Great teaching
A Room of Our Own

I WAS AN ONLY CHILD—FOR A YEAR. That was when my slightly older sister, Catherine, went off to college while I finished my last year of high school. We had shared quarters for the past 17 years in our hometown of Glendale, California. In my suddenly single room, I didn’t miss her; in fact, I relished afternoons lying on one of the room’s twin beds yakking with friends on the phone without unsolicited comments from an all-knowing sibling. I claimed half of her abandoned closet for my Pendleton skirts and Peter Pan-collared blouses and took lengthy baths uninterrupted by pounding demands to “get out now!” Bliss.

Perhaps more important, I was no longer in competition with a person who had naturally done things earlier than I had, especially talk. She had claimed the role of the “good” daughter in our family, so early on I played the rough and tumble tomboy to gain attention. She collected dolls and read incessantly; I collected comic books and climbed trees. Later, in high school, we both focused on journalism. In the same year, she edited the yearbook and I edited the school newspaper, the Purple Press. Then, we both chose the same college. Comparisons were inevitable.

So what was I thinking when I invited my sister to once again share a room with me, this time on a Scripps trip to Tuscany last October? Over nine days, she would be in close contact with many alumnae and several of my colleagues, not to mention Scripps’ president—people I try to “con” on a daily basis into thinking positively about me. Would she once more be the “good” sister, the one who made me feel tongue-tied and inadequate by comparison? Even though I now consider her a confidante and love her dearly, was I ready to be in competition with her again?

Close to half a century of growing up makes a difference in how one reacts to people and experiences. What once seemed so important—my own room, my own bathtub, my own ego—was less important than a chance to be with my sister for an extended time away from work and family demands, to have fun and learn together.

We were two of about 45 travelers who stayed at a hilltop villa in the Chianti region of Tuscany. My old friends became hers, and we each made new ones. We explored small medieval towns such as Colle Val d’Elsa and San Gimignano; on one of our free-time days in Florence, while others viewed David at the Academy or toured the Pitti Palace, the two of us studied the Gothic and early Renaissance art of the Basilica di Santa Maria Novella, including Masaccio’s magnificent Trinity, and the complex and vibrant 14th-century frescoes by Andrea Bonaiuti in the Spanish Chapel (thank you, Scripps professor Juliet Koss, for the trip’s art history lectures) before stopping for pistachio gelato near the Ponte Vecchio. In the evenings, we all regrouped in the villa’s dining hall and shared stories of our day. Rather than sit at a separate table, I found mealtimes more enjoyable and entertaining with Catherine there.

Was she a more amusing dinner companion, a better storyteller than I? Perhaps. Did I feel diminished or in competition with her? Nope. I couldn’t have been more proud to show her off as my sister.

Mary Shipp Bartlett
Editor

Full disclosure: The first evening, we were thrilled to find a small sitting room attached to our shared bedroom. We encountered a little difficulty moving one of the twin beds into that room, but we angled it and did the job. Bliss.

Alumnae Speak—Next Topic:
Sisterhood.

For information, please see page 30.
Professor of Biology Newton Copp and senior Whitney Michiels take a break from class and lab work outside Keck Science Building, which houses the Joint Science Department. Copp has helped develop an innovative yearlong course for first-year students that integrates biology, chemistry, and physics, to be unveiled fall 2007; full details in the fall Scripps Magazine. Copp holds the Sidney J. Weinberg, Jr. Chair in Natural Sciences.

SPECIAL SECTION

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Nancy Y. Bekavac introduces the College’s new strategic direction, approved by the Board of Trustees in December 2006, as she plans her future after 17 years as president.

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Students and professors talk about the personal attention and relationships that makes teaching and learning at Scripps distinctive.

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Catherine Pyke ’79 examines the legacy of one of Scripps’ greatest early teachers, Hartley Burr Alexander.

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Scripps is about making connections, and sometimes it’s all relative.

Cover: Samella Lewis, artist and professor emerita of art history, photographed at Scripps on her 83rd birthday, by Ian Bradshaw.
Nancy Y. Bekavac Resigns as Scripps’ President

After 17 years of service in which the College reached new levels of academic excellence and experienced critical growth, Nancy Y. Bekavac announced that she will step down as president of Scripps College, effective June 30, 2007.

Los Angeles attorney Roxanne Wilson, chair of the Scripps College Board of Trustees, said: “President Bekavac accomplished tremendous things during her tenure as the college’s first woman president. Through her fierce determination and extraordinary leadership, Scripps has achieved enormous success, bringing the College to an entirely new level of excellence.”

Nancy Bekavac was also the first woman to be president of one of The Claremont Colleges; now, of the five colleges, four have women presidents.

Bekavac helped revitalize Scripps’ interdisciplinary core curriculum in the humanities, increased campus diversity, added faculty positions to meet a growing student body, and presided over the Campaign for the Scripps Woman, the most successful capital campaign in the College’s 81-year history, which was supported by 85 percent of alumnae.

During her tenure, Bekavac oversaw the design and construction of the Elizabeth Hubert Malott Commons, the construction of the Gabrielle Jungels-Winkler Residence Hall, the renovation of Garrison Theater, the creation of the Scripps Performing Arts Center, and the start of construction of the Sally Tiernan Field House.

“Most important, during her presidency, the student body grew from 600 to 850. Nancy hired remarkable teachers and scholars, while increasing the academic qualifications of entering students,” Wilson said. “Today, Scripps is positioned at the forefront of women’s and liberal arts education in America.”

In President Bekavac’s letter to the Scripps community, she said: “With all good things there are times to move ahead and open new chapters. Most presidents know when they have accomplished enough, and when it is time for new challenges, both for them and for their colleges. I have always felt it is important to leave when things are going well, and for Scripps, things are going very well.

“I am and will always be profoundly grateful to have had the opportunity to see this small college grow into the remarkable, dynamic institution it is today and play a part in its development. I leave with full confidence in the direction of the College and, above all, in the Scripps women of today and of the future. I will miss our daily contacts greatly, and I will always cheer you on.”

New Score for Michael Deane Lamkin

When Michael Deane Lamkin leaves as dean of the faculty at the end of this academic year, he moves into a new designation: that of The Bessie and Cecil Frankel Professor of Music.

A member of the Scripps faculty since 1977 and dean since 1997, Lamkin’s areas of musical performance include large ensemble works composed from 1740-1970, focusing on Europe and including the U.S. after 1850. He has special research interests in patronage in the Habsburg Empire, especially as related to the Esterhazy family, Haydn, Mozart, and Beethoven.

He is also the artistic director and principal conductor of the Classical Music Festival, which takes place each summer in Einstenstadt, Austria.

The Frankel Chair in Music was established in 2002 by the Scripps Board of Trustees to honor the generosity of the donors, Bessie and Cecil Frankel. Funded by a bequest from the Frankel family, it honors the couple’s lifelong devotion to music and is given to a senior member of the Music Department for a term of 10 years.

Lamkin will be the second holder of the Frankel Chair, following Jane O’Donnell, who held it from 2002 until she retired from Scripps, in 2004.

“I look forward to turning my full academic focus to music in the years ahead,” noted Lamkin. “And it is a particular honor to follow my distinguished colleague Jane O’Donnell in this professorship.”
Fritz Weis Named Interim President

On March 21, Board of Trustees Chair Roxanne Wilson announced the appointment of Frederick M. “Fritz” Weis as interim president of Scripps College, effective July 1, 2007.

“Fritz Weis brings a deep understanding of Scripps and the Claremont consortium, a strong background in finance and teaching, and a commitment to liberal arts education,” said Wilson. A highly regarded member of The Claremont Colleges community for the past 26 years, Weis is the husband of Mary Fraser Weis ’66, director of constituent relations and former director of alumnae relations and the Campaign for the Scripps Woman. Fritz Weis has his own Scripps background as well, having served as the College’s director of financial and business affairs and treasurer from 1980-82.

From 1982-2002, he was vice president and treasurer of Claremont McKenna College. Since 2003, he has been executive practitioner in residence at Claremont McKenna College, teaching undergraduate courses in accounting and finance.

He has three degrees from Claremont, including an MBA in management and finance from Claremont Graduate School. Weis is quick to boast that every member of his immediate family has graduated from one of The Claremont Colleges. “The importance of a liberal arts education is paramount to us,” he said. “Mary, her classmates, and all of the Scripps women I know espouse the importance of the interdisciplinary approach to the curriculum and the role of the Core in their lives. I welcome the opportunity to experience that firsthand and promote it on a daily basis.”

The appointment is for one year, with the possibility of a two-year contract in case the presidential search is still ongoing.

Samella Lewis, who taught art history at the College from 1969 to 1984, was the first tenured African American faculty member at Scripps. Now professor emerita, as well as noted artist and author, Dr. Lewis joined Suzanne Muchnic ’62, art writer at the Los Angeles Times, for a discussion of art and teaching on February 27, in front of a packed Balch Auditorium. Friends and former colleagues celebrated both the establishment of the Samella Lewis Collection of Contemporary Art at Scripps and Dr. Lewis’s birthday.
Who’s Who Among New Trustees

Five new trustees bring a wealth of talent and experience to Scripps College governance as they become members of the Board of Trustees.

David Anderson

joined the Board in 2006 and is the son of Scripps alumna Hollis Norris Anderson ’31. He has a BA from Occidental College, a JD from USC, and a JSM from Stanford. He had a private law practice in Santa Barbara, CA, until 2005, specializing in land conservation law and non-profit governance, and was special counsel for Santa Barbara County. Anderson serves on several corporate and non-profit boards, including the Lennox Foundation, Santa Barbara Foundation, and the California Nature Conservancy. He was president of the Board of the Santa Barbara Museum of Natural History, as well as its full-time co-executive director. He is also actively involved with conservation concerns in Idaho, where he is on the advisory council of the Wood River Land Trust. In keeping with his enthusiasm for protecting nature, he enjoys the outdoors through skiing, bicycling, and river rafting. As a Scripps trustee, he serves on the Buildings and Grounds, Educational Policy, and Student Affairs committees.

Diana Ho ’71

who formerly served two terms as an alumna trustee, was re-elected to the Board in October 2006; her term will begin in July 2007. She received her BA with an emphasis in fine arts in 1971 and her MBA from UCLA in 1984. She is the founder and president of Management Arts, Inc., in Los Angeles, a virtual consulting organization that specializes in strategic planning, organizational development, executive coaching, and facilitation of communication for groups and organizations. Among Management Arts, Inc.’s many and varied clients is Scripps College, on a pro bono basis. In addition to her involvement at Scripps, she offers pro bono consulting to several other organizations. Her hobbies include keyboard percussion (the marimba and steel drums), weaving, and art rubber stamping. A necessity for Ho is a month-long sabbatical every year, when, she says, she focuses on artistic and creative projects, in order to re-charge her batteries. Ho was recognized earlier this year as Scripps College Volunteer of the Year, and a Scripps scholarship fund was established in her honor. Donors to the fund are listed on p. 43.

Rosanne Rennie Holliday ’61

received her BA in humanities with a concentration in developmental psychology, then earned her MA degree in child development from Mills College in 1963. She taught at Southwestern College as professor of developmental psychology from 1968 until her retirement in 1995. Holliday is currently president of the Holliday Family Foundation and is also affiliated with several non-profit organizations. She is the vice chair of development for Planned Parenthood, the vice president of Explorer Charter School, the vice chair on the board of directors of the San Diego Psychoanalytic Institute, and is the founding member of the San Diego Women’s Foundation. In addition, Holliday is a prominent philanthropist; the Holliday family foundation gives generously to a wide variety of institutions annually. Holliday joined the Scripps Board in March 2007.

Wendy Liang ’06

is a recent graduate trustee-elect. As a politics and Asian-American studies major, she was on the Dean’s List for two years in a row, and was selected to Who’s Who Among Students in American Universities and Colleges. During her years at Scripps, Liang was involved with issues concerning student diversity. Currently, she is an active volunteer with Neighborhood Legal Services of Los Angeles County, assisting domestic violence survivors with the legalities needed to obtain temporary restraining orders from their batterers. Liang brings her passion for raising awareness of student diversity issues to the Board on the Student Affairs Committee. “It truly is such an honor to be given this opportunity to bring the diverse perspectives of recently
Quilts inspired sophomores Monica Streifer and Rebecca Zabinsky to unravel an important aspect of women in the history of mathematics. Their project, “Math Quilts: Explorations in History, Tiling, and the Mathematics Behind America’s Oldest Craft,” argues that quilting is in accord with the abstract world of mathematics and the tactile art of sewing.

During their research, the students faced a paradox. Although 18th- and 19th-century cultural attitudes dissuaded women from pursing academic mathematics and concluded women lacked the mental capacity for the science, the popular pastime of quilting required a complex understanding of mathematical principles.

Without doubt, quilting is an example of how women have used math throughout their daily lives, and Monica and Rebecca can attest to the complexity and precise nature of the craft.

Although they both took quilting classes as children, the students describe themselves as beginners. “Because we were inexperienced, we inadvertently picked a very intricate block pattern,” said Monica. The quilters spent more than 20 hours during fall semester measuring, cutting, pinning, and sewing a 29-block quilt that became their final project for Professor Christopher Towse’s Core III class, “Mathematics in Our Culture.”

“I liked the idea of the project from the start; it addressed many of the ideas of the class” said Towse. “They did a great job explaining the mathematics related to quilting—tilings of the plane, periodicity and quasi-periodicity, and symmetries.”

The class was one of more than 20 distinct courses that fulfill the final section of the Core curriculum requisite. The three-semester Core Program in Interdisciplinary Humanities, required for all Scripps College students, focuses on the common themes of culture, knowledge, and representation. Core III narrows the focus and culminates in the creation of a personalized student project under the guidance of a faculty member.

