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“Let giving be its own reward because, believe me, it is an amazingly powerful reward.”

—Trustee Henry Kravis ’67

FOUNDING PARTNER OF KOHLBERG KRAVIS ROBERTS & CO.
The best campus design expresses a college’s identity. Picture the domed rotunda that Jefferson designed for the University of Virginia’s original library, representing a cosmos of knowledge. Or historic New England colleges, modeled after colonial towns, with buildings around a common green representing a community of learning.

Academically, Claremont McKenna College’s identity has become well established. The College has spent the past 60 years building the excellence of its faculty, departments, programs, and institutes to attract the nation’s most accomplished students.

Yet, the campus itself represents an earlier era. The basic plan and architecture are a blend of the thrift and functionalism of the 1940s and the open-air access of the Monterey Colonial style, with its roots in sunny Southern California.

From Spartan wooden veterans’ units and steel package barracks to the neo-Mediterranean red tiled roof of Bauer Center, the campus has served the community well—but its evolution must continue. Practically speaking, the College’s increased national and international reputation for excellence has resulted in a growing need for classroom, faculty office, and institute space. Architecturally speaking, the College is due for a contemporary expression of its ethos of leadership in the liberal arts.

CMC is striding determinedly into the new century. Its academic reputation and culture of collaboration are firmly set. Its outlook is global. And with the launch of the Kravis Center, it now boasts a world-class building that defines the campus and lays out a vision for a powerful and compelling future.
A New Academic Center

The College has constructed the most significant building in its history. Designed by world-renowned architect Rafael Viñoly, the Kravis Center creates an iconic gateway element for CMC. Ascending terraces, glass, light, and green space come together to represent our collaborative culture in a visionary new structure.

As the new home for the admission and financial aid office, the building—situated at the west end of campus—will welcome prospective students and their families, as well as prospective faculty, alumni, and esteemed visitors. As a new academic center, the building will draw students and faculty to its classrooms and faculty offices, house three academic departments, and serve five distinguished research institutes.

Traditional and Transformational: The Building’s Architectural Significance

Rafael Viñoly, creator of such vaulted palaces of glass, light, and steel as the University of Chicago Graduate School of Business and the Institute for Integrative Genomics at Princeton University, focused his imagination on the College’s first signature building.

Inspired by the California landscape, Viñoly’s vision integrates exterior terraces that can be used for classes or informal meetings. The glass, wood, and stone building’s terraced floors are stepped back as the building rises to control scale and maintain harmony with the adjacent campus. The Center’s U-shape creates a courtyard that doubles as the western end of the quad and further incorporates and extends the mature campus landscaping and outdoor spaces.

The Kravis Center is as practical as it is stunning. Students, walking down the quad, can go directly into ground floor classrooms or relax on the courtyard green. Complementing and physically connected to the existing Roberts North and South buildings, the Center maintains their same layout, with classrooms concentrated on the first floor and departmental offices on the second.
Confluence and Collaboration: 
Incorporating a Culture of Leadership

For more than half a century, students and faculty have been drawn to the College’s intimate atmosphere, intense critical inquiry, and rigorous learning environment, coupled with hallmark research institutes whose leading-edge programs engage a productive community of student-leaders and teacher-scholars.

The Kravis Center further strengthens our established culture, incorporating its spirit of collaboration into a contemporary, mixed-use building. It creates a stage for exciting synergies among students, faculty, departments, and research institutes.

By drawing students to a revitalized west end of campus, the Kravis Center will transform their college experience. They will not only study and learn in classrooms and research institutes, but will also meet and socialize in the many intimate indoor/outdoor courtyard and terrace spaces.

The faculty experience will also be fundamentally transformed. Having departments and institutes—currently dispersed among assorted buildings—housed in one place will create cohesion among colleagues and inspire new interdisciplinary links.

Form and Function: 
A Union of Utility and Design

Central to the Kravis Center’s success is its focus on dynamic, useable space that meets diverse campus needs and embraces design distinction. With a footprint of over 130,000 square feet, the Center creates a unique environment that maximizes the density of campus and takes advantage of Southern California’s extraordinary climate.

The building is designed to a LEED Gold standard, marking it as a model of sustainability and energy conservation. Its custom designed and manufactured rain screen curtain wall system wicks heat away and cools the structure, and its highly efficient chilled beam and radiant panel cooling system employs cutting-edge technology to leverage cost efficiencies. All landscaping and storm water runoff is recycled, percolating into and renewing the aquifer underneath the College.

Fourteen classroom spaces—comprising 50 percent of all available classrooms on campus—use rubber flooring, also made from recycled material, set in tiles to facilitate replacement due to damage or wear. An emphasis on cutting-edge technology and abundant natural light make these spaces truly remarkable.
President Pamela B. Gann
and the Claremont McKenna College Board of Trustees
invite you to attend the dedication of

The Kravis Center
Friday, October 21, 2011 | Claremont McKenna College

1 p.m. | Tours and Student Research Presentations | Kravis Center
3 p.m. | Convocation | Parents Field

Keynote Speaker
Niall Ferguson, MA, D.Phil.
Laurence A. Tisch Professor of History, Harvard University;
William Ziegler Professor of Business Administration,
Harvard Business School;
Senior Research Fellow, Jesus College, Oxford University;
and Senior Fellow, Hoover Institution, Stanford University

4:15 p.m. | Ribbon-Cutting Ceremony | Kravis Center
4:30 p.m. | Celebratory Reception | Kravis Center

Please visit www.cmc.edu/kraviscenter, e-mail events@cmc.edu,
or call 909-607-4006 to register for the dedication
or for additional event information.
Please visit www.cmc.edu/kraviscenter, e-mail events@cmc.edu, or call 909-607-4006 to register for the dedication or for additional event information.
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14 On the Cover
Claremont McKenna College blends a teacher/scholar model, senior thesis, and network of research institutes to prepare students who are thoughtful leaders that make real contributions to society. One intention of the Campaign for Claremont McKenna is to support an even broader range of research opportunities tailored to individual student interests.

- Ana Kostioukova ’11 collaborates with her thesis advisor, William Ascher, the Donald C. McKenna Professor of Government and Economics, to look at how a specific social safety net program might one day help Thailand’s poor.

- Brianna Losoya ’12 analyzes the economic and political dimensions of proposed congressional bills in the wake of the 9/11 terrorist attacks with Brock Blomberg P’13, the Robin and Peter Barker Professor of Philosophy, Politics, and Economics, a George R. Roberts Fellow, and dean of the Robert Day School of Economics and Finance.

- Sara Stern ’12 addresses the issue of identity with Amy Kind, associate professor of philosophy, chair of the philosophy department, and interim director of the Gould Center for Humanistic Studies.

- Andrew Vinson ’11 and Jessica Wall ’12 work with Anna Wenzel, assistant professor of chemistry, on ways to use gold to create brand-new molecules, developing building blocks for a variety of medications and petroleum-based products.

- India Wade ’13 questions the nature of constitutional amendments with George Thomas, associate professor of government, laying the groundwork to analyze the creation of constitutions in other parts of the world, such as the Middle East.

- Philip Liao ’14 and Lenny Fukshansky, associate professor of mathematics, plunge into a fast-paced learning environment studying concepts of planar lattices: certain arrangements of points in a plane.
Professor Lynch in the News

Falling for CMC
CMC’s relationship with the U.S. ROTC program opened the door for three CMC staff members to tandem parachute jump with the Golden Knights, the U.S. Army’s elite parachute team.

The Analyst Papers
CMC’s history has been chronicled online by the Forum, the official student publication of the College. The series, published in five parts, is titled “The Analyst Papers” in honor of CMC’s first student newspaper, The Analyst.

Getting to Know the New Faculty
CMC has recruited twelve outstanding new tenure and tenure-track faculty this fall.
The Power of Student Research

CMC students develop sophisticated research skills that impact both future careers and graduate school success.

Claremont McKenna College’s innovation in and commitment to undergraduate research are central to this issue of the magazine. You will read about an array of students who are pursuing biomedical research in the Keck Science laboratories, finding ways to create safety nets for Southeast Asia’s poor, and trying to decipher the complex issue of identity and “personhood.” These students all share a common passion for the research endeavor.

Why does CMC put such a strong emphasis on undergraduate research? The competitive global economy places a premium on analytics, problem solving, communication, teamwork, and responsible leadership. CMC’s mission is fundamentally linked to these qualities, and undergraduate research enhances these skills in powerful ways. Research opportunities bridge the gap between the theoretical and the practical for our students.

Serious research has been fundamental to the CMC experience throughout the College’s history. The senior thesis has been part of the fabric of the College since its founding, and through the years students have taken advantage of this opportunity to work on a range of fascinating and challenging projects. By the time our students graduate, every one of them has completed a substantial research project that goes well beyond the traditional classroom experience. The intentional focus on research skills prepares CMC students for careers and graduate school; equally important, it gives them the confidence to lead when they leave the College.

