. A commitment to innovative courses and excellent teaching.

The report addresses the importance of good teaching and states that the need to offer each of core course. Furthermore, it supports video-recording courses, saying that "provides an important source for self-improvement and assessment of the faculty." It also reveals that three previously criticized courses (Ma1a, Ch1a, and Ch1b) have transformed into off-praised courses in less than a year due to “evaluation and oversight, together with faculty willing to enact change.”

read the faculty board minutes available online for more information.

LEGENDS

continued from page 1

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The new Core emphasizes the importance of lab classes to simulate problem solving in the real world. “An important part of the proposed core lab experience should be for a student to design something, build it, and make it work,” according to the report. Therefore, a design and build lab is a new requirement in the Core proposal, replacing the current Core requirement for an additional freshman lab.

6. Exposure to new intellectual material.

The emergence of information & computational approaches to science in the last few decades led to the suggestion of an algorithm course that is now a requirement of the new Core. Professor Niles Pierce, who heads up the computer science faculty, has designed the new algorithm course.

7. A commitment to innovative courses and excellent teaching.

The report addresses the importance of good teaching and states that the need to offer each of core course. Furthermore, it supports video-recording courses, saying that "provides an important source for self-improvement and assessment of the faculty." It also reveals that three previously criticized courses (Ma1a, Ch1a, and Ch1b) have transformed into off-praised courses in less than a year due to “evaluation and oversight, together with faculty willing to enact change.”

read the faculty board minutes available online for more information.

LEGENDS

continued from page 1

people, take tunnel tours, sit down to house dinners and attend a couple parties, we were hooked into the world. So we started writing," said Hall. "We’ve had the opportunity to meet a lot of enthusiastic and amazing individuals, so it’s been very enjoyable. Every time we talk to someone new it helps to inspire and motivate those new Core students will allow with different backgrounds to quickly customize their path through Core. According

to the CCTF final report, the emphasis is to allow students to adjust their schedule there is no pass-fail system, but rather by offering more choices that suit their interests and skill levels.

Some of the new “paths” such as Analytical Physics and Math are already offered in the current curriculum or exist de facto. For example, the current Ch1 “super course” is renamed and reunited in the CCTF final report to “Advanced General Chemistry”.

3. An extensive emphasis on critical writing skills. Students must take six writing-intensive courses in humanities & HSS on grades.

“There is a very large concern among faculty that students’ writing skills are not improving and are likely deteriorating,” said faculty board chair John Doughtery. “We have to do something to make that better.” Among peer institutions, Caltech students enter college with some of the weakest GRE writing scores, according to Vice Provost Hunt.

4. Early exposure to more material in non-lecture settings. Putting the 3.1 faculty student ratio at work, the new Core seeks to introduce courses that are not lecture courses with problem sets, but instead small courses where students have close interaction with faculty. The embodiment of this philosophy is in the new Freshmen Seminar course where a small group of students interact directly with a faculty member.

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read the faculty board minutes available online for more information.
The Win Streak

By Amol Katim
SPORTS EDITOR

Unless you have been living under a rock for the past few weeks, you know that the Caltech men’s basketball team had itself a nice little win streak during winter break. The first win, against American Sports University, broke a 44-game losing streak. The second win, against Eastern Nazarene College, gave us our first winning streak since 1992. These two wins also gained the team quite a bit of attention. The New York Times put Caltech basketball on their front page and on the tongues of every rich suburbanite in the nation. After the third win, against UC Santa Cruz, my friends back home were asking me about the team, and they don’t even know what the New York Times is.

While Caltech has yet to win a conference game (the losing streak currently sits at 298 and has lasted some 25 years), the wins have certainly had a huge effect on the campus. It has not been uncommon to see an overconfident facebook status or a professor making lame basketball references. However, as energizing as these wins have been for Techers, they must have been incredibly demoralizing for the losing teams and their fans. I would now like to tell you about those schools and let you decide if they are worthy of our derision.

The University of California, Santa Cruz is a public university of 14,000 undergraduates. Their basketball team, the Banana Slugs, plays in Division III and are currently 5-9. They defeated Caltech 79-54 on December 2nd during the Redlands Tournament. At the SCIAC classic on December 18th, however, the Beavers won, 63-62. For such a large school, they should be ashamed for losing to Caltech, and are certainly worthy of our jeers.

Eastern Nazarene College is a Christian college of liberal arts and sciences located near Boston. There are about 1,000 undergraduates currently attending the school, so they are comparable in size to Caltech. Their basketball team (nicknamed the Lions) are currently 5-7; Caltech defeated them soundly, 87-53. At first glance, I did not think it was such a big deal that we beat ENC. It is a small, religious school that plays against some pretty bad basketball teams and loses. I thought better of our basketball team than to brag about beating such a beatable team.

The End

Caltech Men’s Basketball Loses Heartbreaker

SCIAC opener a close, sloppy affair

By Amol Katim
SPORTS EDITOR

The Caltech Beavers (4-8, 0-1) opened conference play Saturday night against the Pomona-Pitzer Sagehens. The Sagehens (5-7, 1-0) fielded an intimidating team of relatively old looking graduates. Honestly, their smallest player could probably swallow me whole and still be hungry. However, as the game proved anything, being big is not a substitute for being terrible at basketball.

The Beavers started slowly, allowing Pomona-Pitzer to jump out to an early lead of 13-3. Eventually, the Beavers settled down and took advantage of the Sagehens’ mistakes. However, though they continued to allow multiple offensive rebounds per possession, Caltech clawed its way back to a 29-24 lead at the half, eliciting cries of “Comeback time!” from a particularly obnoxious fan. A handful of fans also announced their surprise that giant Sagehen, Donald Okpalugo, don’t even know what the New England College, gave us our first winning streak since 1992. These two wins also gained the team quite a bit of attention. The New York Times put Caltech basketball on their front page and on the tongues of every rich suburbanite in the nation. After the third win, against UC Santa Cruz, my friends back home were asking me about the team, and they don’t even know what the New York Times is.

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The End
**Humor**

**Chucky-Make-A-Jokah**

From the brilliant minds that fell down the stairs in Lloyd and built a blanket fort in Fleming comes a new series for the Humor section: Chucky-Make-A-Jokah. In this section, you will be entertained with the finest of jokes and a Kanye West tweet. Please enjoy.

A pure mathematician awakes one night to find his living room ablaze. You can imagine this is particularly troublesome, as he is a pure mathematician and probably works from home. He quickly makes for the kitchen tossing papers, proofs, and pastries aside (man’s gotta eat). Peering into the kitchen, he sees his sink and a large, empty bucket sitting on the fine granite counter. The Mathematician quickly buttons up his nightgown, which has fallen open in all the ruckus and heads for bed. As his head hits the pillow, the Mathematician breathes a sigh of relief: “Ah, a solution exists.”

...And now, for a Kanye West Tweet

“I hate when I’m on a flight and I wake up with a water bottle next to me like oh great now I gotta be responsible for this water bottle.”

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**Chess Club Problem of the Week**

White to play and Mate in 6.

1. Qg2+ Khx4 2. Rh7+ Rh5 3. Rd7 Qe3 4. Rd4+ Qxd4 5. Qg3#  -- If you found 3... Rd5, which saves Black from checkmate but not from losing, claim your prize at the next meeting!

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**Apples and Oranges**

**By Rebecca Lawler**

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**The California Tech**

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