When asked if they plan to create another quilt anytime soon, they laughed and shook their heads, “Maybe during senior year.”

— Pauline Nash
MOLLY IVINS (1944-2007) 
Go Forth Unafraid and Raise Hell 

The two semesters that Molly Ivins spent at Scripps College in the early 1960s didn’t make it into her official biography. When she died from complications of breast cancer on January 31, the media reported that she received her BA in 1966 from Smith College, her mother’s alma mater, where she had transferred after her first year at Scripps. This was followed by an MA from the Columbia University Graduate School of Journalism, a year spent in Paris at the Institute of Political Science, and an honorary doctorate from Haverford College.

Scripps embraced Molly Ivins, however, as the alumna she legitimately was—a member of the Class of 1966—and kept close ties to her, particularly during the past five years. She spoke on campus twice since 9/11, giving the commencement address in 2003.

Though born in Monterey, California, she was raised in Houston and was a Texas woman to the bone. Fierce and audacious, she spoke from her gut. Her first newspaper job was with the Houston Chronicle, followed by the Minneapolis Tribune and the Texas Observer. She worked as a reporter for The New York Times from 1976 until 1982, when she was dismissed after she wrote about a “community chicken-killing festival” and called it a “gang pluck.” She rebounded and wrote for the Dallas Times Herald until its demise, moving on to the Fort Worth Star-Telegram, her home paper until 2001, when she became an independent journalist. Her syndicated column appeared in 400 papers nationwide. She wrote six books, four of which became best sellers.

Despite her short time in Claremont, when she addressed the audience at Commencement, she had a clear message for Scripps women and for graduating seniors everywhere: “I would like to say to the graduates, go forth unafraid.” She had advice from her own life experience to bestow to them. First: “Raise hell—big time. I want ya’ll to get out there and raise hell about damned near everything. There is a world out there that needs fixing. Get out there and get after it!”

Her second piece of advice was: “You must have fun. You must work at having fun. If you don’t have fun while you’re fighting to make a better world, what’s gonna happen is you’re gonna get tired and bitter and cynical and burnt out and just wind up a complete waste to everybody. So just put fun on your list.”

Ivins wasn’t the type of woman who would want us to grieve. More likely, she’d have us remember something similar to her challenge to Scripps graduating seniors. “Hang in there, keep fightin’ for freedom, raise more hell, and don’t forget to laugh.”

— Catherine Pyke ’79

Money not for

One of life’s challenges—managing your own money—is seldom taught in college. But making personal financial decisions is inevitable for most people, and scary, even for Scripps women.

So, what has Scripps College done about it?

Patricia Dillon, professor of economics and the Gabrielle Jungels-Winkler Professor in European Studies, is committed to making Scripps women “money wise.” This spring, seniors can take an innovative personal finance class that helps prepare them for financial independence.

Part of an umbrella program called “Money Wise Women,” Economics 40 teaches women tools they’ll need when they step out into the world on their own: How to buy your first home or what to watch out for when signing an apartment lease; how to avoid debt, or manage debt if you fail the avoidance test; and even how to write a prenuptial agreement, and when it’s a good idea.

“Managing personal finances involves a set of skills one is expected to acquire through experience, by osmosis, or around the water cooler—or by reading a book for dummies,” Dillon says. She has a better way.

In her class, Dillon brings finance professionals, often alumnae, to stress the importance of being prepared. Discussions of post-graduation financial priorities and retirement planning foster an attitude of empowerment in students. Each year, the class fills quickly.

Dillon’s class is the only such course offered for credit at The Claremont Colleges. However, there are weekly activities across the five campuses to help students become financially savvy, such as lectures, conferences, workshops, and club activities.

The personal finance class is an integral part of Money Wise Women, which oversees the many financial education opportunities at Scripps. Representatives from the student-run enterprises—the Motley Coffeehouse and The Scripps Store—as well as entrepreneurial, business and economic organizations
With her election last November to the U.S. House of Representatives in Arizona’s 8th district, Gabrielle Giffords ’93 started her Congressional career with a series of impressive firsts: the first woman to represent Arizona in Congress in more than a decade, the first Democrat to win the Tucson-area district in more than 20 years—and the first Scripps College alumna elected to national office.

She is also Arizona’s first Jewish female representative, the youngest woman to be elected to the Arizona State Senate, and only the third woman in Arizona to be elected to the U.S. Congress.

At 36, Giffords was recently named one of “America’s Eight Young Leaders Worth Watching” by Gannett News Service. For her community leadership as well as her business and personal achievement, she was named one of Tucson Business Edge’s “40 Under 40” and a “Woman on the Move” by the YWCA in 2005. Both Sierra Club and the Arizona Planning Association have recognized her commitment to environmental protection. The Mental Health Association of Arizona named her “Legislator of the Year” in 2004 for her dedication to health care coverage for low-income families.

While in Congress, Giffords plans to continue these efforts on a national level by sponsoring legislation involving immigration policies, health care, education, renewable energy, and the environment.

During her first quarter in Congress she has co-sponsored legislation to increase the Federal minimum wage, to fund development of alternative energy resources, and to fund a research program to evaluate the environmental impact of former methamphetamine production laboratories.

As a student at Scripps College, Giffords studied Latin American history and sociology. After graduation, Giffords spent a year in Chihuahua, Mexico, as a Fulbright Scholar. She later attended Cornell University, to earn her master’s degree in regional planning, and an executive program at Harvard University.

The self-described moderate pro-business Democrat returned to hometown Tucson in 1996 to become president and CEO of her family’s tire and automotive business. Later combining her entrepreneurial experience and an interest in national and international economic development, Giffords launched a career in politics.

Eli Winkelman ’07 helped Giffords set up her office in Washington, D.C., during winter break. When asked about her impression of the congresswoman, Eli said, “Gabrielle is thoughtful, hardworking, and concerned with how the decisions she’ll make in Washington will affect people in her district, in our country, and the world.”
When in Doubt, Right-Click!

“Can anyone help me with this?”

Alycia Chin ’07 has heard this question many times during her four years at Scripps. Given the amount of technology in the average Scripps classroom, it’s not uncommon for professors with a mild case of technophobia to look at the computer setup, get frustrated, and ask for student assistance. When she helps, however, Alycia does so as part of IT-FITS, a unique program pairing computer-savvy undergrads with faculty who might not know a motherboard if it bit them.

“I’m grateful for the personalized and expert service that IT-FITS provided,” remarks Tony Crowley, Hardley Burr Alexander Professor of Humanities. “The help was professional, efficient, and speedy!”

IT-FITS, or Faculty In-Office Technology Support, is the brainchild of Scripps instructional technology consultant Susan Kullman, who spearheaded a similar program with great success at Cal Poly Pomona in 1999. Since the spring of 2006, Kullman has recruited Scripps students interested in giving one-on-one assistance to professors—requests range from organizing files to giving tutorials in popular desktop software such as Adobe Photoshop and Microsoft Office, or the new Sakai course management system.

The majority of the women have no formal education with computers; only one, senior Siobhan Shier, is a computer science major. The rest simply love working with computers, and enjoy the personal interaction with faculty the IT-FITS department provides.

“Professors already have an established teaching relationship with us as students, and so they don’t feel threatened by us trying to teach them about computers,” adds senior Veronica Hart.

Undergrads Garner Raves at International Science Conference

Most of us may not understand the importance of the DNA-binding protein CHD1 in Drosophila melanogaster flies, but molecular biology major Ivy McDaniel ’08 does. In fact, her presentation on the subject at the 28th Annual Asilomar Chromatin and Chromosomes Conference, an international event, won first place—one of several awards typically given to graduate students or postdoctoral fellows.

Another Scripps student, Sharon Torigoe ’07, was recognized as an unofficial runner-up for her presentation on the “Characterization of a Histone Deacetylase in Tetrahymena thermophila.” Sharon, a biology-chemistry major, offered an examination of how DNA is packaged into the nucleus and the role of enzymes in the process.

“I found many scientists took interest and discussed new ideas and future experiments with me after my presentation,” Sharon said. The students were two of only three undergraduates to give presentations out of 60 speakers at the international scientific event.

Jennifer Armstrong and Emily Wiley, both professors of biology in the Joint Science Department of The Claremont Colleges, attended the conference with the students. “Emily and I are so proud of our students who presented their own research at the level of graduate students and postdoctoral fellows,” said Armstrong. According to Armstrong, the conference organizer said she was especially proud to give the award to an undergraduate, as most of the young scientists who contribute lectures and research papers are graduate students or postdoctorates.

“I felt extremely fortunate to present [my research] at a large-scale conference,” Ivy said. “We were able to demonstrate that small undergraduate institutions make significant contributions in the research community.”
My British literature professor warned us about them. She spoke of strange men that lurked in the most unsuspecting places around campus. And unless we knew what we were looking for, they might elude us students entirely.

These were the green men of Scripps. They could be in any number of mysterious forms, she explained, but we would know them by the vegetation growing out of their bodies. My mission was to find their hideouts on campus.

Thought by many to be a pagan symbol of nature and regeneration, green-man images appeared on cathedrals throughout Europe during the Middle Ages and Renaissance. One of the most famous green-man tales involved King Arthur’s court and the knight Sir Gawain.

The story “Sir Gawain and the Green Knight” was published in the 14th century; in the heroic epic, a towering green warrior enters the court carrying a holly branch in one hand and a battle axe in the other and expresses his desire to play a game of wit and will with Sir Gawain. He starts by letting Gawain chop off his head with his own axe. Apparently, this activity is great fun for green men.

I certainly hoped that the green men of Scripps didn’t want me to handle any dangerous weapons. I figured I’d be safe if I started small, exploring the tiny architectural details of the historic residence halls and Denison Library. If any place was harboring a green man, it was more likely to be one of the older buildings on campus.

The carvings surrounding the Ella Strong doors on Denison Library looked promising, but on closer inspection, it was clear that the architect wanted to keep nature and man separated. The squirrel and dog sculptures clearly belonged to a different realm than the “civilized” men holding instruments.

Heading north, I knew that Grace Scripps Clark Hall has plenty of intricate exterior work; there had to be a green man there. But no, this was the realm of the Greeks, with terra cotta medallions enshrining ancient gods and goddesses.

It wasn’t until I reached the entrance of Toll Hall that I completed the first part of my quest. Right above the door, at the pinnacle of an intricate design, was the head of a man with wings sprouting from his head and a leaf serving as his beard. His ears appeared to be a cross between leaves and elfish ears, while his mustache curled upward like vines. This was a green man if I ever saw one. Why the architect decided to place him in such a prominent place in the first residence hall of a women’s college, I can only guess; perhaps he had hopes that the students would be mindful of both humanity and nature and find wisdom in both realms.

Satisfied by my initial discovery, I sought out more of these green men, but couldn’t find them in any of the other residence halls. Maybe Scripps housed only a solitary green man. But in heading back to my own hall, I caught the sight of something not quite human in the courtyard of the Humanities Building. The sculpture appeared mostly human, but were those branches growing out of his back? And what’s with the birds grafted to his chest and the leaves crawling up his stomach? His right leg disappears into the trunk of a tree and houses a raccoon. Though he looks more modern than the green man guarding Toll Hall, he definitely belongs to the same woodland family.

After a full day of hunting green men, I rested my quest, though I’m not totally sure I found all the hideouts of the green men. Despite their male status, these nature creatures blend in so well with the rest of the campus, they can easily be missed.

They can also be notoriously tricky. Don’t be surprised if the next time you’re wandering the grounds, a little green man appears and asks you to chop off his head, just for the fun of it.

— Lindsey Galloway ’07
DEAR FRIENDS,

Education is about the future—it is the work of each generation to transmit, however imperfectly, the lessons they have learned to future generations. Institutions of education are therefore inherently forward-looking, trying, at their best, to discern the shape of the future so that they can better educate their students for the world in which they will lead their lives and shape their history. That is why colleges are never perfect, and they are never still. Like Heraclitus’s river, a college or university is never the same at any two points in its existence.

One way to manage the changing nature of higher education for the future is to plan. For the last two and a half years, Scripps has been planning intensively. Because of our recent successes, including the growth of the College in size, endowment, and reputation, following the conclusion of the successful Campaign for the Scripps Woman, the Board of Trustees took the opportunity to prepare a plan for the next decade. With broad participation from faculty, students, alumnae, and trustees, we launched our effort at the annual Board of Trustees retreat in 2005. After discussion, research, listening, refinement, and balancing, the trustees approved the plan, and it is now ready for your review.

We are very ambitious for Scripps College—as you can see in the title we chose for the plan, Scripps College in the Next Decade: Leading with Excellence. Ambitious we may be, but we are also realists—Scripps College and its alumnae, faculty, students, and staff all live in the real world of time, resource, and space constraints; therefore the planning committees made difficult choices among a host of alternative programs, policies, and possibilities. Nonetheless, you will see that this strategic plan concentrates on the heart of higher education: the vital connection between talented students and gifted faculty. That is why the first section of the plan, labeled “Academic Excellence,” is by far the most important set of initiatives. All of our other plans and initiatives flow from our concentration on the theme of academic quality and how to enhance it.

My service at Scripps College will conclude with this strategic plan, but my love for this institution, and my pride in what it is and what it will be, will continue as long as I live. Understanding as I do that the College will, and must, change with each class that enters and graduates, with each faculty member, with each adjustment to the curriculum. What is unwavering, what is unchanging, is our devotion to the mission Miss Scripps challenged us to uphold.