CMC is exemplary among national liberal arts colleges in the myriad choices it offers undergraduates to combine the intimate experience of a residential college with world-class research programs. CMC faculty represent the best of the teacher-scholar model, and they believe that their research must invariably involve students. One of the clear advantages of small classes and close student-faculty relationships is that our faculty encourage students to get involved in academic experiences outside the traditional classroom and they are more than willing to serve as mentors for student research projects.

Additionally, CMC’s 10 research institutes engage about 50 percent of our students in undergraduate research. Roberts Center students are pushing corporations to become better environmental citizens by grading companies in terms of the transparency of their environmental reporting. Students at the Rose Institute of State and Local Government are working with cities, counties, and government agencies on issues ranging from political redistricting to the implications of increasing the sales tax. The Keck Center for International and Strategic Studies funds students for international research projects that have taken them to Asia to understand emerging economic challenges. The Center for Human Rights Leadership sponsors students to travel around the world to examine human rights issues—from Africa to Eastern Europe to Latin America. The Kravis Leadership Institute offers a broad range of summer internships, from observing the role of government in Washington, D.C., to researching the implications of rural poverty in the Middle East. The list goes on.

Faculty across academic departments at the College are committed to teaching students research skills and methodology, including coursework on research methods that supports learning outcomes and enhances the quality of senior theses. Our department of mathematics and computer science, for example, regularly supports students’ attending national conferences to present their research findings and interact with scholars throughout the world. The psychology department offers students a menu of seven research laboratories that provide immersive exposure to areas including jury decision-making and expert testimony, autism, cognitive neuropsychology, and cultural influences on mental health.

CMC has created an environment that is conducive to student research and is truly distinctive in higher education. As many students perform research at a level equal to that of graduate students, they are exceptionally qualified for graduate school, law school, medical school, competitive post-baccalaureate fellowships, and jobs within which their research training enhances skills applicable to their work. The possibilities for our students are varied and exciting, and we look forward to continually developing new research opportunities.
Larger Than Life

Olivia Graham’13 draws on the full range of her liberal arts education at the Mae Ping Elephant Village.

When biology major Olivia Graham ’13 arrived in Thailand for the summer she was ready to put her science training into practice. But in true CMC fashion, she ended up using the full range of her liberal arts coursework—including physical education.

Graham had flown to the northern region of Chiang Mai for a nine-week internship working with elephants at the Mae Ping Elephant Village. “When we got there we realized that wasn’t going to be the best use of our time,” she says. Recognizing that the camp was in financial trouble, Graham and her twin sister, Charlotte, got to work developing an eco-tourism business plan, running English classes for local children, and even immersing themselves in Thai culture through Muay Thai kickboxing.

But it took a little while to get up to speed. “There was a bit of a translation problem, and for the first few days the mahouts (elephant handlers and caretakers) thought we wanted to actually become mahouts,” recalls Graham. “Eventually we were able to communicate that we were just there to help.”

The sisters learned to ride bareback—not the easiest feat 12 feet above the ground. But after four days in the same clothes—so the elephants would get used to their scent—it was time to head to the city for a shower and brainstorm about ways to improve Mae Ping’s situation.

The owner couldn’t afford to pay the mahouts and the workers were surviving day-to-day by tips from tourists. Through Graham’s experience she noticed that most visitors were concerned about the treatment of the elephants but didn’t really consider the mahouts. “If we start with the mahouts and make sure they are invested in their elephant and know the best way to care for the elephants, then the elephants will be well looked after,” reasoned Graham.

With this in mind she worked on a plan with Track of the Tiger, the company with which she was interning, to re-brand the reserve into the Mae Ping Elephant-Mahout Training Center. Under the new business strategy the elephants would no longer do shows, but instead be loaned out to elephant sanctuaries where visitors could see them in a more natural environment. Volunteers would be invited to the center to work on projects like organic farming, reforestation efforts, and teaching what the sisters termed “eco-English” to local school children. The idea was that the vocabulary practice would focus on environmental terms—allowing students to both study English and learn about preserving their community.

Also over the course of their internship the Graham sisters created a booklet about elephants and mahouts that is now for sale at the camp. The objective was two-fold: to sell the book and provide an immediate injection of funds for the training center, and to educate travelers about the plight of both the elephants and mahouts.

“Exploitation and a dwindling natural habitat have been steadily forcing these majestic animals towards endangerment,” says Graham. “Our efforts are helping to improve the situation in elephant camps so that domesticated elephants, who cannot be released into the wild due to deforestation, have a safe haven and are brought back from the brink.”

— Karryn Miller
Academic Travel Programs Spotlight
Jordan, Jerusalem, and Korea

Interning with key Jordanian organizations, visiting a leading Arabic language newspaper, and a private meeting with Mr. Nasser Judeh, the Foreign Minister of Jordan, are just a few examples of students’ experiences in the eight-week Jordan Summer Pilot Program. Supported this summer by Luay Abu-Ghazaleh ’87, who hosted welcome and good-bye dinners for the students in addition to providing free classroom and office space at the Talal Abu Ghazaleh Knowledge Society, the program was developed to meet the growing demand for Arabic language and culture education.

“I think it is critical and valuable for Americans to be able to communicate well in Arabic, which is truly the first step in understanding the region,” says Bassam Frangieh, professor of Arabic, who directed the new program in Amman. “Arabic is one of the six official languages of the United Nations. In addition, there are 22 members of the Arabic-speaking Arab League, stretching from Morocco in the West to Oman in the East.”

Sixteen students from CMC, Pomona, Scripps, and Pitzer participated in the CMC Jordan Summer Pilot Program, including Melissa Carlson ’13 and Robert Walters ’13, who received prestigious Boren Scholarships for International Study to participate in the summer program and continue to work on their Arabic language skills.

“I chose to intern at Partners-Jordan, an NGO, because I am extremely interested in not only conflict mediation but also the relationship between the individual and his/her government,” says Carlson, who plans to continue her Arabic language study and work for the U.S. Department of State, stationed in the Middle East. “Working with Partners-Jordan allowed me to see the effect of conflict mediation and management techniques on a grass roots-level. This internship was one of the most fantastic experiences I have had during my time at Claremont McKenna.”

As part of the College’s continued and widening focus on global education, Gary Gilbert, associate professor of religious studies, taught a three-week, Summer Session course on Jerusalem that was rounded out by 10 days of travel in Israel and a four-week archaeological dig in Akko, a city in Western Galilee.

While the course surveyed the history of the city, Gilbert also enabled students to gain a critical understanding of its deep religious, cultural, and political roots. “Perhaps we might come to understand that despite the division and rancor that often characterizes our lives in the present, Jerusalem still represents the best aspirations we have for our collective future,” he says.

“The trip was absolutely phenomenal,” says Matt Beienburg ’11, one of eight students who participated in cultural immersion opportunities ranging from visiting major historical and holy sites and museums to meeting with politicians, journalists, scholars, and human rights workers. “It was the single most engaging and intellectually provocative week of my four years at CMC.”

Gilbert hopes that this and similar courses will help students apply their knowledge of history and culture to contemporary situations of global importance. “It is one thing to read about a city thousands of miles away,” he says. “It is another thing entirely to be present in that city, to experience it yourself, and to have that experience deepen your understanding of that city.”

In conjunction with Yonsei University in Seoul, Korea, CMC offered courses in international business, microeconomics, and the global economy led by Manfred Keil, associate professor of economics, and Yonsei’s Jae Hoon. The five-week program also offered students the opportunity to visit Hong Kong and take numerous field trips to financial centers and business throughout Korea including Nomura Securities, Mirae Asset Management, Daewoo Shipbuilding and Marine Engineering, and Dousan Infracore, whose CEO and vice chairman, Trustee James Bemowski ’76 P’07 P’09M’10, hosted an evening reception at his home in addition to providing financial support for the program.

The CMC-Yonsei Summer Leadership Program also included a leadership component, an understanding of business relations between the United States and East Asia, and an appreciation of Korean history and culture. A total of twenty students from CMC and Yonsei University participated in the Program, and the 10 CMC students had the unique opportunity to live with their Korean classmates in Yonsei University residence halls.

“I really, really loved Seoul,” says economics/international relations major Robert MacGregor ’13, one of 20 students who participated. “I entered Korea not knowing anything about the country or its culture. But, throughout the program and by the end, I felt like I really learned about Korea and its culture. It helped that we were living with Korean roommates who were in our program; I learned a lot just from interacting with our Korean peers.”
Cody Wins National Endowment for the Humanities Grant

Lisa Cody, associate professor of history, has won a joint Huntington Library National Endowment for the Humanities (NEH) grant of $50,000 for historical research at the Huntington Library, where she will continue work on her upcoming book, Divided We Stand: Divorce and Female Independence in the Age of the American Revolution.