I believe that this strategic plan gives form and substance to the next iteration of that mission for the next generation of Scripps women. All of us who worked on it hope that you will find it thought-provoking, balanced, and ambitious. And we also hope you will share your responses with the College in whatever format you choose. This strategic plan is not carved into marble or cast in bronze—it is an invitation to further thinking and planning and dreaming. As President Eisenhower once said, “The plan is nothing. Planning is everything.” So be part of the planning, and add your voice to the flow of ideas and possibilities we have imagined in this document. We hope it will stimulate further thoughts, discussions, and dreams, which is the purpose of a college, after all: to collect a group of the most talented individuals and then to let them create, out of the resources at hand, a community of learners extended through space and time, reaching out for and changing the future—for the better.

Sincerely,

Tanya G. Boleriss
An overview of strategies and initiatives follows. For a complete version of the strategic plan, go to www.scrippscollege.edu, or request a hard copy by calling the College at 909.621.8280.
Ellen Browning Scripps’ mission for Scripps College was to provide an exceptional education for talented women that would equip them intellectually and morally for satisfying professional and personal lives. For 80 years, Scripps College has remained committed to that visionary goal.

Today, Scripps College is in a position of strength, with both the resources and ambition to build on its successes to reach a position of greater influence in the world of education. As the result of two strategic plan initiatives over the past 12 years and the Campaign for the Scripps Woman, Scripps is prepared to assume a significantly more prominent role in educating women. The document that follows—“Leading with Excellence”—flows directly from the successes of the first two plans and campaign.

Unveiled in 1995, Scripps’ first strategic plan focused on enhancing our community. The 1995 plan centered on a revitalized and rigorous new core curriculum that all entering first-year students would begin in their first semester, moving from a single shared course in the first semester to more specialized courses in the next two semesters. This Core Program in Interdisciplinary Humanities (the Core) built on the College’s historic strength in the humanities. From the College’s beginning, an interdisciplinary humanities core has been the signature academic offering of the College. While the Core has changed over the decades, adapting to new social and intellectual concerns and the disciplines of the faculty who teach in it, the central tradition of a shared interdisciplinary core curriculum remains vital for current Scripps women.

Within five years of the 1995 plan, we opened the Malott Commons, a facility that transformed community life by bringing students, faculty, and staff together for meals, conversation, group discussions, and larger events both academic and social. The commons has become the heart and center of the Scripps community—the place, for example, for lunch discussions after Core lectures, for foreign language discussion tables, and for student presentations on summer research projects. Also, as provided by the 1995 plan, we expanded our student body from 600 to 750, allowing the College to offer more opportunities in both academics and co-curricular activities.

The 1999 Strategic Plan built on the accomplishments of the first plan primarily by adding new faculty positions to accommodate the College’s growth, broadening the curriculum, endowing scholastic support, and building essential new facilities. As a result of the $85 million Campaign for the Scripps Woman (which eventually raised $101 million, with 85% alumnae participation), the College endowed eight new professorships and significant student scholarships, built the Gabrielle Jungels-Winkler Residence Hall, renovated Garrison Theater, created the Performing Arts Center, and added a new swimming pool as phase one of planned new athletic and recreation facilities (with the Sallie Tiernan Field House soon to follow). We also reduced deferred maintenance to almost zero. During the same period, through gifts and remarkable investment performance, we substantially increased Scripps’ endowment.

In addition to these accomplishments, we created initiatives to support diversity in all areas of campus life. In 2001, the College adopted Principles of Diversity and turned its attention to diversifying the faculty, student body, and staff. The College provided funds to develop a new curriculum that considers cultural difference as a subject of academic inquiry.

The College also undertook programs to support disadvantaged students who are the first in their family to attend college. It established a Scripps College Summer Academy, which provides a two-week residential program taught by full-time faculty members for academically motivated 9th and 10th-grade girls from underserved regional high schools. The College also strengthened training across all segments of the community to address cultural differences.

Now, in 2007, Scripps College is poised to advance its mission through new strategies. As a small women’s college that has set ambitious goals for itself—and achieved them—we are in a decidedly different position than we were in the early 1990s. We have learned that we can grow and change and become ever more the
college envisioned by Ellen Browning Scripps.

Leading with Excellence addresses how we will assume the responsibilities of our ambitions, take advantage of the opportunities we now have for leadership for both the College and our students, and face the challenges of a dynamic world. We know that the century will be marked by increasing interdependence of states and economies and by increasing interaction, and possibly friction, between different nations, races, ethnicities, cultures, religions, technologies, and ideologies. These will significantly challenge our graduates, who will lead their personal and professional lives under new conditions we are just beginning to imagine. While Scripps’ mission remains unchanged, we need to ensure that Scripps’ curriculum and other programs prepare women for lives and careers that will consist of change.

The College’s short- and long-term plans turn on two key issues: critical mass and leadership. With academic excellence at its heart, Leading With Excellence seeks to answer questions these interconnected issues raise. Chief among them is the question of size. At its current size, does Scripps have the critical mass of students, faculty, and alumnae to truly “lead with excellence”? Can we offer the range and quality of academic subjects required to educate the most talented, ambitious, and creative students to be effective, responsible, and compassionate leaders in whatever field they choose? Could growth enable Scripps to play a more significant role in the world of women’s education and higher education? How will Scripps exert its leadership to influence higher education, locally and nationally? How do we balance size against the individual attention that is the essence of Scripps and is essential in a leading liberal arts institution? Can the College maintain financial equilibrium with growth of the student body, faculty, staff, and curricular offerings? Can the College continue to attract and retain a superb faculty of teacher-scholars without growing? How do we best use our campus resources to be a premier institution? The answers to these questions will define our role as a leader in women’s education for the next decade.

The Scripps community has researched, studied, and debated these far-reaching questions for the past two years. The answers—a vision for Scripps in the decade ahead—are contained in the following strategic plan, which has these six strategies:

- Academic Excellence
- Globalization
- National Leadership
- Diversity
- The Claremont Consortium
- Stewardship

The vision is bold, straightforward, and achievable: It asks for nothing less than excellence on all levels.
STRATEGIES AND INITIATIVES

STRATEGY ONE—ACADEMIC EXCELLENCE

Provide a liberal arts education that is academically distinctive, intellectually challenging, and morally engaging.

1. Increase the student body to 1,000 students within the decade, if and only if growth takes place consistent with the priorities of this strategic plan—including academic excellence and other measures of quality: 10:1 student-faculty ratio, average class size, increased faculty salaries, endowment growth, and constant or increasing student quality. This increase will support an expanded curriculum and faculty, and the College will command greater influence in women’s education and higher education generally.

2. Undertake a holistic curriculum review of the Core and general education and distribution requirements. The review will consider fields relevant to globalization and communication skills, written and oral.

3. Increase student retention and four-year graduation rates to 90% within five years.

4. Develop and expand offerings in the sciences so that Scripps becomes nationally recognized as a leading women’s college for educating scientists, particularly those preparing for medical careers and graduate studies, while maintaining Scripps’ interdisciplinary approach.

5. Make strategic additions to the faculty to achieve and maintain a 10:1 student-faculty ratio and to address imbalances in disciplines with enrollments that have increased at faster rates than overall enrollment.

6. Bring all faculty salaries within the top one-third of comparative colleges as soon as practicable and no later than within 10 years.

7. Hire a limited number of full-time term appointments as leave replacements to ensure continuity in the curriculum, alleviate faculty committee and advising workloads, and provide the flexibility necessary to maintain the full range of courses.

8. Develop an effective faculty governance structure that is more efficient and more equitable.

STRATEGY TWO—GLOBALIZATION

Prepare students to think and lead globally, and to understand the challenges of an increasingly interdependent world economy, polity, and biosphere.

1. Strengthen, broaden, and revitalize the Scripps humanities curriculum to enhance the study of cultures and societies that are becoming more prominent in our lives.

2. Establish a globalization course development fund to allow faculty to create interdisciplinary courses on globalization or to revise existing courses to include globalization issues.

3. To add greater global research and experience among our faculty, foster faculty study and exchanges abroad, and determine whether to emphasize hiring qualified faculty with global experience and expertise.

4. Within the context of The Claremont Colleges, study the possibility of adding additional non-European languages to the foreign language curriculum.

5. Include global women’s issues and internships abroad as part of the mission of the proposed center for research on women and women’s leadership.

6. Determine whether and how an experience abroad should be made available to all qualified Scripps students. These programs should allow students to experience fully a culture very different from their own and to learn a foreign language.

7. Study whether to set a particular goal for enrolling students from abroad.

8. Study whether to establish additional partnerships and exchanges with colleges and universities around the world.

STRATEGY THREE—NATIONAL LEADERSHIP

Strengthen Scripps’ role as a national leader in women’s education.

1. Establish a premier center for research on women and women’s leadership. The two emphases will connect scholarly research with practical experience, set the Scripps center apart from others, and further the College’s mission as a women’s college.

2. Develop programs and scholarships within the center that are nationally and internationally recognized for their excellence and service.

3. Undertake a review of the College’s marketing and public relations program with the goal of gaining greater national and international recognition as a premier liberal arts college.

STRATEGY FOUR—DIVERSITY

Strengthen the integration of the full range of human experience and backgrounds into Scripps’ academic, co-curricular, and residential communities.

1. Reach traditionally underrepresented students through additional scholarship support, possible additional partnerships with two-year colleges, and expanded support for the Scripps College Summer Academy.

2. Continue to work with The Claremont Colleges to review the feasibility of the establishment of a Five-College Asian American Resource Center.
3. Attract a more diverse pool of candidates for faculty positions. Support initiatives that will achieve a stronger minority presence among the faculty. Consider joining the Consortium for a Strong Minority Presence (CSMP) for post-doctoral hiring.

4. Provide salaries, benefits, staff training, and development programs and other forms of support to attract and retain a diverse and superior staff to carry out the mission of the College.

5. Extend diversity training to all staff members at Scripps beyond the current programs.

**STRATEGY FIVE—THE CLAREMONT CONSORTIUM**

Collaborate with The Claremont Colleges and Claremont University Consortium to achieve operating efficiencies, encourage technological innovation, and offer broader curricular options.

1. Support the continuing relevance of “The Claremont Plan” as a solution to inherent challenges in the operation and financing of liberal arts higher education.

2. Determine where the consortial approach best meets Scripps’ needs; where Scripps should take the lead and/or participate fully in consortial initiatives; and where Scripps should focus on its independence and identity.

3. Aspiring to be a leading women’s college for the education of scientists, Scripps must assure robust support for first-rate academic facilities and faculty in the Joint Science Department and establish partnerships with Harvey Mudd College and Keck Graduate Institute to expand opportunities for students.

4. Continue to improve the Intercollegiate Women’s Studies Program and assume a more central role in the field with the establishment of a center for research on women and women’s leadership.

5. Consider new strategic initiatives, such as area studies, non-European languages, and new academic programs and faculty appointments, with other members of The Claremont Colleges, as the faculty review of the Core and curriculum may recommend.

6. Support the consortial vision for The Libraries of The Claremont Colleges to be at the forefront of rethinking the 21st-century library; transform The Libraries into an intellectual commons for students and faculty across the seven institutions; and determine Denison Library’s future role at Scripps and within the consortium.

7. With other members of The Claremont Colleges, explore methods by which the College can assist faculty and staff in obtaining satisfactory housing in the Claremont area, while also continuing the College’s current faculty-housing rental program.

8. Urge the consortium to perfect and promote the trademark “The Claremont Colleges” as a means to reinforce the reputation of each member institution.

**STRATEGY SIX—STEWARDSHIP**

Ensure a financially viable and sustainable College for the long term. Increase the financial strength of the College through vigorous fund raising, careful management of our operations, and wise investment strategy.

1. If the College decides to increase the size of its student body, determine a rate of growth using established standards to measure excellence, including student-faculty ratio, average class size, and other indicia of academic quality.

2. Make better use of the campus during the long periods when the College is not in session, particularly in the summer.

3. Continue to develop policies that sustain the physical plant and limit negative environmental impacts.

4. Identify academic and administrative areas of highest priority for collaboration with other members of The Claremont Colleges and Claremont University Consortium.

5. Refine a recovery plan for managing emergencies that might threaten the health and safety of our community and the functioning of the College.

The full strategic plan may be found at www.scrippscollege.edu/strategicplan.
Almost every liberal arts college in America brags that it offers a distinctive education. What makes Scripps so special?

Great teaching

BY MARY SHIPP BARTLETT

Laura McPherson ’08 had just taken a seat in Thierry Boucquey’s Core III class—“Foreign Language and Culture Teaching Clinic”—when the professor burst through the door wearing a Venetian mask and theatrically introduced himself in Italian, then in seven other languages. The next day, he conducted the entire class in Flemish. “What world did we just step into?” she thought. While this was a lecture class, no one was prepared for—or knew—Flemish. “This isn’t lecture hall any more.”

One amid a dozen class choices for the third part in the three-semester Core Program in Interdisciplinary Humanities, Boucquey’s class trains students to give local grammar school students “total immersion” instruction in a foreign language. Professor Boucquey was giving his students the same type of experience that they would soon offer their young pupils—and showing them how to do it with style. Laura would teach Japanese at Chaparral Elementary.

FRANK CIOFFI, assistant professor of writing and director of the Writing Program, meets with Laura Benson ’10 in Seal Court to discuss one of her papers. “I want students to see writing as a way of coming to knowledge,” says Cioffi. “I don’t want to tell them what to argue, or whose position to take on a subject. I want them to come up with an original viewpoint, and show me that in a paper.”
School in Claremont using the same approach Boucquey had: she would speak only Japanese, and she would use games and props to stimulate her students’ interest in and enthusiasm for Japanese culture.

“Professor Boucquey walks the walk,” said McPherson. “Before he tells us what we’ll be doing, he shows us.”

A second surprise came later, when Boucquey asked for volunteers to help write a book of games to facilitate teaching foreign languages to K-12 students. Laura was already taking five classes, a heavy load at Scripps, and this would be extra work outside the classroom.

Arguing that she “always burns candles at both ends,” she quickly signed on alongside five other women, and with Boucquey’s guidance, they created most of the games themselves and tested them on their Chaparral students. The book was snapped up by the first educational publisher who read the manuscript. “This is going to be a big hit,” he wrote, and published the book this spring. Boucquey insisted all seven names be on the cover with equal credit and royalties divided among them. The students, juniors this year, will each graduate with a book on their résumé.

“My brother went to MIT, and he never had an opportunity like that,” bragged Laura.

Boucquey’s interaction with his students is not unusual at Scripps, where students get to know their professors as “real people”—whether by playing soccer with them after class, by having dinner and conversation at their homes, or by benefitting from their imaginative and personal approach to teaching.

Emily Wiley is another creative teacher, with an infectious passion for biology. An assistant professor in the Joint Science Department, she has been known to hop onto a table in the classroom, roll up her sleeve, and flex her muscle.

“When I had a question about muscle filaments on a test,” said Brittany Nunnink ’09, “I visualized her sitting on the edge of that table with her muscle tensed, and I was able to recall just how the muscle worked. In her class, it’s hard not to love biology.”

Because of Wiley’s expertise and national awards, students in her molecular biology labs are able to take part in original research that may well lead to important health breakthroughs. Wiley has a $654,000 National Science Foundation grant for five years to investigate new proteins involved in storing and “reading” genetic information in cells. The functions of these proteins are often critical for cell survival, and diseases such as cancer have previously been linked to them.

New discoveries from student research will be disseminated to the scientific community through a genome database developed and maintained at the Joint Science Department, and through publication in scientific journals. This research is also integrated into Professor Wiley’s molecular biology lab courses. Students in these courses have generated novel results that will be

Great teaching

NOT ALL STUDENT INTERACTION with faculty members is academic. Started by Hartley Burr Alexander Professor Tony Crowley, weekly soccer games on Jaqua Quad entice up to 20 students and a handful of faculty members for a fun and loosely competitive match.
uploaded to the database when ready—and a team of students is currently designing and programming the database.

Over the past year, 62 students—many of them Scripps students—have been involved in this original research. This represents a highly unusual opportunity for undergraduates.

**Students also have close contact with professors through their thesis writing.**

Contacts and friendships often extend to their professional lives after graduation.

“I don’t keep track of the time I spend with students [outside of class],” says Gigi Moreno, professor of environmental economics. Aside from her regular teaching of five classes a year, Moreno advises a number of students on their senior theses. Rather than being assigned to a particular professor according to major, students find their advisers and thesis readers on their own. “Students know I like working with data and am familiar with data sets,” says Moreno. “They’ll come to me and say, ‘How do I start researching this subject?’”

“Some students require a lot of hands-on time,” Moreno continues. “I sit with them at a computer to show them how to generate graphs, or some I see for an hour a week. Once I was on a flight from Washington, D.C., and spent the entire flight seeing how I could help one student adopt a theoretical model for the subject she was working on.”

Carla Kitchin ’05, a former student of Moreno who now works for the Federal Reserve Bank in San Francisco, says: “Professor Moreno would go the extra mile for you…[She] would look for internships, research grant money, and research positions to help develop your breadth of understanding of economics.”

Kitchin found Moreno’s passion for economics infectious, particularly when she used real life situations and games in the classroom. One day Moreno brought in 20 different items in brown paper bags. Students were asked to walk around the classroom exchanging fake money for the bags’ contents. “It was a great way to learn principles of microeconomics,” says Kitchin. “If it wasn’t for her, I might not have pursued a career in the field.”

“Sitting in that classroom five years ago, I didn’t think the skills I was learning would translate into the ‘real world,’” she reflects. “Professor Moreno knew from experience that those programming skills would be invaluable later in life.”

ETHNOMUSICOLOGY
PROFESSOR CÁNDIDA JÁQUEZ teaches courses on music traditions around the world. Her unique “Mariachi Performance and Culture” class, shown here, draws male and female undergraduates from the other Claremont Colleges as cross-registrants.
The fortunate students in Kerry Odell’s economics classes are taught by the 2006 winner of the Jonathan Hughes Prize for excellence in teaching economic history. This annual award recognizes one outstanding teacher each year from the United States, Canada, and Great Britain; Professor Odell joins recent recipients from Harvard, Oxford, and UC Berkeley.

According to Odell, it was her dog, Dave, who should have won the award. Dave, now departed and greatly missed by Odell and students, was a regular fixture at each of Odell’s classes, sitting front and center. “He kept me humble,” admits Odell. “It was hard to maintain the image of the powerful professor when Dave was attending to, shall we say, personal inspection, in front of a roomful of observant and amused students.”

Art and music students may have some of the most intensive one-on-one teaching moments with their professors, as side-by-side learning is a key part of the small classes. Art history students, such as those in Bruce Coats’ seminar this spring, “Arts of Late Imperial China,” will curate an exhibition for the Clark Humanities Museum, quite a feat for undergraduates and an impressive addition to one’s résumé. According to Coats, the students will recreate an ancestral altar complex and a woman’s personal study, using 18th to 19th-century Chinese furniture borrowed from Honnold Library’s Oriental Collections.

In Ken Gonzales-Day’s beginning photography class, students are taught by a photographer whose art is in international museums and galleries. His expertise and renown could intimidate the novice young photographer. “To my relief,” said Susana Lopez ’09, “Ken Gonzales-Day was not the stereotypical critical and harsh art teacher that we see in comedies like Art School Confidential!” Rather, Gonzales-Day uses humor to offset students’ fear of failure.

“I didn’t know mistakes could be so funny,” offered Laura McPherson, also in Gonzales-Day’s class. “He’s honest about his criticism. It’s so refreshing—he’s looking for you to get better.”

Through their encouragement, their creative approach, and their thoughtful and sometimes humorous attitude, faculty members at Scripps encourage students to explore the full range of knowledge and discover the true nature of scholarship. It’s obvious that they care deeply about the lives they are teaching and influencing. This intimate approach to education produces confident women with curious minds who look broadly and deeply at issues and situations and are then empowered to reach their own conclusions. It’s what makes the cost of a Scripps education well worth the price of admission.
Some students call it the toughest learning experience they’ve ever had. Most admit it lays the foundation for every subsequent college course. Professors say it creates connections among their colleagues that they wouldn’t make on their own. Alumnae never forget it. Why is Scripps’ Core Curriculum in Interdisciplinary Humanities so remarkable? We asked Andrew Aisenberg, convener of the Core and associate professor of history, to explain.

The Core Curriculum in Interdisciplinary Humanities, Scripps’ signature three-semester sequence required of all incoming students, is an enterprise not easy to accomplish. It requires a critical mass of faculty members, open to teaching in a curriculum that sometimes exceeds their specific expertise and willing to take time away from teaching in a disciplinary setting. It also requires students who expect more from education than the acquisition of skills and “training” in a single disciplinary perspective. If the experiences of the majority of students and faculty currently involved in the Core Curriculum can be taken as an adequate basis for evaluation, the Scripps general education requirement is a success and an enterprise worth keeping. Core is what makes Scripps distinctive.

The first semester of the Core sequence is a combined lecture and discussion survey course, team-taught by 12 or 13 faculty members, that aims at understanding the potentials and problems of our contemporary (shared) values by tracing their origin and development back to the 18th-century Enlightenment. Core II takes the form of interdisciplinary lecture and discussion courses, team-taught by two professors from different departments but with overlapping interests, that foster a more in-depth analysis of themes approached in Core I. Core III, the capstone of the curriculum, affords the opportunity of a more intensive investigation of these same themes, facilitated by discussion and project-based seminars.

The ethos of the Core Curriculum is grounded in the values of integrated and humanistic education that guided the inception of Scripps College more than 80 years ago. At the same time, the curriculum reflects important changes in the goals and techniques of education that have emerged since the school’s founding. The required humanities curriculum, in recognition of the ever-growing importance of specialized and skills-oriented learning, has been reduced from half of the Scripps student’s total courses to a three-course requirement. The definition of the disciplines included in “humanities” has been expanded to the sciences and social sciences. Finally, the Core actively encourages students not to take for granted the values and ideas that comprise their humanistic tradition and worldview, both by extending an analysis of “the human” beyond the conventional confines of Europe and America and by encouraging students to investigate the serious exclusions from the enjoyment of humanism witnessed in the operations of class, gender, and race.

No doubt, these changes have enriched the general education requirement at Scripps. More important, they have done so without sacrificing what has always made this requirement at Scripps unique. The fact that Scripps retains a general education requirement just at the moment when other schools are dismantling them or replacing them with generic first-year seminars attests to the unique status of the Core Curriculum. These changes at other schools can be explained by the ever-increasing encroachment of disciplinary specialization and skills-based learning on the vision of broad and innovative learning and writing.

The Scripps curriculum is committed to disciplinary learning, but also recognizes that education in the disciplines is nourished by students’ early engagement with ideas and conversations that cut across disciplines and that engage a multiplicity of (sometimes divergent) perspectives. The value of this commitment to a broad and interdisciplinary general education experience is made evident in what are constantly invoked as two of Core’s most successful attributes: the participation of first-year students and first-semester sophomores in a common enterprise, and the active, committed cooperation of faculty from a variety of disciplines in the fashioning of an integrated curriculum.
“Nancy Neiman Auerbach encourages innovative thinking,” says Ayesha Hashim ’07, of her senior thesis advisor. “I am from Bangkok, Thailand, so I proposed the idea of researching Thailand’s tsunami recovery efforts and how they have affected the livelihood of small-scale fishermen and women. Professor Neiman Auerbach assisted me with my research proposal and guided my research throughout the summer.”

No wonder Neiman Auerbach is one of the most sought-after thesis advisors at Scripps. Known for both her passion towards research and her friendly and engaging demeanor, she advises dozens of seniors while they research and produce their unique theses prior to graduation. Ayesha, a winner of the Martha Wehmeier Hammer ’66 Scholarship for outstanding work in the Core Curriculum, selected Neiman Auerbach because of their shared dedication to dynamic styles of learning.

“She encouraged me to apply for the Freeman Asian Political Economy research grant, one that would fund my expenses for an independent research project in the summer,” Ayesha explains. “The idea was that I could get a jump start on my thesis research, as well as incorporate primary sources into my project.”

“We communicate through e-mail,” Ayesha continues, as this semester the project becomes more of an independent endeavor for Scripps seniors. After completing her rough draft, she hopes to schedule weekly meetings with Neiman Auerbach to revise it.”

The two met in the classroom—Ayesha believes she’s taken more classes with Neiman Auerbach than with any other Scripps professor. “Over the years, I have really come to admire her passion for research and the success of her students.

“She is a role model for me in so many ways,” Ayesha concludes. “I respect her integrity, intelligence, and compassion, as well as the larger community she serves through her research and expertise in education.”

NANCY NEIMAN AUERBACH, associate professor of international political economy, meets with Scripps senior Ayesha Hashim to discuss her thesis.
I came to Scripps for two reasons. First, of all the colleges I visited, Scripps had the most impressive student body: articulate, accomplished, interesting, outspoken, friendly, and supportive of one another. The other reason was Professor Emily Wiley.

During James E. Scripps (JES) Scholars weekend, we chatted about our mutual appreciation of biology and our interest in hiking. She answered my questions about the biology program and spoke about her current research on the way genomes are packaged within the cell nucleus and how this influences what parts of the genome are read. She told me that if I did choose to attend Scripps, she would be happy to let me do research with her.

After I returned home and was in the midst of deciding which college I would go to, I received a letter from Professor Wiley. She expressed how glad she had been to meet me and that she looked forward to seeing me in the fall. She reiterated her offer of doing research together. This was the only letter I ever received from a professor during my college search. I still have it, Professor Wiley’s blue cursive handwriting, written in impeccably straight lines across giraffe stationery.

After I arrived at Scripps, my academic plans changed, and I decided to focus my studies on English literature and French. I returned again to Professor Wiley’s office. She supported my decision and encouraged me to pursue what I loved to do—that was the point of going to a college like Scripps, after all.

Though now I rarely set foot in the Keck Science Center, I still see Professor Wiley on campus and we always stop for a moment to talk. My interaction with Professor Wiley set the precedent for the rest of my student-faculty relationships at Scripps.

Professors are an integral part of student life here. We students don’t just see them in the classroom or during office hours. Like us, they grab their coffee in the Motley, stop through the mailroom, and dine at Malott. Within the academic setting, students and professors maintain constant interaction. I visit my professors during office hours, speak with them after class, and send them e-mails about papers. The professors want to talk to you and are interested in what you want to work on.

This summer, I e-mailed Professor John Peavoy, the chair of the English department, as I pondered over a thesis topic, and he was always quick to respond with his thoughts. Though, after I e-mailed him on a Saturday evening, he told me not to forget to enjoy my vacation.

I found one of my thesis readers, Professor Cheryl Walker, when we were talking about some of the books she keeps in her office. When I mentioned my intent to write about Louise Erdrich’s *Love Medicine*, she said that she would be willing to read my thesis.

The Scripps community encourages a unique bond between professor and student that fuels our academic pursuits. A sense of camaraderie infuses the classroom atmosphere which works to encourage the best from both student and professor. It creates a fertile environment that allows us all to grow.

—Lauren Sutter ’07

Although she doesn’t study biology, Lauren Sutter ’07 (right) often stops to chat with Professor Emily Wiley; here, in front of Balch Auditorium.
The race from lunch to social psychology ends at the doorway of a classroom, quiet save the scribblings of fellow students completing a questionnaire. Professor Amy Marcus-Newhall smiles, hands you the same form, and bids you join them.

Glancing back and forth between questions and classmates, you enter your personal information. Name, e-mail address, phone number...family member you like the least?