Cody’s research explores 18th-century beliefs about marriage and changing marital and household patterns, and how these changes shaped political rhetoric and arguments about individual rights and freedom.

“Laws in regards to women’s rights within marriage actually changed very little in this period, but wives’ perception of what their natural rights were did change quite dramatically by the 1750s,” Cody explains. “Wives and their advocates developed a new vocabulary about their status and rights, for instance, insisting that they had a natural right to happiness within the home. This was an argument that simply was not made before the second quarter of the 18th century.”

Cody’s first book, Birthing the Nation: Sex, Science, and the Conception of Eighteenth-Century Britons (Oxford University Press, 2005), won national awards including the Berkshire Conference Best First Book Prize, the Frances Richardson Keller-Sierra Prize, and the Phi Alpha Theta Best First Book Prize. In 2008, the History News Network named Cody one of its Top Young Historians.

“This is a great and well-deserved honor for Lisa Cody, who is an extraordinarily gifted scholar and writer,” says Hilary Appel, professor of government and associate dean of the faculty. “This book will break new ground in the study of marriage and gender politics in 18th-century Great Britain and the Americas.”

School Ties

Innovative annual giving programming forges ongoing connections between students past and present.

Did you like Jerry Cadagan’s memories of the pet alligator in Wohlford Hall, as recorded in Myths, Legends & Tall Tales: A Book of CMC Stories? Want more stories like that? You’ve got it: The book has been such a big hit with alumni that volume two is already in the works.

These stories of student antics are more than just entertainment. As the Office of Annual Giving sees it, the book reminds us of something crucial and valuable: the ongoing connection between students past and present.

The number of alumni donating to CMC has risen steadily in the last two years thanks to the Office’s use of new, innovative efforts—like the Myths, Legends & Tall Tales project—to reach out to alumni and reconnect them to the College in more meaningful ways.

Patrick Roche, assistant vice president of leadership and annual giving programs, suggests that the industry-standard cold call for donations cannot effectively forge those deeper connections. Efforts must go further.

“Alumni lose touch because they don’t feel that they’re stakeholders in the College’s present,” explains Roche, who left Caltech to join CMC’s advancement office in 2009. “That’s a big mistake. Their ties to the institution didn’t end at graduation, and we need to remind them of that.”

How many alumni are active donors today? According to Roche’s office, a report ending June 30 shows that, during the 2010-11 fiscal year, CMC posted a participation rate of 47 percent or 4,609 alumni—the largest number of alumni donors in the College’s history. This, along with the 2,700 alumni who have taken the Crown Challenge (committing to multi-year pledges matched by Trustee Steve Crown ’74), is an encouraging sign that, Roche says, “reaching the 50th percentile is not far away.”

That 10 percent climb in alumni donors is a dramatic leap from a shuddering dip to 38 percent just two years ago. At most colleges and universities, struggling participation rates aren’t unusual,
notes a report by the marketing firm Pacesetters Enterprises. The reasons behind low alumni response, however, vary from school to school.

“We see it all the time,” notes previous Phonenite caller and annual giving intern Laura Bottorff ’11. “Sometimes alumni lose sight of how important their individual gifts are when faced with the publicity surrounding enormous, restricted Campaign donations meant to support specific projects. They think that their gift doesn’t matter—but every gift affects students’ lives.”

Rachel Vinson ’13 couldn’t agree more.

“I was one of those people who thought a small donation of twenty bucks wouldn’t matter, but I’ve learned it really does,” explains Vinson, who, like Bottorff, interned in the annual giving office and made Phonenite calls. “A big factor of giving is the cumulative effort of our alumni, parents, and community. Everyone’s gifts together effectively change students’ lives.”

Roche and his team are working on better ways to demonstrate those effects. The CMC Philanthropist, a new, student-edited publication, vividly illustrates the impact of donations by telling personal stories of how donations help students on a day-to-day basis. Thanks to several media-savvy CMCers, that same message can be found on YouTube, where videos range from an appeal from Chairman of the Board of Trustees Harry McMahon ’75 P’08 P’09 to a costumed Stag mascot performing amusing antics. (To see this video and others, go to YouTube and search for Claremont McKenna College.)

“The introduction of video to Annual Giving’s communications arsenal is exciting because it’s a new, artistic medium to use when contacting alumni,” says Max Zipperman ’14, a video intern. “With every project, we make it our priority to capitalize on the creative potential of film to educate and entertain our alumni.”

But the major keystone of the Office of Annual Giving’s renewed efforts is the Alumni Interview project. Students logged countless hours last year soliciting alumni not for their donations, but for their feedback. Student interviewers indicated that most alumni were excited by the chance to share their opinions of CMC and how best to maintain ties with alumni after graduation.

“I think everyone won in the process,” says participant Akbar Mirza ’13. “On the student side, it gave us an opportunity to speak with a lot of successful grads and establish good connections.”

Students interviewed a pool of 500 alumni; the data currently is being analyzed for any trends or themes that will help the office outline better strategies for outreach. The hope is to not only get the message out, but also give alumni what they want.

It’s a project that hasn’t gone unnoticed in education circles. The journal Inside Higher Ed, in fact, has reported that the project fits into “a larger alumni engagement strategy that is unfolding at the College” and intends to avoid overwhelming alumni with “what they perceive as a barrage of calls and mailings.” CMC also is a recognized leader among the liberal arts colleges that participate in STAFF (Supporting the Annual Fundamentals), a national organization of higher education institutions with similar endowments and enrollments (members include Pomona, Swarthmore, Amherst, and Carleton, among others). This achievement is even more significant because students have taken the lead on many of these new, community-focused projects.

The students are key—after all, who better to acknowledge donor generosity than its recipients? Roche reports that activities used to inform the student population about the importance of alumni generosity range from alumni-sponsored pizza deliveries during finals week to students calling alumni to share a simple message.

That message amounts to two words: Thank you.

“Our students are great on the phone,” Roche says, “so why not let them call alumni to just tell them ‘thank you’? It’s a simple thing to do, and not only do alumni like to hear it, but students also enjoy the opportunity to express their thanks.”

—Nick Owchar ’90
CMC Ranked Ninth by U.S. News & World Report

Claremont McKenna College is ranked ninth overall by U.S. News & World Report in its 2012 edition of America’s Best Colleges. Within the rankings, CMC placed sixth in Admission Selectivity, fourth in Graduation and Retention, and eighth in Faculty Resources.

“We are pleased to see Claremont McKenna College recognized in this manner, both for its academic excellence and its commitment to graduating generation after generation of future leaders, both in the local community and across the globe,” says President Pamela Gann. “While we recognize that the latest rankings help celebrate the great achievements of our faculty, students, and alumni, we know that the success of daily efforts to educate future leaders is independent of where we stand within a national rankings system.”


Claremont McKenna College is applauded in a July 11 blog by Washington Post education reporter Daniel de Vise, who wrote up a list of The 12 Best College Financial Aid Policies. In alphabetical order, de Vise’s column gave props to Amherst and Bowdoin colleges, then moved on to CMC and neighboring Pomona College. “These schools,” he writes, “the crown jewels of [The] Claremont Colleges system, phased out loans entirely in 2008.”

This list isn’t the first time the College has been noted for its generous aid. Last year, the Princeton Review and USA Today named CMC one of the 50 Best Value Private Colleges for 2010; CMC also made the Princeton Review’s 2010 and 2012 Financial Aid Honor Rolls.

“CMC is dedicated to ensuring that a high-quality liberal arts education is available to all of our admitted students,” says Georgette DeVeres, associate vice president of admission and financial aid. “The College’s highest priorities are providing an exceptional academic experience while supporting our students with a strong financial aid program. It’s a commitment supported by our Board of Trustees and our alumni, who have provided very generous support to CMC’s financial aid program.”
You asked, and we’re ready to deliver—electronically. For those alumni wishing to swap their CMC print subscription with a digital one, you’re just one email away. Just send your name, class year, and mailing address to magazine@cmc.edu and you’re done. When a new issue’s out, we’ll email you a link. It’s that simple. You get the digital magazine lightning-fast, your life is less cluttered, and you’ll help CMC save paper and a few bucks on postage. (Our alumni are a global bunch.)

Questions? Call us at 909-621-8321, or read our 1-answer FAQ:

A: YES!

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If the Freshmen Were Baseball Cards...

When I was a kid, I collected baseball cards. I’d open each new pack with the anticipation that there might be an All-Star’s card inside. I’d flip through the cards, looking at the pictures, and thinking about the cards I had acquired. Then I’d go back through them more slowly, reading the stats on the back of the card and organizing them into various piles. This was a great way for kids to follow baseball.

In my work at CMC, there’s a similar process that happens every spring. In late May, the Office of Admission presents the Office of Student Affairs with the names of the entering freshmen. As the summer goes on, we get more and more information from the entering students. We read their housing questionnaires, look at the pictures they send us, and read their faculty advisor letters, which detail their hopes and fears of attending CMC. Although we don’t actually meet the new students until late August, it feels like we’ve already gotten to know them.

Every summer is like opening another pack of baseball cards. I still get excited to see what’s inside. But today my fresh pack has about 300 cards in them. And, of course, we’re lucky at CMC because all of our cards are All-Stars.

When we closely examine the individual students, we find that we have freshmen who: served in the military prior to enrolling at CMC, fought off cancer, took a “gap year” to travel to the developing parts of the world, and started entrepreneurial ventures. We even have one freshman who wants to be a television animal show host. (I think I’ll check in on him from time to time….)

All of these freshmen are going to be great additions to the CMC community; there can be little doubt about this.

We also should remember that we have 20 new graduate students enrolling this August. These students are every bit CMC students, too, and we want to make them proud of the time they invest with us. Although all of these students have been to college before enrolling in the Robert A. Day School Master’s in Finance program, they still enrich the College in various ways, including providing ideas from other institutions about how we can better serve students.

All of the graduate students have incredibly diverse experiences and interests. However, I’ve decided to check in on the one who included, among his professional experiences, “commissioner of a 12-team fantasy football league.” I don’t know what it takes to be the commissioner, but it sounds impressive.

Finally, I must confess that there is one way baseball cards are actually better than new CMC students: Baseball cards came with a free stick of gum. I’ve looked through the files of the new students many times, and you know what? No gum.

—Jefferson Huang, Vice President for Student Affairs

*The most international students we’ve ever enrolled at one time. The three biggest countries of origin are India, China, and Korea.
Goldhammer Sets American Records in World Masters Competition

Wins Bid for CMS to Host 2012 NCAA Nationals

Five mornings a week, cross-country, pole vault, and throwing coach John Goldhammer rises at the crack of dawn and makes his way to the southeast corner of the CMC campus for a ritual a decade in the making: hour-long sessions lifting weights and throwing. This practice helps the 28-year member of the CMS staff stay in a level of fitness not far from his days as a record-holding discus thrower at UC-Santa Barbara—and earned him accolades at the 2011 World Masters Athletics Championships in Sacramento.

Cheered on by alumni and fellow competitors Ernie Smith ’56, Eric Johnson ’92, and Jason Rhodes ’94, Goldhammer took first place in the 25-pound weight throw, the hammer throw, the shot put, and the weight pentathlon—and broke the American records in both the weight throw and the weight pentathlon in the 55-59 age division.

“He is an incredible competitor in everything that he does,” says Mike Sutton ’76, director of athletics. “He is an incredible technician, and that’s one of the key elements of track and field.”

That attention to detail has built one of the finest cross-country programs in the nation. Over the course of his 28 years as head coach, Goldhammer led the Athenas and Stags to 18 and 11 SCIAC championships, respectively. Last season, he was named the Division III West Region Women’s Coach of the Year for cross country by the United States Track & Field/Cross Country Coaches Association (USTFCCCA) after helping the Athenas to a SCIAC and NCAA West Regional title.

Joining Goldhammer in the list of USTFCCCA honorees was head track and field coach Kendra Reimer, named by the association as Division III West Region Women’s Coach of the Year for track and field this June.

Beyond his individual accomplishments, Goldhammer has established CMS as a true pioneer in the NCAA track and field community. In the 37 years of Division III track and field championships, only three colleges west of the Mississippi—none farther than Minnesota’s Carleton College—have hosted the event. That is, until 2012, when CMS will host the national meet.

Goldhammer, who serves on the site selection committee, reacted with “elation and dread” upon hearing the news. “To have 800 athletes travel to California for a track meet is going to cost a lot of money,” he says. “I knew that we had a good bid, but I didn’t know if the NCAA would be willing to ship everyone here.”

Assistant coach Kelly Beck (HMC ’90) is confident in his praise of the CMS facilities, national exposure to which, he says, could benefit future recruiting. “I think it’s one of the best facilities on the West Coast,” says Beck, “regardless of the size of the school. We have better facilities than a lot of Division I or Division II programs.”

Sutton agrees that the event will shed light on the Western region, which often plays second fiddle to its peers in the East-heavy Division III landscape. “There’s a strong provincialism in the group,” says Sutton. “Hosting the national championship meet will be wonderful exposure for our colleges.”

—Gordon Voit
CMS Scholar-Athletes Earn Academic All-American Honors

The men’s and women’s cross country teams, along with seven individual student-athletes, earned All-Academic honors from the United States Track & Field/Cross Country Coaches Association (USTFCCCA). To qualify for the All-Academic award, all members of the team must average a cumulative GPA of 3.10 or better and individuals must have a cumulative grade point average of 3.30 or better and have earned All-Region honors (top 35).

The Athenas, the 2010 SCIAC and West Region Champions, had a cumulative GPA of 3.458 for their 27 runners through the fall semester, while the Stags, the 2010 SCIAC Champions, had a cumulative GPA of 3.276 for their 29 runners.

Five men and four women, including Taylor Berliant ’11, Brown, Jeff Macdonald ’13, and Laura Sauvage ’14 earned individual honors.

The men’s and women’s track & field teams, along with nine athletes, also earned All-Academic honors, for which individuals must have achieved a provisional qualifying mark for the NCAA Championships.

The Athenas had a cumulative GPA of 3.427 for their 38 athletes and the Stags had a cumulative GPA of 3.321 for their 53 athletes.

Five men and four women, including Taylor Berliant ’11, Brown, and Jeff Macdonald ’13, earned individual honors.

Additionally, the men’s and women’s swimming and diving teams received recognition from the College Swimming Coaches Association of America (CSCAA) for outstanding academic achievement during the spring 2011 semester. The Stags posted a cumulative GPA of 3.24 for their 34 athletes and the Athenas had a cumulative GPA of 3.42 for their 37 athletes.

Eleven swimmers who achieved a 3.5 or better semester GPA and either competed at the NCAA Championships or earned a “B” (provisional) cut were named to the CSCAA Scholar All-American team. This list includes Katie Bilotti ’12, Carliann Brashier ’11, Tessa Dover ’11, Kristie Howard ’14, Annika Jessen ’14, Jordan Lieberman ’14, Helen Liu ’14, Tara McIntyre ’13, Jeff McNerney ’12, and Heidi Wolfrucker ’11.

Dover, valedictorian of CMC’s Class of 2011, also received her second consecutive NCAA Elite 88 award, presented to the student-athlete with the highest cumulative GPA participating at the finals site at each of the NCAA’s 88 championships. She also was one of eight Athena water polo players named to the Association of Collegiate Water Polo Coaches (ACWPC) All-Academic team, recognizing student-athletes with at least a 3.20 cumulative GPA.

Dover’s water polo teammates and co-honorees include Candace Filipelli ’14, Kristina Norrgard ’12, Jessica Wall ’12, Jennifer Ward ’11, and Abigail Woodruff ’11.

Individual Stag water polo players honored by the ACWPC included Brian Downs ’13, Jonah Chodosh ’12, Michael Lee ’12, Chris Preston ’11, Jacob Roth ’13, Vincent Schiavoni ’12, and Ari Wes ’12.

The men’s tennis team—and individual players Ethan Bond ’12, Russell Brockett ’11, Andrew Duckworth ’13, Matt Ellis ’13,
The following CMS student-athletes were recognized by the NCAA for their exceptional individual performances in national competition during the 2010-2011 academic year:

- Brian Baier '13
  Water Polo (ACWPC 1st Team)

- Taylor Berliant '11
  Track & Field (third, hammer throw; fifth, shot put)

- Katie Bilotti '12
  Swimming (fourth, 100 butterfly; fourth, 200 medley relay; fifth, 400 medley relay; eighth, 200 free relay)

- Elsa Cheng '13
  Swimming (fourth, 200 medley relay)

- Brian Chong '12
  Water Polo (ACWPC Player of the Year)

- Reny Colton '12
  Track & Field (seventh, long jump)

- Sarah Dick '11
  Lacrosse (IWLCA 3rd Team)

- Tessa Dover '11
  Swimming (fifth, 400 medley relay)

- Candace Filippelli '14
  Water Polo (ACWPC 1st Team)

- Kristie Howard '14
  Swimming (eighth, 200 free relay)

- Emma Jones '12
  Swimming (fourth, 200 medley relay; fifth, 400 medley relay; seventh, 400 free relay)

- Michele Kee '14
  Swimming (sixth, 100 butterfly; fifth, 400 medley relay; seventh, 400 free relay; eighth, 200 free relay)

- Alex Lane '13
  Tennis (singles quarterfinals)

- Tain Lee '12
  Golf (second)

- Crystal Lim '14
  Tennis (doubles semifinals)

- Kristin Lim '13
  Tennis (women's singles champion; doubles semifinals)

- Helen Liu '14
  Swimming (fourth, 200 medley relay; seventh, 400 free relay; eighth, 200 free relay)

- Nick Ostreim '11
  Swimming (seventh, 200 backstroke)

- Vincent Pai (HMC)
  Swimming (third, 200 breaststroke)

- Zhenya Pereverzin '14
  Tennis (doubles final)

- Jenni Rinker (HMC)
  Swimming (seventh, 400 free relay)

- Madison Shove (SCR)
  Lacrosse (IWLCA 3rd Team)

- Jennifer Tavé (SCR)
  Cross Country (seventh) & Track (eighth, 10000 m)

- Abigail Woodruff '11
  Water Polo (ACWPC 1st Team)

- Ronald Wu '11
  Tennis (doubles finals)
A CULTURE OF COLLABORATION
This summer Philip Liao ’14 and Lenny Fukshansky, associate professor of mathematics, participated in an eight-week fellowship program funded by the Fletcher Jones Foundation. The Fletcher Jones summer research funds were obtained through a grant written by Asuman G. Aksoy, the Crown Professor of Mathematics and a George R. Roberts Fellow, Professor E. Cumberbatch (CGU), and Professor A. Rumbos (POM).