A secret you have never told anybody?

No one else has stopped, or raised a hand in confusion. There’s only the symphony of pen strokes filling the air. So you write a small secret—everyone else is!—and, when roughly half the class has turned the paper in, you rise, walk to the front to the room, and do the same.

Forms collected, Marcus-Newhall gives them a cursory look before addressing the class. “How many of you revealed a secret?” Hands rise, including yours. She stands. “Why?”

“You’re the instructor,” another student says. “You told us to do it.”

“How do I have authority to ask secrets of you? Didn’t any of you question that while you wrote?” A series of uncomfortable looks passes between you and your peers.

“It’s okay,” she answers. “We are all under enormous pressure in terms of social influence. Things that would get most of us to behave in ways we don’t think are possible.”

The smile hasn’t faded. “I would absolutely do it, too. So let’s figure out why.”

And that is how you are introduced to the world of social psychology at Scripps College.

Marcus-Newhall is the first to admit she’s a fast talker. “I always tell students they get two classes for the price of one,” she jokes. “You take notes quickly, but you won’t worry about getting bored.”

Her spring semester seminar is proof of that. Titled “When Good People Do Bad Things,” the class examines the distressing notion of regular men and women driven to evil acts. Marcus-Newhall points out that while most people don’t feel good about harming others or being followers, it’s not hard to do it.

“This class is trying to figure out under which conditions people would be likely to do bad things they normally wouldn’t do,” she says. “It’s very easy to say ‘I wouldn’t do that, I wouldn’t go along.’” Students have been saying that to me for 14 years, because it’s so easy to think we wouldn’t. And the evidence is that we would.
“The goal is to be able to combat this in the future. I do believe the way to fight social pressures is to know about them. And it’s very hard—these are not easy topics to cover.”

Said topics include classic fiction like *Lord of the Flies*, as well as psychological studies such as the Stanford Prison Experiment, where psychologists observed a group of men role-playing guards and prisoners only to watch the guards’ actions devolve into brutal and dehumanizing treatment of the prisoners in just six days.

And as each class revolves heavily around student discussion, Scripps’ small class sizes proved attractive to Marcus-Newhall’s style of teaching. “I try to get them as involved as possible,” she says. “I went to a big research university for my PhD, but I always knew I wanted to go back and teach at a liberal arts college. I engage myself with students both in and out of the classroom in a way that I couldn’t at a bigger school or a different kind of school.”

“At Scripps, I directly interact with students on a daily basis and make a difference in individual lives. A classroom size of 22 [often less at Scripps] is completely different than a class of 60 or 70—it’s just night and day. You start a rapport and are able to really push the envelope in a way you couldn’t if you didn’t know people.”

Scripps’ psychology department believes in close interaction between faculty and students. They frequently forge deep relationships with one another, working more as colleagues than as teacher and student.

“We dialogue about the information and research,” notes Marcus-Newhall. “They create studies, collect and analyze data, and submit publications. That stuff is really hard to get at big schools.”

For her, it’s also the beauty of a Scripps education. “The student-faculty relationship is the primary reason for being here,” she says. “At many universities, research is the primary goal, but I chose to be at Scripps specifically because I want to work with the students. I want to hear what they have to say and have both of us share our opinions. But I also teach them to go out and think in ways that they hadn’t thought before.”

“If I can get them after a class to have different ways of pursuing knowledge, interpreting knowledge, different ways of reacting to situations, then I’ve accomplished my job. Having and maintaining relationships with extremely bright and motivated young women is just a bonus. I get probably more out of it than they do. And I can say I go into class every day excited about what I’m going to teach.”

Even if the topic of discussion is whether or not the members of her class are good or evil?

“That’s what I live my life for,” she says. “I accomplish something in the classroom that allows more people to go out and make a difference.”

Then she takes her students’ secrets, smiles again, and shreds them without looking.

—Matt Hutfall

“Amy Marcus-Newhall encourages students to explore their passions. She introduced me to the honors psychology program, encouraged me to get involved in research, and helped me receive almost $20,000 in research grants...Amy is a role model. I will never forget the crowds of students who swarmed around her when she stayed late one night to talk about her life as a working mother and the many paths women can take in their careers. Today, it is largely because of the impact she has had on me that I continue to seek out mentors in all aspects of my life.”

—Nicole Silverman ’05
IN THE SUMMER OF 1927, Hartley Burr Alexander left his tenured position as professor of philosophy at the University of Nebraska to become a founding faculty member of a small, experimental women’s college set among the orange groves of Southern California. It was a gamble on his part, yet it could not have reaped a greater reward. His accomplishments and presence helped shape Scripps College and are still felt nearly a century later.

At 54, Alexander was a nationally renowned figure, an educator, poet, writer, and philosopher, best known for the inspired architectural inscriptions that he placed in prominent buildings, such as the Nebraska State Capitol, the Los Angeles Public Library, and New York’s Rockefeller Center. He became a celebrated author of numerous articles, poems, pageants, plays and 16 books, several of which he wrote during his years at Scripps. Among the best known are: Liberty and Democracy (1918), God and Man’s Destiny (1936) and The World’s Rim: Great Mysteries of the North American Indians (published posthumously in 1953).

Alexander was born on April 9, 1873, in Lincoln, Nebraska, and raised by his father, George Sherman Alexander, a Methodist minister, and his artist-stepmother, Susan Godding Alexander. His mother, Abbey, died when he was three. After graduating from the University of Nebraska in 1897, he taught English at the University of Pennsylvania, then transferred to Columbia University, where he received his Doctor of Philosophy in 1901. In 1927, he was recruited by the first president of Scripps College and fellow Nebraskan, Ernest Jaqua, to put together a first-rate faculty and to conceptualize the curriculum of the newly formed college for women. He lived and taught in Claremont until his death from congestive heart failure, in 1939, at age 66.

Alexander devised a plan he called “The Scripps Idea,” the precursor of Scripps’ humanities core curriculum.
A basic program for the study of liberal learning that formed the required curriculum of the College, it involved the ethics, philosophy, literature, and arts of significant periods of history, taught in the context of the historical, economic, and social forces of these eras. The humanities program called for planning and instruction by the entire faculty and was an intricate and comprehensive plan, through which, over the course of four years, Scripps women would be immersed in The Classical World, Medieval and Renaissance periods, and The Modern World—each examined through the lenses of literature, history and philosophy, science and mathematics, foreign languages, and physical training (dance, music, and drama). A breakthrough approach in its day, it would be widely emulated by colleges throughout the nation.

By all accounts, the students, faculty members, and others who came to know him were keenly aware of Alexander's extraordinary intellectual powers and felt themselves blessed, changed in some significant way, by engaging with this rare learned mind, which could, at times, be intimidating.

Ellen Clark Revelle '31 recalls the day Alexander asked students in his class to define ethics. Alexander's reaction to one student's response was: "You have written a wonderful definition. It could not have been better if I had written it myself."

In fact, I did. I edited Webster's Dictionary from Bicycle through Marriage." (Alexander had, in fact, begun his writing career on the editorial staff for G. & C. Merriam Company's Webster's New International Dictionary from 1903-1908.)

In an oral history interview, Scripps art professor Millard Sheets credits Alexander as the person who transformed his life by impressing upon him the value of education. Sheets first saw Alexander in a faculty meeting, describing him as a man who looked exactly like an Iowa farmer. "After he said about five sentences," he said, "I knew this was Hartley Alexander. I instinctively knew that this man was really very special."

Sheets recalls one evening when Alexander and his wife, Nellie, came to his home for a dinner party. Although it was Prohibition, Sheets had managed to find several bottles of exquisite wine. After dinner, Sheets, who had forgone a chance to attend Pomona College in favor of art school, pontificated that humanities courses were overrated and that talented young artists ought to be allowed to spend more time in the art studio. There was a moment of silence. Suddenly Dr. Alexander said, "Well, Millard, the trouble with you artists is, you're not educated."

"If somebody had taken a 25-pound sledge and hit me right smack between the eyes," Sheets said, "they couldn't have hit me any harder."

The next morning, Sheets approached Alexander in his office: "Dr. Alexander, you said something last night that really shook me right to the bottom of my feet. I've thought about it all night. I want to know how an artist should get an education."

Alexander looked at him intently, and then shed two of the biggest tears Sheets had ever seen. He cancelled his classes and talked to Sheets for the remainder of the day about the world's great philosophers and ideas.

"He opened a world that I didn't know could exist," Sheets said, "with the most incredible combination of piercing criticism and unlimited love, the kind of a guy that you felt socked you on the jaw, and just as you started to fall, he lovingly held you from falling."

Afterwards, Alexander invited him to his home on Tuesday evenings, and the lessons continued for two months. Then, Sheets asked if he could invite some of his artist friends to join them. For the next six years, a number of artists gathered in Alexander's home. Discussing ideas and history, they learned how an artist becomes not just a craftsman but an educated person.

Nearing the end of his life, Alexander took great pleasure in writing to the graduating classes to help former students continue to feel a connection to the College and to each other. To the class of 1931, he wrote: "You have all been advancing with shy footsteps out into the Events of Life for almost twelve months….What we wish to know is how in your traveling do you find this World?"

Alexander's annual letters updated graduates about their classmates, told of jobs and fellowships taken, and complained of the difficulty of keeping track of them when they married and changed their names. Mostly, he reminded women that their educations had made them masters of their fate.

"We human beings become servants of many chances," he wrote. "But little is worse than to give our lives in slavery to Place and Event. Our souls should be our own, the steersmen of our lives. I trust at least that our Scripps education has taught you this. No college can teach more."
Keeping it in the Family

BY KRISTINA BROOKS

Finding the perfect college—the one where you feel both socially comfortable and academically inspired—is no easy task. An entire profession of private college counseling has grown up around this vexing challenge. Now consider that you’ve finally found that ideal place to spend the next four years. Only problem: Your sister found it first.

“The number of little sisters applying to Scripps has gone up over the past ten years,” reflects Amy Abrams, director of admission. “This year, there seems to be a particularly big number of twins or little sisters on campus. Having family connections here makes sense because Scripps is all about connections.”

A less-than-scientific count reveals at least 11 pairs of twins or sisters at Scripps last fall. Their presence on campus both reflects and enhances the close-knit community for which the College is known. With a cozy student population of 878, though, how do these young women develop their own sense of identity apart from their big or little sister?

“When I first visited Amanda [Higgins ’04] at Scripps, I immediately loved it,” recalls Maya Higgins, a first-year student from Albuquerque, NM. “I knew that I would be happy here, but I was nervous about going to the same school as Amanda because I did not want to be seen as following in her footsteps—I wanted to be my own person.”

“I wanted Maya to make her own choice,” says Amanda, who is back on campus this fall, working part time as an admission counselor while she pursues a master’s degree in public health at UCLA. “But I knew she would love Scripps and that it would be a good place for her. At times, I just couldn’t hold my tongue and would give Maya a very passionate counter-argument [against other colleges].”

Maya ultimately went with her gut feeling (and followed Amanda’s urging), since “at other schools, all I could think about was how much more at home I felt at Scripps.” She is relieved to find that Amanda’s shadow is not too long after all. “I feel as if Scripps allows me to be my own person. We both fit in here really well, and both of us are accepted.”

“I always feel like an individual,” stresses Megan Hanley ’08, of Newcastle, WA, whose sister matriculated this year. “Erin and I have our own passions. She’s thinking about being pre-med—crazy girl—while I’m studying to be an actor. I think it speaks to the diversity of Scripps that both of us can receive excellent educations even with our very different interests.”

Sisters might worry about establishing their individuality, but twins have a lifetime of experience with that challenge before they ever arrive on the Scripps campus.

“Having a sister to steal—or even borrow—from while in college is a perk, but even more valuable is the feeling of comfort, home, and being understood down to one’s core.”
Identical twins Amanda (Mandy) and Jessica Baum ’10, from Paradise Valley, AZ, and Jennifer and Laura Loesch ’09, from Sierra Madre, CA, have found that a small college can be a more liberating environment than a large high school.

“At Scripps, people seem to be more open-minded and not driven by preconceived notions or twin myths,” relates Mandy Baum.

Laura Loesch agrees: “I feel like much more of an individual at Scripps than in high school. We took all the same classes in high school, and many people simply referred to us as ‘the twins.’ Now we have different majors, take different classes, and some people don’t even know that I have a twin!”

“Some people think I just change clothes a lot,” explains Jennifer Loesch. The twins’ ability to pull off the “clothing switch trick” can confound people, postponing the moment when they realize that one young woman can’t possibly metamorphose so quickly or so often. “We’re used to the different attention we get, but Scripps is a really good place to become more of an individual.”

While the Loesch twins share a quad room with two other friends, there is a broad consensus among sisters on campus that separate rooms are necessary for maintaining a close relationship.

“No, we do not room together,” says Lily Carstens, a senior from Berkeley. “Are you kidding?”

“I like to sneak into her room,” admits Alana Carstens, a first-year student who is often mistaken for her big sister.

“It’s important to have one’s own space,” asserts Megan Hanley, who also shares the campus with a first-year sister. “Erin comes to my room when she needs advice about classes. I steal her clothes sometimes. I should probably return those.”

Having a sister to steal—or even borrow—from while in college is a perk, but even more valuable is the feeling of comfort, home, and being understood down to one’s core. Arielle Bauer ’08, of Nevada City, CA, appreciates knowing that her best friend in the world is only a dorm away, while her sister Alex ’10 feels a sense of pride when she introduces herself as “Arielle’s little sister.”

“We act much more like best friends than sisters,” says Amy Zug, a first-year student from Haverford, PA, who told her older sister, Keri, about the friendly, down-to-earth school she was applying to in Southern California. Sometimes little sisters do know best. After some long discussions with Amy, Keri applied as well and transferred to Scripps from Middlebury College this year.