CLAREMONT McKENNA COLLEGE BLENDS A TEACHER/SCHOLAR MODEL, SENIOR THESIS, AND NETWORK OF RESEARCH INSTITUTES TO PREPARE STUDENTS WHO ARE THOUGHTFUL LEADERS THAT MAKE REAL CONTRIBUTIONS TO SOCIETY. BY NICHOLAS OWCHAR ‘90
A farang who speaks Thai? Incredible!

That was the response Ana Kostioukova ’11 received wherever she went, whether in the countryside or the big city, during her travels in Thailand.

Having a working knowledge of one of the world’s notoriously difficult languages—a single Thai word, for instance, can take on five very different meanings depending on how it is pronounced—wasn’t simply to give her an edge in ordering from a restaurant menu. It gave Kostioukova something far more important to her studies: access.

“It’s a big deal to the Thai people that a farang [foreigner] is making the effort,” explains the Moscow-born Kostioukova, an environment, economics, and politics major. “They’re generous, wonderful people, and something happens to them when they hear you trying to speak their language. It makes them want to reach out and help you even more.”

Kostioukova spent time in Southeast Asia for her senior thesis, which looks at how a specific social safety net program might one day help Thailand’s poor. But that’s not all. She also collaborated with her thesis advisor, William Ascher, the Donald C. McKenna Professor of Government and Economics, who’s spent his career examining development issues around the world. Ascher wasn’t just hoping she’d obtain good results. He was counting on it.

“Ana works really well in the field. She gathers information in a few weeks that would take someone else much longer,” he explains. “When you get to know her, you realize that Ana’s incredibly gutsy. It’s her way. She’s ready for any challenge.”

Here, then, is an ideal academic pairing: Ascher’s professional experience and contacts in the region balanced by Kostioukova’s resourcefulness and go-get-’em attitude.

Such collaborations are not a rarity, but a hallmark of a CMC education.

As President Pamela Gann notes in her white paper “The Power of Student Research,” the College’s many institutes already engage a vast majority of students in research, and one intention of the Campaign for Claremont McKenna is to support an even broader range of research opportunities tailored to individual student interests. That tailoring is crucial, explains Dean of the Faculty Gregory Hess, the James G. Boswell Professor of Economics and a George R. Roberts Fellow.

“We’re not Research R Us,” says Hess. “Our goal is an experience far more intimate than that. It’s an apprenticeship. We hire not only great teachers but also great scholars. It puts us in the position to extend the reach of the classroom and enable our students to work one-on-one with their professors.”

Today, students are working with professors on projects that have tangible, real-world applications that just might affect you and me one day. The impact of their work ranges from the cosmetics and medications we use and the clarity of our cellphone signals to our perceptions of social justice, the economics behind political decisions, and our understanding of what it means when a disease like Alzheimer’s robs someone of their identity.

“Our students need to see how their work relates to what’s outside the College. If they don’t, the work won’t mean very much to them,” Hess says. “The research projects we ask them to pursue are meant to remind them that there’s a larger world waiting for them.”
William Ascher, the Donald C. McKenna Professor of Government and Economics, and Manassinee Moottatarn ’13, the daughter of a Thai diplomat, collaborated on a memo submitted to a senior policy advisor to Thailand’s prime minister.
Intimacy has been central to the College’s academic mission and environment since its founding in 1946. It remains so today. Current total enrollment of about 1,275 students translates into a nine to one student/faculty ratio, low enough that every student has an opportunity to know their teachers.

Nowhere else does that ratio have more importance than in student research. It’s one thing to say that it’s appealing to have teachers who are on a first-name basis with their students. But it’s far more significant when this ratio becomes a major determining factor in a student’s future plans. All CMCers are encouraged to test their research mettle, Hess says, in several essential ways: the teacher/scholar model, senior thesis, and a network of research institutes.

“It’s a three-pronged approach to get them ready for the world,” he explains. “What we want is to create students who’ll not only have thoughtful lives as leaders, but who’ll also reach for some higher end. They can make real contributions to society.”

In addition to getting them ready for the world, research can have a tangible effect on students’ advancement in academia. “Often our students are confused with graduate students,” says Anna Wenzel, assistant professor of chemistry. “They’ll get asked, ‘When are you getting your Ph.D.?’ They’ll say, ‘I’m an undergrad.’ They really comport themselves well at an advanced level.”

But isn’t classroom study enough? Hardly. At a Capitol Hill briefing sponsored by the Council on Undergraduate Research last year, congressional staff and media learned how undergraduate research has two-fold consequences. It isn’t just crucial to deepening a student’s academic experience, it has been shown to “positively impact the development of U.S. industries” and the future of our nation. Also coming out of the briefing was a point about the relationship between the quality of student research and a school’s size—a situation in which CMC has long held an advantage.

CMCers spend more time actually working with faculty and less time applying and waiting to be admitted to research opportunities. And not only in the sciences. At CMC, research opportunities can be found across the board thanks to a robust network of institutes and an equally robust number of institute-supported collaborations that benefit both students and faculty.
PROBLEM-SOLVING FOR NATIONS

Interacting with professors on research? When he recalls his own experience at the University of Michigan (whose undergrad enrollment today tops 27,000), William Ascher has just one word for it.

Impossible.

“Was I able to see my advisors? I couldn’t even be sure that they would show up!” he says, chuckling. “But that’s the drawback of attending an institution with such large numbers. And that’s why there are enormous opportunities at CMC. I’m not just talking about the opportunities in the research institutes, but the help they provide us to do outside, collaborative projects like the one I worked on with Ana.”

At the time that Kostioukova started thinking about senior thesis topics, Ascher was studying the effect of conditional cash transfers in various countries, including Mexico, Brazil, Columbia, and Indonesia. Think of these transfers of money (which are supported in some places by the World Bank) as forms of aid with strings attached—good strings, that is—that motivate poor families to visit doctors and keep their children in school.

Thailand doesn’t have such a program, but what if it did? How would it work? Those were some of the questions that intrigued Kostioukova. She first experienced directly the vast discrepancy existing between rich and poor during a 2009 study-abroad program at Khon Kaen University in Northeastern Thailand, a region with dramatic poverty.

When she returned last December to conduct interviews with people from every strata of Thai society, Kostioukova found herself in a country caught in turmoil and transitions, with government changeover instigating protests that escalated into bloody riots.

“Thailand is one of the most peaceful places to travel,” she says, “and that’s why it was so shocking to see how quickly things unraveled.”

Maybe, however, these turbulent conditions would provide an opportunity. Maybe someone in the government would be desperate enough to listen to what Kostioukova had in mind. With Ascher’s help, she drafted a policy memo arguing why the government should adopt conditional cash transfers to help the poor. Ascher also worked with another student, Manassinee Moottatarn ’13, the daughter of a Thai diplomat, on another policy memo that dovetailed with Ana’s. These were then sent on to a senior policy advisor to Thailand’s prime minister.

The result? Silence. But that’s okay, Ascher says.

“Will it persuade anyone? It might,” he says, crediting both the Berger Institute for Work, Family and Children and the Gould Center for Humanistic Studies as key in supporting this work and other projects. “And if it doesn’t, someone there eventually may see it when conditions change. That’s perfectly fine. That’s real life.”

AFTER 9/11: BUSINESS AS USUAL?

In the weeks and months after the 9/11 terror attacks, was proposed U.S. legislation a sign of patriotism? Or was it pork?

Brock Blomberg wanted to analyze that question—as well as the economic and political dimensions of proposed congressional bills—but there was a problem. The number of legislative proposals made in the wake of 9/11 was enormous. A mountain of paper.

That mountain, fortunately, was scalable. With the help of Pomona student Ashvin Gandhi and a spider (a web search program, not an arachnid), Blomberg was able to zero in on all proposed bills carrying the words “terror” and “terrorism.” Then Brianna Losoya ’12 took over, sifting through the found documents to do what the spider couldn’t: identify the most relevant, compelling ones for Blomberg’s inquiry.

“It’s a perfect example of how a student’s strengths complement a professor’s,” explains Blomberg P’13, the Robin and Peter Barker Professor of Philosophy, Politics, and Economics, a George R. Roberts Fellow, and dean of the Robert Day School of Economics and Finance.
“They’re more comfortable with the technology than I am, while I can supply the big picture. It’s a good match. You can’t have that kind of experience in the classroom.”

Blomberg credits the support of the College’s many institutes—for him, in particular, the Financial Economics Institute, the Lowe Institute of Political Economy, and the Rose Institute of State and Local Government—for providing resources for student-faculty scholarship. Today, he says, professors are more likely to forge relationships with their students in the arena of research, not at a backyard barbecue.

“The old-style approach, I think, was for a professor to invite students to dinner and make connections that way,” says Blomberg, who notes (rather proudly) that undergraduate research offerings were one reason why his son, Christopher ’13, chose to attend CMC. “I still like to do that but, increasingly, that teacher-student interaction happens in professional ways. Instead of ‘come to dinner,’ it’s ‘work on this project with me.’ For me, that’s what’s important.”

It’s also important to the Lowe Institute’s Marc D. Weidenmier, the William F. Podlich Professor of Economics and a George R. Roberts Fellow, who says the role of director is satisfying—even enjoyable—in fostering such collaborations.

“More than anything else, I see myself as a talent manager,” explains Weidenmier. “I’m looking to match students with faculty who share their interests.”

His institute, Weidenmier says, sponsors between seven and nine projects annually, with the ultimate goal of students co-authoring papers for publication in a variety of academic outlets. (Since he became director in 2008, he notes, seven student-co-authored papers have been published in places including the prestigious Journal of Financial Economics. There are numerous other papers in which students have supplied crucial research.)

“Let’s face it,” he says. “In college you have to take a lot of classes you don’t like because they fulfill certain requirements, but the real learning takes place when you’re doing research in an area you find interesting. You’re going to be successful in a career one day for that very reason: You’re doing something that you love.”

In an area like finance, the importance of research skills is obvious, explains Eric Hughson, the Don and Lorraine Freeberg Professor of Economics and Finance and associate director of the Financial Economics Institute. He recalls a presentation in which a representative from Barclays described how the banking firm examines successful trading strategies.

Something immediately occurred to him.

“It was almost identical to the sorts of projects students do as thesis work here,” says Hughson. “Based on this, the research experience we have at CMC seems to provide the kind of skills that are directly applicable in the industry.”

**WHO ARE YOU?**

How do we define identity? By our appearances? Or by our minds?

Comedies like the movie “Freaky Friday” and countless science fiction novels play games with the question of identity all the time. Their goal is pure entertainment—not raising philosophical questions.

In the real world, however, dementia, brain trauma, the creation of artificial intelligence, and transgenderism have brought the issue of identity front and center.

“There are so many things in real life and pop culture that challenge our concepts of who we are,” explains Amy Kind, associate professor of philosophy, chair of the philosophy department, and interim director of the Gould Center for Humanistic Studies. “The way we talk about who we are is complicated. The terms we use don’t always mean the same thing. It can be very hard to sort out.”

A research grant from the Berger Institute for Work, Family and Children is enabling Kind to pursue her work on this thorny, sometimes complex issue of identity and “personhood” with the help of Sara Stern ’12. Kind and Stern are completing a philosophy textbook to provide students with a thorough understanding of the latest views and competing arguments on this intriguing subject.

Identity, Kind says, doesn’t pertain solely to biology or memory: It also has a lot to do with what we say about ourselves.

“How do we construct those narratives?” she wonders. “That’s the question Sara is looking at by searching all of the existing literature on this topic. The nice thing is that she isn’t just broadening her own knowledge of the subject—she’s broadening mine, too.”

Thinking back to her own undergrad days at Amherst, Kind says she wants her students to have the same kind of liberal arts experience: a satisfying mix of opportunities to work with teachers on a professional and personal level. Some of the credit, she says, goes to CMC’s research institutes for making such experiences possible.

“I doubt that I would have been able to work with a student like Sara without institute support,” she says.

That good working relationship started several semesters ago in the classroom. Kind says it was the fact that she could observe Sara’s strengths in three courses—here the benefit of an average class size of 16 is clear—that convinced her that Sara would be able to handle the work.

“I’ve been able to see what she’s capable of, and that’s important to any professor,” Kind says. “More than looking at a student’s application to do research, you want to know from observing them that you can count on them to do good work.”

And what does Stern think of working with Kind?

“There’s definitely a collegial feeling to our relationship, especially because I’m working on material that’s new to both of us. That’s a real equalizing factor,” she says. “It’s great to work with your professor on something that might affect how people see the world. It’s not busy work. What we’re doing is active philosophy.”
GOLDEN VISIONS IN CHEMISTRY

Gold is the stuff of fairy tales. In stories from the Brothers Grimm to Disney, characters want to find treasure or use magic to turn ordinary objects into gold. But for Anna Wenzel’s students, gold is the starting point, not the end result, of their efforts.

Jessica Wall ’12 and Andrew Vinson ’11 each have spent time working with Wenzel on ways to use gold to create brand-new molecules—it’s a process called catalysis, and it’s her specialty—that will affect most people’s lives, whether they’re filling a prescription at the pharmacy or standing at the Nordstrom cosmetics counter.

Both Wall and Vinson are developing molecules that can serve as building blocks in the creation of a variety of medications and petroleum-based products. And what’s one of the most important lessons they’ve learned?

You don’t always get the results you want. Results, in fact, are never guaranteed.

“I’ve had to repeat some things at least 100 times before I had what I needed,” laughs Wall, a science and management major. “Research is definitely not cut-and-dried like your typical lab experiment.”

Vinson couldn’t agree more.

“There’s a lot of not getting what you want,” says the chemistry-economics dual major. “You learn not to expect everything to go smoothly. Sometimes you discover what you need from a mistake. But that’s all part of it. I definitely have a better understanding of what research is now.”

For Wenzel, that is an invaluable lesson.

“Undergrads have to develop a comfort level in dealing with uncertainty,” she says. “They have to learn to embrace the science and be comfortable with an experience that’s different from the classroom.”

In classroom lab work, she says, experiments are vetted and prepared in advance. But in research, surprises are an expected part of the journey.

“You have to be in love with the journey, not just the end result,” she says. “More often than not, you get an indecisive conclusion or just a pile of goo. There’s a certain trial and error that’s really critical for a student considering a research career to understand.”

The tangible benefits of exposure to trial and error are why direct experimental research is expected of CMC science majors working under the larger umbrella of the W.M. Keck Science Department (previously Joint Science). About 74 percent of Keck Science students graduate with a year-long experimental thesis under their belts, Wenzel says, and many also have co-authored scholarly papers. This gives them a crucial edge in pursuing research positions at a higher academic level.

“When students apply for these positions, they are expected to have experience, which can be hard to get at a larger school,” Wenzel explains. “How do you get experience? How do you get your foot in the door? It’s easier to take care of that at CMC, then go on and get into a really top-notch graduate program. You can’t say the same thing about a lot of other colleges.”

CONSTITUTIONAL CONUNDRUMS

Is it possible to have an amendment to the U.S. Constitution that’s unconstitutional?

At first, it sounds like an issue that would interest only legal scholars and historians, but as India Wade ’13 found, this is a question that could potentially change all of our lives. In fact, she discovered, it almost did 150 years ago.

“The whole question of whether the abolition of slavery was constitutional was debated by Congress,” says the Seattle native. “It’s all right there, in the congressional archives. It was amazing to have all of it in front of me.”

Wade’s research was guided by George Thomas, associate professor of government, who helped as she navigated her way into this interesting, less-considered area of constitutional scholarship.

“I knew a bit about the abolition debates, but not much, so I pointed India in that direction to see what she could find,” Thomas explains. “What she did is not the normal research you see coming from a sophomore. It’s a challenging theoretical issue, and she did a fantastic job.”

Wade pored over archive records of congressional debates regarding the 13th and 14th amendments in the 1860s. What she found was that the debates cut to the heart of age-old disputes about the limits...
of federalism and states’ rights, and brought to focus a crucial pair of questions about the nature of constitutional amendments: Can any amendment be passed as long as proper procedural rules are followed? Or does the Constitution embrace something more than just procedures?

“It’s the ‘something more’ that I was looking at,” says Wade, currently in D.C. participating in the College’s Washington Program. “Professor Thomas helped by loaning me packets of his own research. Imagine a professor sharing his in-depth work with you! It was an incredibly unique experience.”