Sofia Stenson ’10, from Phoenix, AZ, who has her “step-twin” (step-sister Suzie Caughlin was born the same day as Sofia) at Scripps and sister Katie at Pomona College, finds the sisterly connections provide her with both comfort and more social opportunities. “It’s nice to have someone to talk to who knows you really well. It’s also really nice to have different friends so that we can introduce each other to different people. It helps us to get out and socialize more.”

Perhaps it’s the “family away from home” quality of Scripps that makes it so attractive to sisters. (Jennifer Loesch is even trying to convince her cousin to apply.) Scripps’ sisters live and grow within a campus environment that is itself especially intimate and supportive. While pursuing their own academic passions and cultivating their own friends, sisters manage to deepen their sibling relationships through shared experiences on campus, whether it be a late-night study break or a raid on each other’s closets. After all, what’s a little larceny between sisters?
FROM THE PRESIDENT
Dear Alumnae and Friends of Scripps College:

Here’s a quick review of timely topics:

**LONG-RANGE PLANNING SURVEY.** In a previous letter to you, I urged alumnae to participate in the Alumnae Association’s long-range planning survey. And, respond you did! My heartfelt thanks to the hundreds of you who answered the call: about 650 responded online and another 150 mailed in their surveys. As of this writing, the surveys are being analyzed. Survey results will be pondered by the Alumnae Council’s Long-range Planning Committee, which will propose an updated long-range plan for discussion and adoption by the Council. Stay tuned for future developments!

**REUNION WEEKEND, APRIL 27–29.** This is a “don’t-miss” event for our major reunion classes. In case you haven’t figured it out yet, Scripps is much more than four years of college. Come discover or rediscover that you are part of a lifelong, wonderful community of amazing, encouraging, and caring women. Reunion Weekend is a gift you need to give to yourself!

**CAMP SCRIPPS, JUNE 21–24.** One hardly knows where to start when singing the praises of this special experience where “Everything is possible, nothing is required.” Camp Scripps is of alumnae, by alumnae, for alumnae, typically including a 50-year range of graduating classes. Camp provides a unique opportunity to renew, reconnect, and rediscover, all while enjoying the charms of Browning-Dorsey and other special campus venues.

**ONLINE COMMUNITY.** Want to reconnect with your classmates or find alumnae in your neighborhood? Join the Online Community (OLC) and start enjoying the latest news and the convenience of a current alumnae directory, online event registration, discussion boards. It is easy (and free!) to join the OLC: go to the Scripps College website at www.scrippscollege.edu, click on “Alumnae” (right side of home page), click on “Online Community” (right side menu), and hit the “Register” button to become part of the OLC. The OLC page lists a variety of features of interest to alumnae. Explore not only the OLC, but Scripps’ website; it’s gorgeous and chock full of interesting news and information!

Hope to see you soon at Reunion Weekend or Camp Scripps.

Lori Steere ’66
President

ALUMNAE SPEAK

NEXT TOPIC:

Sisterhood

Tell us about your sister. What part has she played in your life? Does anyone understand you better? What keeps you close—or perhaps distant? If you have more than one sister, what has been your role in the family? We invite you to submit stories for Alumnae Speak, for publication in an upcoming issue of the *Scripps Magazine*. Suggested length: no more than 500 words. Deadline: open.

Please send to editor@scrippscollege.edu, or mail to Mary Bartlett, 1030 Columbia Avenue, Claremont, CA, 91711.
Under a new federal law, if you are age 70½ (or will be by December 31, 2007), you can make a tax-free current charitable gift directly from your IRA account to Scripps and start putting those funds to work for Scripps students immediately! Until December 31, 2007, you can rollover up to $100,000 from your IRA to Scripps and exclude the entire amount of that gift from your taxable income for 2007. Now, that’s something to smile about!

Charitable gifts from IRAs can help reduce the tax burden of heirs. Your non-spousal beneficiaries may be taxed up to 70 percent when your IRA or other retirement plan assets are distributed to them. Naming Scripps as your IRA beneficiary (as Leslie has) and leaving other assets to your heirs can help preserve the value of your retirement accounts and bring a smile to your face at the thought of the students who will benefit and the taxes your estate won’t pay!

You can designate a charitable remainder trust as the beneficiary of your IRA or other retirement plan, benefit BOTH Scripps and your heirs, and reduce the tax burden to your estate. If you want to make a gift of your IRA to Scripps, but still desire to benefit your heirs as well, consider setting up a charitable remainder trust through your will and designating that trust as the beneficiary of your IRA. Your heirs can receive the income from the trust, Scripps will receive the principal remaining when the trust terminates and estate and income taxes on your IRA assets will be significantly reduced. Smiles all around!

For more information about putting your IRA to work, please contact Allyson Simpson, Director of Planned Giving.

909.621.8400
allyson.simpson@scrippscollege.edu
www.scrippscol.gift-planning.org

Scripps College does not offer or provide tax or legal advice. Consult your professional advisor before making a gift that could have tax or legal consequences.
Which professor to write about? How can I possibly narrow it down to one?

Do I write about Robert Pinnell, who sat with me week after week to “push electrons” for organic chemistry? Do I write about David Sadava, who insisted that I will one day be addressed as “Dr. Tung”? (I was never called “Dr. Tung,” not because I didn’t become a physician, but because I married and changed my name prior to earning my degree.) Or do I write about Ms. Haag, who helped me to become a singer and talked me out of getting married right out of college so that I could give medicine a try? Perhaps various professors hold that one spot for me at different times of my life.

At the present, I choose to write about Professor Jane O’Donnell. She was my advisor for my major in music. She taught “Singer’s Diction,” when I had this grandiose delusion that I would magically absorb her knowledge of French diction without ever practicing it. She also made classical music history fun and exciting. However, the biggest impact she had in my life was showing me that I need to utilize all my potential.

It was my senior year, and while I had turned in my medical school applications, I was still full of doubt: was I really supposed to become a doctor? The road seemed so arduous and impossible. Perhaps I needed a career that was more amenable to having a family. I came back from a Christian fellowship retreat and was convinced that I should forego medical school, and instead, go to seminary and become a Christian counselor. I thought this plan was doable and worthwhile. I bounced into Professor O’Donnell’s office one day and announced this. She looked at me, and said, “No, Michelle, you go to medical school and learn of other ways to heal people.”

I was shocked—Professor O’Donnell was a nun! Why would she discourage me from this path? She called my friend, the Reverend Catharine Grier Carlson at the McAlister Religious Center, and talked to her about my big announcement. In the end, I was convinced by both of them that going to medical school would give me more tools and options than seminary would.

Fast forward eight years. I am now in my last year of psychiatry residency training. I am grateful for Professor O’Donnell and the Rev. Carlson’s advice—I did learn so much about helping others. I am able to work with the neurotic, as well as the psychotic, and have not only words, but also medications, at my disposal.

I doubt I would be where I am today without the guidance of all the professors at Scripps. Nonetheless, a special thank you to Professor O’Donnell for challenging me to take the road less traveled.
Mme. Louise-Mathilde Glenn  
“*You Can Start Again*”  
BY FRANCES HURLEY RYLEY ’61

“I have a job for you, angel.” Madame Louise-Mathilde Glenn, professor of French language and literature, quickly escorted me, a third-year student that spring of 1960, into an atelier in her home, near the College. She put a sewing machine at my disposal, with a melange of material on the floor. With staged carelessness, this petite dynamo (who began each day with a swim) tossed a huge piece of golden brocade at my feet. Since she knew nothing of my ability as a seamstress, she seemed to be saying, “You are what matters. So what if you botch up some expensive material. Qu’importe? You can start again.”

This was just the vote of confidence I needed. My life seemed to be going downward. I had fallen in love, wanted to be married, was behind in some of my studies. Also, I was losing self-confidence, and my health seemed to be slipping away.

What Mme. Glenn did say, though, was, “*Eh bien! Donc!* Use your imagination—make the costumes *comme vous voulez*, just like you want!” Smiling at me with her combined mirth and seriousness, she exited into that large, open room, Chez Glenn, which was the setting for so many festive student get-togethers, as well as our advanced French conversation course this semester. A few of her “angels” soared in this intimate setting, reading and discussing existentialist writers Camus and Sartre.

She and Thomas Glenn, her tall, handsome husband (the strong, silent type) hosted the parties at their home. They were a devoted couple; she called him “Tommy” or “Cheri.” Their lovely, talented daughter, Michelle, attended Stanford University. It was believed that she and Mr. Glenn met in Paris, where she was a professor and he was a student, perhaps at the Sorbonne University. It was also believed that the couple lost one or two children in a tragic accident, years ago.

“Believe me, I know what I am talking about, angels. I know life,” Mme. Glenn would often add as a postscript during her lectures. Another signature comment was: “I am not just teaching you a foreign language. I am giving you general background information that fits in with the Scripps humanities program.” She had a never-ending supply of tidbits on history, philosophy, art, and religion.

And her personal advice showed us that she was in tune with each one of us. In the middle of a discussion, this professor, who knew life, might look at one of us, over her reading glasses, and say, “*Eh bien!* You are looking a little green this morning. Even though you’ve been studying late at night, get some color on your face. *Allons!* Put on a bit of lipstick!” She often would say, “Don’t just sit around analyzing yourselves. If you get discouraged or depressed, go, get busy. Do something. This helps. Believe me...”

Meanwhile, as I cut into the material and stitched up and down on my “creations,” I worked from mental images of plays of Molière, in which I had acted and she had directed with her typical *joie de vivre* and no-nonsense fervor, as though they were Broadway productions. She loved all of her work and all of her angels at Scripps. Nothing was too good for us, and she was, in the words of the French expression, “as good as bread.”

Often, during 1960, she shared with us her feelings about impending retirement, seemingly preparing herself and us for the day she would no longer be a professor. She would explain that it was better to remain effervescent and full of life as an inspiration to her students. “I do not want to turn into a vinegar bottle,” Mme. Glenn would add.

After I had assembled some “costumes,” Mme. Glenn made her appearance. Speaking with her perfect French pronunciation, she praised my work. Over these past 46 years, this particular task [sewing] has always served me well. I’ve learned you can always start again.
Ed White
“A Prelude to Learning”
BY EMILY R. GILL ’66

I had so many “favorite” professors that I couldn’t decide, so am going to say a little about three of them. Professor Philip Gray was my advisor as a lit major, and I loved all his classes, especially the two semesters of Shakespeare I took as a junior. I also loved Professor Philip Merlan in Humanities III, and his sense of humor. I ended up working for each of these professors in turn, as I was the Humanities II and Humanities III assistant, each for a year, while I was at Claremont Graduate University (MA, 1968; PhD, 1971).

But I have the most vivid memories of Professor Ed White, from whom I, with two others, took Humanities IV my senior year. It was basically an American intellectual history course, focusing on the 20th century, and we met at his home every Thursday night. When we arrived, usually grand opera would be on the phonograph, and his wife would serve us coffee and cookies before we got down to business. We discussed a different book each week, often with guest professors from other Claremont Colleges. It was always interesting.

At that time, I hadn’t decided to pursue a career in teaching. But every time I ran into Professor White in the halls on campus, he would address me as “Dr. Gill.” He had a great sense of humor, and he made me feel affirmed as a person with a good mind. I kept in touch with him after Scripps until he died—as I also did with Professors Gray and Merlan.

As a political science professor myself since 1971, I have always invited my student assistants and my senior seminar students to dinner at my home each semester, as advisors did generally at Scripps. I so enjoyed my relationships with my professors that I have wanted to do as much as possible to replicate that experience for my own students. I used to think it would be wonderful to marry a professor and serve his students coffee and cookies—but instead, my husband cooks dinner for my students! As Gloria Steinem once said, “We have become the men we wanted to marry.”

Emily Gill is the Caterpillar Professor of Political Science at Bradley University in Peoria, Illinois.

Chris Towse
“Number One”
BY BREEDEEN MURRAY ’04

I met Professor Chris Towse on the first day of new student orientation. He was not only the first professor I met, but also the one who had the greatest impact on me, although I had no idea that this would be the case when my family and I joined him and President Bekavac for lunch on the lawn that afternoon. I was excited to start my first year at college, but by then had grown a little weary of the inevitable question “What are you going to major in?” which Professor Towse asked me almost immediately. At that point, I had no idea where my many interests would take me. “But not math,” I answered.

Chris Towse turned out to be a math professor. Whoops!

Later that week, I failed to place out of the math requirement and therefore wound up taking Math 23 with none other than Professor Towse. I remember his very first assignment, to find his office, a place I would visit many more times in the year to come. By the end of my sophomore year, I wound up eating my earlier words when it came time to declare my (first) major—mathematics, of course.

Classes and office hours were not the only times I saw Professor Towse. He set up a weekly math lunch on Fridays, which I attended almost unfailingly, dragging with me whomever I could convince to join us math majors. Every semester we would also have a math department BBQ or trip to Buca di Beppo’s. Professor Towse was the only professor I ever felt comfortable enough with to ask to drive me to the airport.

I took my first upper-division math class, “Mathematical Analysis,” with Professor Towse. It was both the hardest class I ever took and my favorite. My friend and fellow math major Kate took the class with me. We would work on homework assignments together, often during dinner at the Malott Commons. Sometimes, when we were stuck on a problem, we would walk back to the residence halls via the courtyard in Balch Hall just to see if the light was on in Professor Towse’s office. Despite the late hour, it often was, and we would climb the stairs to ask our questions, or sometimes just to tell him to leave and go home already!

From that first semester in Math 23 to my last semester taking “Classical and Modern Geometries” and “Abstract Algebra” while writing my thesis, Chris Towse was an influential figure in my life. I cannot think back to my time at Scripps without remembering him. I wonder now what I would be doing today if I had not met Professor Towse—certainly not preparing to become a high school math teacher. I plan on inspiring lots of students to go to Scripps and pursue math—so watch out, Towse, the math department is going to keep on growing!
Philip and Franciszka Merlan
“Best of a Championship Show”
BY SHARON WALTHER BLASGEN ’64

I had a lot of great professors when I was at Scripps—men and women who were so knowledgeable, so enthusiastic, so communicative that they were able to make their subject matter obsessively compelling. I can rattle their names off to this date. But the most memorable of all for me, the best of a championship show, was Professor Philip Merlan. He was hands-down, the most intellectually challenging of the lot. Professor Merlan made you think, even when you weren’t in the mood. He was a walking encyclopedia on a number of classical subjects—from history and philosophy to literature and art. He was a Renaissance Man if there ever was one.

But Professor Merlan’s expertise was complicated. He was married to Franciszka Merlan, a scholar in her own right. The two were inseparable and often taught classes together. I am sure she contributed to many of his books and papers. They were so close that it was hard to tell when one stopped and the other took over. So in judging contributions to academe, well, the woman behind the man may have played a greater role than anybody knew.

When I had my first class with Professor Merlan, he scared me. His teaching method was Socratic. He had a way of turning your own arguments back on you, making you say ridiculous things. I was somewhat shy and didn’t like that. But I got over it. Maybe one of the reasons I am a lawyer today is because of the training I got from Professor Merlan back then.

The Merlans once did something for me I considered very kind. They were both Polish, and my maternal grandparents were Polish. My mother, born in the U.S., spoke Polish from her childhood. I introduced her to the Merlans when she visited the campus once, and she promptly invited them (in Polish) to dinner at our home in Orange County. I was mortified! My grandparents had been peasants in Poland. My mother’s Polish was, to be kind, more from the barnyard than the university. My sister Marilynn (Scripps ’65) and I couldn’t imagine the great scholars Philip and Franciszka Merlan in our home. But the Merlans accepted the invitation, and my mother cooked a traditional Polish dinner for them. We spent the evening laughing and singing old Polish songs. The Merlans honored us greatly by their visit, and my family never forgot it.

Wicker, Liss, Walker, Sahak
“An Impossible Choice”
BY KATHRYN FRANKLIN ’02

Favorite professor—how can I pick just one?

KATHLEEN WICKER
When visiting Scripps for the first time (as a senior in high school) I sat in on Professor Kathleen Wicker’s “Women in Antiquity” course. She was talking about ancient Rome and the Temple of the Vestal Virgins. I listened in awe as she taught about these women of the past—strong, independent, dedicated. I was inspired to someday visit the ruins and live a part of history. I realized then, at age 17, that I could travel anywhere, see anything. When I did get to Rome, the Temple was a must-see on my itinerary, thanks to a great teacher. Professor Wicker has the ability to inspire, and I am grateful to have been taught by her.

JULIA LISS
She is an American studies guru, a dedicated thesis reader, and an asset to the Scripps community. As my thesis reader, Professor Liss spent countless hours reading my work, assisting me with my research, and supporting my goals. She was always ready with an encouraging word and a smile. Even when she was on sabbatical the last semester of my senior year, she continued teaching the American studies senior thesis seminar and offering her invaluable guidance.

CHERYL WALKER
Students could always count on seeing Professor Walker at student/faculty dinners and 75th Anniversary presentations. It never failed that she would ask some of the most intelligent and thought-provoking questions. I thoroughly enjoyed the English course I took with Professor Walker. I especially loved listening to her read; I could hear the passion in her voice and her love of the subject.

JUDY HARVEY SAHAK ’64
While not a “professor” in the traditional sense [she is the Sally Preston Swan Librarian at Denison Library], Judy taught me so much about Scripps history and traditions. When I lived in Browning and served on hall council, she helped me plan the traditional holiday dinner. Together we looked through old Scripps yearbooks and saw that they decorated the outside of the dorm with luminaries for a Mexican fiesta. I recreated the tradition and the results were stunning. Judy’s enthusiasm for Scripps and for all students, past, present, and future, is remarkable. She made me want to make my own history at Scripps.
Marriages and Commitments
'92 Angela C. Dickey to Marcelo Vergara, June 25, 2006
'93 Lori Dennis to Christopher Low on October 22, 2005
'03 Jennifer Sala to Keith Alan Wood, September 2, 2006

Births and Adoptions
'91 Janel Henriksen Hastings and Glen (HMC '93), a daughter, Elizabeth Ann, March 27, 2007
'91 Anne Klein Kilty and Patrick, a son, Colin Mc Dermott, June 24, 2006
'92 Kristen McMahon Smith and Adam, a daughter, Sophie Katherine, May 19, 2006
'96 Anna Haglund and Luke Sobota (POM '96), a daughter, Elsa Louise, August 15, 2006
'97 Sola Whitehead and Andrew Emert, identical twin sons, Samuel and Alexander, September 5, 2006
'98 Jennifer Seeman Schmidt and Kurt, a daughter, Anneke Nell, September 24, 2006
'00 Robyn Terrell Widmer and Daniel, a daughter, Rylie Nicole, September 8, 2006

In Memoriam
'37 Dorothea Wright Judson, December 20, 2006
'39 Margaret Baker Merchant, September 6, 2006
'39 Diana Lejeune Merritt, February 17, 2006
'40 Lucia Stevenson Buehler, August 21, 2006
'45 Mary Virginia Everly Neubert, October 4, 2006
'47 Phyllis Kohlne Castor, September 18, 2006
'49 Grazie Knolle Groth-Marnat Outmans, November 11, 2006
'68 Nancy Roberts Silver, August 27, 2006

Melissa deCardi ’99 married Nicholas Hiladek in May 2005 in Princeton, New Jersey. Right, eight of Melissa’s Scripps friends enjoy the fun in a nontraditional portrait. From left front, Stephanie Nicol Davis, Sarah Riggio ’97, Sneha Abraham ’00, Pamela Ryan Sternberg ’97, Melissa; in back, Katherine Morgan Landes ’99 and Jen Wilson ’96. Also in attendance were Becky Yamamoto ’99, Elizabeth Kumin-Severance ’99, and Emily Unger ’98.

Margaret (Peggy) Shipley (Vashon Island, WA) Picture this alumna, now 93, taking in the view of Puget Sound from her front porch—waterways far to the left and right, stands of evergreen, a ship high in the water on its way to Tacoma to take on cargo, for China, perhaps. Above all this, 14,410-foot Mt. Rainier wrapped in snow.
Ilive on Vashon Island, in an eldercare facility owned and operated by my son, Frank, and daughter-in-law, Theresa. My caregivers are my grandchildren, in their teens and twenties, energetic and ponytailed; some are taking university courses in preparation for nursing careers. From Seattle, take the ferry and ask your way to Island Elder Care. I’ll see you!

Marianne Johnson Finlay (Redlands, CA) It was wonderful to read in the Scripps Magazine about Hildreth Green Von Kleinsmid ’33 recently. How often can a 91-year-old like me feel young by comparison to anyone? In her picture, she stands up straight and looks lovely even though she is older than I, so it was stretching a bit when I said she made me feel young. However, I play golf with a 28 handicap, take care of a husband with a leaky heart valve, walk the dog, am deeply involved in the world of art and its appreciation, and live half of
each year in the wilds of north Idaho. Most of my dear classmates are gone, most of my life’s friends are gone, but it is great fun to find new, younger friends. Scripps and her influences on my life and good luck are never very far away. I have come to believe that much of the joy I have been privileged to have is due to my years at Scripps College. Seventy years ago upon graduation everything in my life started to go right. The core curriculum in humanities seemed to give me the tools I need to seek and find a fulfilling way of life. It is a pleasure to give back in any way possible.

Charleen Mahoney Jenkins (Seattle, WA) Over 60 years since I donned the green cap and gown, and I am continually surprised how those four years at Scripps have gifted me throughout my life. I see Virginia “Skippy” Clarke Younger ’45 and Margaret “Peggy” Schiff Enderlein ’45 and by phone with Jean Allison Melville, Janet Bane, Marian MacEachron Boggs ’47, and Virginia “Lee” Todd ’45.

Margaret “Marky” Hardin Allen (Pasadena, CA) Still “puttin’” along in Pasadena, enjoying life and bridge. My golf friends and I are looking forward to our 60th!

Pat Fisher-Smith Welsh (Del Mar, CA) I continue writing garden books and giving seminars and slide shows. I am lucky to be in a little group of friends called the Painted Ladies (the reference is to butterflies, not women of ill-repute) who meet weekly in each others’ gardens to paint in oils, yak, eat, and have a grand time. On the negative side, my aging house and garden here in Del Mar seems ever to be in need of something expensive being fixed; but on the plus side, I managed to escape twice in company with a new and compatible traveling companion—my cousin, Harriet Bensus, who lives in Newport, CA. We spent three weeks in New England last summer visiting our American cousins, including a week on the family island where we used to go

Scripps Alumnae:

Barbara FowlerRalston, a devoted friend of the College and mother of trustee Hugh Ralston and Anne Ralston Jones ’75, died on January 16, 2007, in Santa Barbara after a brief illness.

Barbara was a remarkable and resilient woman who lived abroad, raised four children, and in her later years returned to Santa Barbara to run the family agricultural business, primarily growing avocados.

In announcing Barbara’s passing to the Scripps community, President Nancy Bekavac said: “She was one of the most forward-looking and intellectually engaged members of her generation of Scripps women. She believed deeply in the transforming power of a broad education, she was dedicated to continuing to make such an education available to future generations, and she lived out Miss Scripps’ maxim in her own life.”

The family requests that donations in honor of Barbara be made to The Barbara Fowler Ralston ’41 Scholarship Fund at Scripps; the Flower Guild at the First Presbyterian Church, Santa Barbara; or the Santa Barbara Botanic Garden, where she served for a decade as a docent and enthusiastic proponent of native plants.
Peggy Cochrane ’44 stands in front of a yurt (or ger) in Mongolia, where she spent two weeks in November 2006 as part of a whirlwind tour through Asia that also included Kashmir and Bhutan. Cochrane is a member of The Travelers Century Club, a worldwide organization, in which she has reached “Award” level for visiting her 250th country. Cochrane often travels alone, relying on local guides. Her language courses at Scripps served her well, she says, as she has used French in several European countries and Canada. She enjoyed being served lunch in the yurt, although she was relieved to hear that she would be returning to her warm, cozy hotel for the night.

Anne-Charlotte Hanes Harvey ’62 received the 2006 Eliason Merit Award in November from the Swedish-American chamber of commerce of greater Los Angeles. The award is presented to individuals who have made significant contributions in the areas of commerce, culture, science, and the arts to further strengthen relations between the United States and Sweden. Professor Harvey is a prominent Swedish American who actively promotes Swedish and Swedish-American culture in America through her work as a professor of theater, translator/dramaturge, actor, singer, lecturer, and scholar. She recently retired after more than 30 years of teaching in the Theatre Department of San Diego State University.

Nancy Marr Eckel (Norfolk, CT) It is remotely possible that I will be able to make it to our 50th reunion. I am temporarily in Arizona and might be able to drive over for the festivities. I am volunteering for six months with the National Park Service at the Hubbell Trading Post National Historic Site in Ganado, Arizona. The man who started the trading post, Juan Lorenzo Hubbell, was my husband’s great-grandfather, and my husband spent his early school years living at Ganado. In 1965, the trading post was sold to the National Park Service as a historical site. The bed my husband slept in, plus his Hardy Boy books, are behind ropes for visitors to view. I am volunteering in the Curation Department. If you are ever in Northern Arizona, do pay the trading post a visit!

Valerie Thom Read (Capistrano Beach, CA) Larry and I had two great trips in the fall of 2006: a week in Western (or Independent) Samoa, which must be what Hawaii was before WWII: pristine, clean, simple, and lovely. We also spent five days in Mazatlan, Mexico, with my classmate, Jane Kearney, and her husband, Ken Kahn. They shared their elegant and comfortable time-share with us, and showed us all the changes that have occurred in Mazatlan since our last visit in 1964!

Carolyn Yarnes Woolston (Felton, CA) After seven years without my beloved husband, I am finally beginning to enjoy widowhood. My 14th historical romance novel (Loner’s Lady, set in old west Oregon) was published in June under my pseudonym Lynna Banning. The 15th, Crusader’s Lady, a medieval-era historical romance, will be out in March 2007. I’m taking harp lessons and still play for a medieval music ensemble of six (combined ages 384); we’ve been working together for 20-plus years. We gave two concerts in April and are working on a “house concert” for spring. I also read madly for the literary ladies’ book club I co-founded. Spent a delightful three days in Ashland, Oregon, last summer with Maxine Borowsky Junge, who is currently living on Whidbey Island, Washington, and I occasionally see Ann Shankland ’60, who travels down from Portland, Oregon, to see her son.

Laurel Barber Martin (Salisbury, NH) After living in Germany for 37 years, Tom and I returned to
Alumna Hilary Schor Leads USC Program

Hilary M. Schor ’80, professor of English in the University of Southern California’s College of Letters, Arts and Sciences, is the USC college’s new dean of undergraduate programs.

Schor received her bachelor’s degree in British and American literature from Scripps College and her master’s and doctoral degrees from Stanford University, where she specialized in 19th-century literature and culture, drawing on work in intellectual history, feminist studies, and the history of the novel.

Teaching at USC since 1986, she has a joint appointment in the department of comparative literature and is a professor of law in the Gould School of Law. Previously, she served as chair of gender studies and director of the Center for Feminist Research.