Thomas says that, with this research, Wade has laid groundwork that offers tremendous possibilities, enabling her to analyze the creation of constitutions in other parts of the world, such as the Middle East.

“It’s exciting for a professor to work with a student who is passionate about her subject,” Thomas says. “This is the kind of thing on which I could see us doing a joint project. We might even turn it into a scholarly paper.”

Fukshansky doesn’t think so.

“It was a really good, motivating problem, and I didn’t think about it beforehand so that we could approach it as a team. We found a better way to restate the problem and produce some possible answers,” he says.

Fukshansky’s five-student team, along with others from Pomona and Harvey Mudd (all under the auspices of CCMS, the Claremont Center for Mathematical Sciences, a joint venture of The Claremont Colleges’ six mathematics departments), participated in an eight-week fellowship program funded by a grant from the Fletcher Jones Foundation that stretches over three summers. (This is the second one. Last year Sam Nelson, assistant professor of mathematics, studied “Rack Module Enhancements of Counting Invariants” with students Aaron Haas ’12 and Jonah Yuen ’11; the results they obtained will appear as a paper in the Osaka Journal of Mathematics.) The program, Fukshansky explains, is specifically for math students at The Claremont Colleges, but it shares much in common with Research Experience for Undergraduates (REU), a program popular nationwide (and in Claremont) sponsored by the National Science Foundation. “My team included three undergraduate and two graduate students (from CGU and Wesleyan University),” says Fukshansky, “thus giving students with different levels of mathematical maturity a chance to communicate and work together.”

At the end of each summer, the math teams present their results to a large group of faculty and students from the Fletcher Jones and REU programs—and at a CCMS Colloquium poster session in September.

“Part of the disadvantage, I think, of being at a big school is that no one tells you about opportunities like these,” says Fukshansky, who recalls his own struggles when he transitioned from UCLA to graduate school at the University of Texas. “Research was a complete mystery to me. I don’t want that to happen to my students. I’m trying to help them make a smooth transition from the classroom to research work.”

Among Fukshansky’s team was Philip Liao ’14 who, having just completed his freshman year, didn’t think he’d make the cut against other applicants with more experience. Then one of Liao’s teachers, Asuman G. Aksoy, the Crown Professor of Mathematics and a George R. Roberts Fellow, encouraged him to apply.

“She said, ‘Why not try? It never hurts to try, even if the chances of being accepted are small,’” Liao recalls.

Those chances turned in Liao’s favor, and soon he found himself plunged into a fast-paced learning environment studying concepts of planar lattices: certain arrangements of points in a plane. Imagine a square piece of wallpaper with a polka-dot design and, in simplistic terms, you’re visualizing a lattice. Then imagine each dot represents a cellphone tower. Now try to find the best arrangement of the dots so that the cellular transmissions cover the entire square with a minimum of signal interference. Got it?

If you own a cellphone company, and your cash is limited, picking just the right arrangement of towers allows you to achieve an optimal effect at the lowest cost. That’s where the theory of lattices comes into play.

An “optimal effect” also applies to Liao’s experience with Fukshansky. “Part of the disadvantage, I think, of being at a big school is that no one tells you about opportunities like these,” says Fukshansky, who recalls his own struggles when he transitioned from UCLA to graduate school at the University of Texas. “Research was a complete mystery to me. I don’t want that to happen to my students. I’m trying to help them make a smooth transition from the classroom to research work.”
After a unanimous confirmation of his nomination by the House, Father Patrick Conroy ’72 was sworn in on May 25, and delivered his first prayer to the Hill’s political leaders a mere 24 hours later.
CMCAA PRESIDENT’S MESSAGE

I just returned from New Student Orientation for the class of 2015. Imagine if you could go back to Claremont McKenna College as a freshman. Your first week, you would be moving into a quad, managing Collins—and figuring out that you can eat at the Atrium instead and have your CMC soul fed there, too. Do you remember meeting your roommate? On the first day of classes most of us very quickly figured out that we were on a level intellectual playing field for the first time ever! And, frankly, reflecting on my own CMC experience both as a student and an alumna, the best part has been the lifelong friendships with the best people you could ever know. It is exciting to meet the freshman and know what they have in front of them.

Through the Alumni Association we stay connected to the College and with other alumni, and provide support so that brilliant young people can have a similar experience to our own. CMC continues to climb in the rankings. Most recently we have been identified as:

- In 2010 and 2011, Forbes named CMC the 9th and 12th, respectively, best college/university nationwide and placed it second among all colleges and universities in California.


- In its 2012 edition of America’s Best Colleges, U.S. News & World Report ranked CMC 9th overall among the 266 national liberal arts colleges surveyed. Within the rankings, CMC is 6th in Admission Selectivity; 4th in Graduation and Retention; and 8th in Faculty Resources.

Recently several members of the Class of 1982 have noted that this is the 35th anniversary of admitting women to the then Claremont Men’s College. These men (yes, it was the men who have been reminiscing) wanted to make sure there is special recognition at their reunion. The men of CMC are as responsible as those pioneering women for the transformation of the College. We have been co-ed for longer than we were an all-male college. Our heritage is unique. A college founded by military veterans, focused on leadership in business and government, transitioning to co-education almost four decades ago. No one could have predicted our course to being one of the best colleges in the world.

CMCAA needs to take your connection to the next level! Rick Voit ’78, my predecessor, had the theme of “relevance.” More of that, please. This year CMCAA will focus on building more integration of all areas including events, chapters, careers, and giving. By aligning (I love that word) these key areas that touch our members and including the new Forum for the Future program, exciting travel, and finding lost alumni, we can take CMCAA to beyond anything imagined!

So what should you expect from CMCAA this year? Bigger thinking, bigger reach. All of the CMCAA committees will be more integrated. We will be streaming athletic events, including the CMS/PP basketball game, and launching global viewing parties. We will have the biggest Alumni Weekend ever, with the new Kravis Center playing host. Exciting travel to Copenhagen and the Galapagos Islands is in the works. More high-profile career assistance for alumni through the alumni and parent networks is ongoing. Back by popular demand will be another Summer Athenaeum.

Our satisfaction with CMCAA is improved not only through the institutional activities but also by nurturing a culture of mentorship as we build intergenerational commitments to each other. We also can be more focused on doing business with each other. Many CMCers have built their businesses by hiring other alumni and choosing CMCers as service providers. Let’s celebrate our college, our friends, and our achievements.

Crescit cum commercio civitas,
“Civilization prospers with commerce”—perhaps we should add “with each other.”

Best Regards,

Carol Hartman ’86
http://www.linkedin.com/profile/view?id=3056137&trk=tab_pro
When Father Patrick Conroy ‘72, the newly elected Chaplain of the U.S. House of Representatives, saw Speaker John Boehner, the Parliamentarian, and the Sergeant at Arms walking toward the entrance of the House chamber the evening of Aug. 1, he knew something was happening. As the men passed, the Sergeant at Arms turned to him and said, “Father, you probably should come with us, too.” Apprehensive, Conroy followed them off the floor, down the hallway, and around the corner. “We came to one of the elevators,” he reports, “the door opened, and out walked Gabby Giffords.” The congresswoman from Arizona, a Scripps alumna, was making her first appearance in the House chamber since she was shot seven months earlier. Upon seeing her, the entire House erupted in applause, encircling her with hugs and tears of joy—no small thing, considering they were voting on the debt ceiling.

Conroy, who in May became the 60th chaplain of the House, and only the second Catholic priest to fill that position, acknowledges that his new role is unlike anything he has ever experienced. Conroy remembers, for example, a day in July when Minority Leader Nancy Pelosi introduced him to the Dalai Lama. “His Holiness then took my hand,” he says, “and I escorted him out of the press conference to the car waiting for him.”

“That’s great stuff!” he exclaims. “I mean, who gets to do that?!”

—I therefore beg leave to move—that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations be held in this Assembly every morning before we proceed to business, and that one or more of the Clergy of this City be requested to officiate in that service.”

—Benjamin Franklin, June 28, 1787, Constitutional Convention in Philadelphia

As a youth in the Seattle area, Conroy envisioned himself in Congress—but not as Chaplain. “My plan was to go to law school, practice law in Washington State, possibly run for office someday,” he told congressional newspaper The Hill. After transferring to CMC his sophomore year, he majored in political science. Although his favorite government professors were Martin Diamond and P. Edward Haley, he reports, his most-treasured memories were Ward Elliott’s singing parties. (Conroy, who has been known to strum classic rock anthems on his guitar, recalls that his song at Professor’s Elliot’s sing-a-longs was “Rocky Raccoon,” from the Beatles’ White Album.)