Interim Dean of the College Peter Starr said of Schor: “Those of you who know Hilary know her as an exceptional scholar of Victorian literature and culture, a brilliant teacher, and as fine an institutional mind as we have at this university.” Schor’s scholarship focuses on narrative theory, as well as on law, property, and the nature of subjectivity in literature, popular culture, and film.

Post-Bac Premed Alumna Starts Uganda Clinic

She went to rural Uganda to teach English. She left transformed.

Stephanie Van Dyke, a 2003 alumna of the Scripps College Post-Baccalaureate Premedical Program, was volunteering abroad after getting her undergraduate degree from Whitman College, in 1999. Though her students were grateful and attentive, most of them were too ill to concentrate. They suffered from persistent flu-like symptoms, malnutrition, unset broken bones, untreated wounds, vitamin deficiencies. “I was appalled at the amount of unnecessary daily suffering individuals endured...The children, who probably would never leave their village, did not need an education in English so much as they needed good diets, clean water, and good health care, which was virtually nonexistent.”

Witnessing the abject poverty and profound lack of basic medical care, Van Dyke promised the villagers that she would return to their country, equipped to help. She was inspired to pursue a career in medicine and resolved to work “in the most rural and deprived communities possible—both nationally and internationally.” Having majored in psychology and emphasized liberal arts as an undergraduate, Stephanie needed to take the prerequisite basic science courses before med school. She enrolled in Scripps’ Post-Baccalaureate Premedical Program, an intensive 12- or 15-month program for college graduates who decide to go into medicine but didn’t take the necessary courses as undergraduates. She is now a second-year medical student at Albany Medical School.

When Stephanie inherited $30,000 from her grandmother in 2005, she decided to use the money to establish the first in a series of medical clinics in rural Uganda. She and friend John Kalule, a Ugandan national, selected Ddegeya, Uganda, as the site for the Engeye Health Clinic (Engeye translates as “White Monkey” and is the name of a local tribe). A village in southern Uganda that is home to a subsistence farming population, Ddegeya is a desperately poor community with no running water, no electricity, and no medical personnel or services. Tylenol, antibiotics, even chicken soup are unfamiliar luxuries. Villagers suffer from everything from respiratory infections to intestinal worms to AIDS and malaria.

Last summer, Stephanie returned to Uganda. She, John, and a host of volunteers and villagers cleared the site of banana trees and maize and constructed the facilities that would house the Engeye clinic and housing for medical volunteers.

This spring, a team of doctors, nurses, and medical students including Van Dyke, will travel to Ddegeya on a medical mission, bringing basic health care to the region for the first time ever. They will provide acute medical care and carry out needs-assessment studies. After she finishes medical school, Stephanie plans to practice medicine full time in Uganda. Until then, she hopes to sponsor medical missions there once or twice a year.

For information on the Scripps Post-Baccalaureate Premedical Program, visit www.scrippscollege.edu/postbac/index.php.
Leslie Lasher Monsour ’69 received a fellowship in literature from the National Endowment for the Arts (NEA) for 2007. The NEA grant is given semi-annually to between 37 and 50 poets and includes $20,000. Out of approximately 1,200 applicants this year, only 50 were chosen. Monsour has not fully planned how she will use the grant, but concedes that it will most likely go toward more than one project. Monsour’s first collection of poetry is The Alarming Beauty of the Sky (2005).

Literature is part of the equation

As a high school student, Jessica Sidman ’97, Clare Booth Luce Assistant Professor of Mathematics at Mount Holyoke College, envisioned attending a college like Caltech or MIT. Then, as a junior, she had the epiphany that her academic interests were in male-dominated fields. “Even my high school math and science classes offered few opportunities to study with girls,” she said. “I didn’t want my college experience to be more of the same.” Sidman decided to apply to women’s colleges and was accepted at Scripps College.

Sidman found the liberal arts environment at Scripps a comfortable fit and appreciated the chance to develop friendships with other women. “I really enjoyed the range of classes I took and the opportunities that the Claremont Colleges consortium offered. For instance, I had a wonderful class on African-American literature and read books that I might not have discovered otherwise.”

Literature is, in fact, one of Sidman’s passions. She speaks as enthusiastically about fiction, from novels by Charles Dickens to Jhumpa Lahiri, as she does about her research areas of combinatorial algebraic geometry and computational commutative algebra. She’s from a family that always has read and discussed literature; during weekend phone calls, Sidman, her sisters, and their mother still talk about books. “One of my sisters and I just discovered that we’re both reading novels by Henry James,” she said.

Teaching math to women at a liberal arts college was precisely what Sidman had in mind when working on her doctorate in mathematics at the University of Michigan. “I felt that teaching women to think more critically and analytically in a numerical sense would be a good thing to do with my life. And I wanted to do it at a women’s liberal arts college.”

Since coming to Mount Holyoke in 2003, Sidman has been helping students recognize their own possibilities... “Sometimes a student will tell me that she’s not good at math but is succeeding only because she’s ‘working really hard.’ I tell her to instead think of herself as a very smart, very successful person. Women need to give themselves permission to be confident about their abilities.”

Excerpted with permission from Vista, a Mount Holyoke College publication.
Jessica Rattner ’05 rides her horse, Partouche, in the 2006 Garden State Classic at the New Jersey Horsepark. Jessica is in the process of qualifying for the July 2007 Pan American Games in the equestrian discipline of dressage. She helps care for 22 horses under the supervision of Olympic judge Anne Gribbons. Jessica currently spends half the year in Chuluota, FL, and the other half in Brentwood, NY, preparing and training horses while studying to become a certified instructor and earn her judging license. Jessica plans to return to her family’s DevonWood Equestrian Centre in her home state of Oregon and begin a business as a trainer, instructor, and competitor. Eventually, she hopes to become a judge and horse importer. Jessica credits her courses at Scripps, and specifically researching and writing her thesis, as being valuable to her as an instructor. Her thesis, “The Structure of Tradition: Dressage in 19th and 20th Century Germany” required that she review the teachings of the great master riders.

Erin Owen (Brooklyn, NY) Erin continues to perform professionally in NYC as a contemporary dancer. She has recently been cast as a scary monster in the film I am Legend, which will likely come out in theatres sometime later in 2007. She teaches pilates and gyrotonics in Manhattan.

Hope Handloser Adams (Ladera Ranch, CA) I married Lex Adams in 2003. We are enjoying living in beautiful Southern California. We have three dogs and a cat, and last year we got two Mini Coopers and joined a Mini Club. I have been working for SCORE Educational Center since graduation. As the director of the Irvine center, I am furthering my love of teaching and working with kids, while getting a fabulous real-world business education. While it definitely has its challenges, I have learned and grown so much.

Andrea Gutierrez (Los Angeles, CA) I am a lifelong Bruin fan who has just started a new job at UCLA in undergraduate admissions, and my roommate, Jill Tetrick, is now in dental school at USC. Let the rivalry commence! I am also partway through the application process for the Foreign Service, having passed my first hurdle in April (the written exam), with the second obstacle (the oral assessment) coming up in February. Pamela Corey-Archer ’62 has been a gem advising me through the process.

Sarah Kinkel (Las Cruces, NM) I am just beginning my first year in the history PhD program at Yale, studying early-modern Britain. I am excited to be in New Haven and thrilled to be back in school.

Natasha M. Ross (Nashville, TN) I recently moved to Nashville to attend Vanderbilt University, Owen Graduate School of Management, concentrating in strategy and human and operational performance.

Nkechi Njaka (Hopkins, MN) I am currently attending the University of Edinburgh, Scotland, for my Master of Science in neuroscience. I have been able to remain an active member in the modern/contemporary dance community and found time to dance weekly while completing my degree. I expect to graduate in fall 2007.
Thank you to the following donors who made the following gifts in honor of Diana Ho ’71, 2006 Scripps College Volunteer of the Year:

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Edie Tsai
Lisa Tuck
L. Catherine Wagar
Mary Fraser Weis ’66
Roxanne Wilson ’76
Christina and Augusto Wing
Alice Wong ’73
Deane Wong
Kanoe Yim and Shiva Wheeler
For five-year-olds, college may seem like a distant abstraction, and may have less meaning for them than the “Great Job!” sticker they get on their hand for helping a classmate. Colleges like Scripps are particularly difficult for my inner-city kids at Harlem Success Academy to imagine. Just yesterday, on a routine visit to my office, a young student named Destini looked up at the poster of Dorsey Hall on the wall of my office and asked what it was. I told her that, one day, she too can go to a college where she can live in a beautiful dorm with her friends, with a pomegranate tree outside her French doors and a library filled with books just steps away. With a look of awe and amazement she said, “You get to live with your friends in college?”

I attended New York City’s elite private schools, and for everyone I knew, it was not a question of “if” we would go to college, but “where,” and “how prestigious.” I had little first-hand experience of the vast disparities in educational opportunity in this city. I had to work hard, but there is no question that I had access to the kind of excellent education that would simply be out of reach for someone like Destini were it not for the recent creation of public charter schools in my city.

After graduation from Scripps, I went to work as director of community affairs for Eva Moskowitz, a New York City councilmember. My boss was hardworking, independent-minded, and stood up to entrenched interests. I wanted to have an impact, but I wasn’t sure of the best way to affect change until she offered me a chance to join her in starting a charter school.

The idea was to start one charter school for low-income children in Harlem that would serve as the model for 40 more charter schools in New York City. We had a 300-page charter (essentially a binding performance agreement). We had founding board members who were convinced charter schools could provide a better education than most traditional public schools—for the same cost. We had a contract with a literacy and math curriculum company, and that was pretty much it. Moskowitz, three of my former co-workers, and I met at a Starbucks on January 2, 2006, and feverishly began working backwards from the day we would open—August 21, 2006. We had less than eight months to hire the best teachers in the country, recruit students, map out our curriculum, define our school culture, secure a school site, and turn it into a place where children could learn and grow.

We decided quickly that we wanted to provide science five days a week, as well as chess, geography, social studies, and art. When we couldn’t find a hands-on science curriculum where kindergartners could make hypotheses, do experiments, and analyze data, we created our own. We decided to assess the children every eight weeks so we could target our academic interventions and have quick response. We wanted to tutor not just the children who are struggling, but the ones who need an added challenge. I had danced in high school and college and felt strongly that the kids should...
have a top-notch dance program. We wanted the kids to play intramural soccer against other schools. We mapped out our school’s values and came up with the acronym “ACTION” for Agency, Curiosity, To Try and Try, Integrity, Others and No Shortcuts. We developed a school culture that emphasizes college graduation, reading, and a love of learning. The five of us worked day and night, taking full advantage of the endless supply of Diet Cokes in the company kitchen of a hedge fund that donated our office space.

I had just 30 days to recruit our inaugural kindergarten and first-grade classes. I passed out brochures in front of the IHOP on 135th St., knocked on doors in the St. Nicholas and Martin Luther King housing projects, and spoke to parents at daycare centers, hair salons, and churches. I met hundreds of families who desperately wanted the kinds of educational options that many of us take for granted. Though we wouldn’t officially open until August 2006 and had no proven track record, parents signed up in droves for a school that didn’t yet exist, in a location that had yet to be determined, with the great teachers I was convinced we would have.

I soon found that not everyone felt families in Harlem deserved more educational options. In New York City, charter schools share space with public schools, and our negotiations with the Department of Education and with our potential host public school were not going well. The situation intensified when the teachers’ union tried to kick us out of our school site. They rallied the PTA, whose president was the staff member of a Harlem politician, and staged protests. It was frustrating to see so much parent energy focused on eliminating choices for other low-income families. I felt these parents were being duped into championing mediocrity and keeping the education system dysfunctional for someone else’s political agenda. It seemed that the same politicians who had spoken so eloquently about the achievement gap were covering their tails. They had set the bar so low, and had patted themselves on the back for such minor accomplishments, that they were worried what would happen when their own constituents realized they were being shortchanged.

Harlem Success’s goal in providing a better education for the same cost has a specific purpose: once public school parents see what we can offer, we want them to begin to demand that their own schools get better. When parents see that our students have science five days a week, and chess, arts, and sports, we want them to demand those same things.

The teachers’ union succeeded in kicking us out of our school site just weeks before we were set to open. It added a new challenge—both for us and for our incoming families—but we were going to open this school, and nothing was going to stop us. A last minute deal was brokered that placed us in a school building a half mile away from our original school site.

When Destini’s parents named her, I’m sure they envisioned a bright future filled with choices. I can’t imagine they thought that her destiny would be limited at birth, but Destini would grow up in a country where only 12% of the nation’s black eighth-graders and 15% of low-income eighth-graders are proficient in reading. What I realized is that the value of reading Rousseau and Kant at Scripps is not so that I can impress people with my knowledge of Kant’s categorical imperative. What Core and my other classes at Scripps taught me is how to critically evaluate the choices in front of me. I would never accept, as a parent, that by virtue of birth I would not have a choice in where my kids get to go to school. I would not accept that a school like Scripps would be beyond my children’s reach. I learned to challenge those assumptions, and when a solution didn’t exist, to create one myself.

My hope is that by founding a charter school, I can play a role in both creating choices and in informing parents that choices exist. I am now recruiting our next incoming kindergarten class, and my co-founders and I are in the early stages of planning schools #2 and #3 to open in 2008. I hope that schools like Harlem Success will mean that more young women like Destini will not ask “if” they will go to college, but “where.” Then, the Scripps Class of 2023 will be filled with Destinis ready to apply principles from Core for the benefit of their own communities.
Under the campus giant carob tree with pets Brando and Delilah, Nancy Y. Bekavac looks forward to new challenges. President Bekavac announced her retirement from the Scripps presidency on February 21, 2007, after 17 years of service. A pictorial retrospective and celebration of the Bekavac Years, 1990-2007, will appear in the summer issue of *Scripps Magazine*. 