Conroy then pursued a law degree at Gonzaga University in Spokane, Wash. During his first year a run illuminated a new path, when the former CMS star cross-country and track athlete started an 11-mile run as a law student but ended it as a man called to the priesthood. “Throughout my life I had been very comfortable with the idea of God,” he says, “but during that run something clicked. I couldn’t get my mind off the idea of becoming a priest. It was like I saw for the first time what had always been there, and the puzzle pieces all fit together.” Shortly thereafter, he took a leave from law school and entered the Oregon Province Novitiate to begin training as a Jesuit, an order of priests in the Catholic Church.

Though Conroy later finished his law degree at St. Louis University, and worked as a lawyer for the Colville tribe of Native Americans in Central Washington, he never wavered from his calling to the priesthood. He received two degrees in theology and ministry, one from the Jesuit School of Theology at Berkeley and one from Regis College of the University of Toronto. Since completing his theological training, he has served as chaplain of Georgetown and Seattle Universities, and as a theology teacher at Jesuit High School in Portland, Ore.

With all his rigorous academic background and his cross-cultural experiences, Conroy credits a Scripps class on improvisational theatre, which he took with Robin Williams ‘73, for the best leadership training he has received. “I learned in that class,” he says, “the confidence to react to, and engage with, whatever or whoever comes at me.”

That class and its spin-off theatre troupe helped Conroy develop poise, whether on a stage performing for a small audience or on C-SPAN, praying to open the day in the U.S. House of Representatives. “People ask me all the time whether I felt nervous the first time I prayed in the House chamber,” he says. “Honestly, I didn’t, because that theatre class helped me feel comfortable in front of any audience. The liturgies I have celebrated as a priest all have roles, parts, and lines in them—all elements of drama—and each community is new and different, just like an audience for a play.”

As House chaplain, Conroy’s duties are manifold. He opens each day’s legislative session with prayer, provides the invocation at formal occasions and special events, performs memorials, facilitates interfaith dialogue with other religious leaders, welcomes guest chaplains, and meets with members of the House, their families, and their staff for prayer and counsel. Asked if he ever experiences tension between his service to God and his work in the halls of power, he says, “One of the core Jesuit principles is working for ‘the greater good,’ and that has often led Jesuits to be involved in academic and political institutions. We have been confessors to princes, and we have been theologians and academics at important church councils. So, it is very natural for me to be around the halls of power, and there I can encourage powerful people to use their gifts and their positions for the greater good of the country and the world.”

Conroy is grateful for those people who have helped him feel comfortable in his new position, including Rep. David Dreier ’75, who he says has been of great assistance in helping him acclimate to life on the Hill.

“I am comfortable meeting every member of Congress regardless of their political or religious backgrounds,” says Conroy, who is a sounding board for Congressional leaders dealing with complicated political or personal issues. “I want to meet them where they are. I want to encourage an awareness in them that God is present in their work, and that what they are doing is not just a job or a career but a service, a calling to bring about the best possible world for the United States and beyond.”
In Memoriam

JACK C. HASKELL ’50, of Phoenix, died Aug. 3. After graduating from CMC, he moved to Arizona to start a material supply business with his Claremont Men’s College roommate Albion C. Thomas Jr. ’50. They incorporated Haskell-Thomas in 1955, introducing the Arcadia Sliding Glass Door to the Valley of the Sun and becoming the world’s largest distributor. Haskell then took the Capital Products aluminum window line and manufactured and distributed the product statewide. When Superlite Block Co. acquired Capital, he was tapped as manager of the window division. He then reconnected with Arcadia and became their Arizona representative. Haskell incorporated and acquired a general contractor’s license in Arizona and New Mexico to install specialty construction products such as operable walls, casework, and millwork. He led a team of 25 top master carpenters that handled the installations of fifteen major hospitals and hundreds of schools, churches, and colleges. A competitor purchased the J. C. Haskell Corp. in 1997, which freed him to become involved in community activities, the forming of the Phoenix Air National Guard, and other charitable groups. An enthusiastic supporter of CMC, Haskell was instrumental in keeping the Pacers organized. He received the CMC Alumni Association’s Volunteer of the Year Award in 2010 for his work leading the Pacers’ 60th Reunion.

ROBERT B. PHILIPP ’51, of Belvedere Tiburon, died May 14 of complications from a triple bypass. He was senior vice president of Security Pacific Bank. Philipp is survived by his wife, Joan Murdock Philipp (Scripps ’51), and children.

KEITH C. LUMPKIN ’52, of Newport Beach, died July 30. Lumpkin served in the U.S. Navy during World War II. He was chairman of Horton & Converse Pharmacies for more than 36 years. He is survived by his wife, Lillian, son, two grandsons, granddaughter, and great-granddaughter.

ROBERT M. JAMIESON ’55, of Del Mar, died May 9 after a four-year struggle with cancer. Native to Hollywood, he played football and basketball for Pomona/CMC as a freshman and sophomore, and played intramural sports for Story House as a junior and senior. After graduating from CMC, Jamieson served with the U.S. Army’s Counter-Intelligence Corps in Germany. He then worked in the aerospace/defense industry for several years before beginning a 37-year career in real estate, owning several real estate offices, an escrow company, and a mortgage company. Jamieson is survived by his wife, Lillian, son, two grandsons, granddaughter, and great-granddaughter.

PETER M. RUNYON ’56, of Palm Springs, died July 20, 2008, of congestive heart failure. Runyon served with the U.S. Navy during the Korean War. Well-known throughout the United States and Canada for the manufacture of equestrian saddles and tack supplies, he sold his business, Victor Leather Goods, in 1995 and moved to Ft. Lauderdale. After managing an apartment building for five years, he returned to California and settled in Palm Springs, where he taught English as a second language and supported the Parks and Recreation Commission. Runyon was involved in organizations including the Pasadena Junior Chamber of Commerce, Boys Club, Tournament of Roses Association, Young Republicans Club, and Satyrs Motorcycle Club of Los Angeles. He was president of the Pasadena Athletic Association and founder and president of the Southern California Wrestling Club. Runyon is survived by his life partner of 25 years, Thaddeus Francis.

RONALD MOE ’59, of Washington, D.C., died May 10. After graduating from CMC, Moe earned his M.A. and Ph.D. from Columbia University in public law and government. His scholarly career included roles as a specialist in American government for the U.S. Congressional Research Service at the Library of Congress and as a senior policy advisor to the U.S. Cost of Living Council and the Office of Economic Opportunity. Moe also served as an assistant professor of political science at San Diego State University. He was a fellow of the National Academy of Public Administration, a non-profit, independent coalition of top public management and organizational leaders. Moe is survived by his wife, Grace, two children, and two grandchildren. He will be interred at Arlington National Cemetery.

QUENTIN MITCHELL JR. ’67, of Stanwood, Wash., died Nov. 25, 2009, of complications from prostate and bone cancer. After graduating from CMC, he earned his master’s degree in regional and urban planning from the University of Colorado. In the U.S. Navy, he achieved the rank of supply officer, serving on Vieques Island, Puerto Rico, and at the Dugway Proving Ground, Utah. Mitchell is survived by his wife, Vivian.

BILLY RAY NASH JR. ’75, of Sulphur Springs, died May 10. After graduating from CMC, he tried out for the Dallas Cowboys and qualified through the team’s final cut day. Nash next worked as a sales representative for American Hospital Supply, Proctor and Gamble, and General Telephone and Electronics. An entrepreneur, he then established a career in the window-coverings industry. Nash is survived by his wife, Christina, three sons, two grandchildren, and the mother of his children, Yolanda Nash.

DAVID NEFF ’81, of Anaheim, died June 22, of complications due to severe bleeding arising from perforated intestine. A varsity swimmer and graduate of CMC’s management engineering program, Neff earned his M.A. in management engineering from Stanford University in 1984. His career included roles as a staff accountant for Price Waterhouse and Ernst & Whitney, assistant controller for Tracor Flight Systems, and manager of finance and business for TRW space and technology group in Redondo Beach. Neff is survived by his brother, Thomas Neff ’76.

Life Trustee John E. Anderson, of Bel Air, died July 29, of pneumonia. He was founder, president, and chief executive of Topa Equities Ltd., whose subsidiaries include holdings in insurance, real estate, and financial services, and benefactor of the Marion Anderson Scholarship Fund at CMC. Anderson is survived by his wife, Marion, two daughters, two sons, 15 grandchildren, and 13 great-grandchildren.
Res Publica Society members pride themselves on the generosity they show to CMC.
This year, for only the second time since its founding in 1968, the Res Publica Society is moving its giving levels.*
Joshua Rosett, the Curb Family Associate Professor of Business and Law and George R. Roberts Fellow, is continuing his Res Publica Society membership this year. Please consider joining him.
For more information about the Res Publica Society, please visit [www.cmc.edu/giving](http://www.cmc.edu/giving).

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*Current members may retain membership at the previous levels for the College’s 2011-2012 year.

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ALUMNI WEEKEND
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