FROM THE EDITOR

What happens at Scripps...

The word "interdisciplinarity" doesn't exactly trip off the tongue. Yet it is heard with increasing frequency on the Scripps College campus, along with the more familiar adjective "interdisciplinary."

At many colleges and universities, the terms are bandied about casually, almost becoming clichés. Not at Scripps.

Dion Scott-Kakures, director of the Core Curriculum in Interdisciplinary Humanities, explains how Scripps College takes interdisciplinarity seriously and what that means for students and faculty, in an article on the newly revised Core program, page 20. He says, "It is something we have to do if we're going to get a grip on certain questions."

This issue is filled with examples of interdisciplinarity. From the enormously successful Scripps College Academy to the three-semester offerings of Core to the Accelerated Integrated Science Sequence, the exposure to multiple disciplines and a careful study of how they interact is essential to the Scripps College experience.

It doesn't end here. Graduates go on to lead rich, full lives inspired by exposure to a core of knowledge that furthers critical thinking. Alumnae often write in their class notes how their minds were stimulated and their lives enhanced by their time at Scripps. As Susan McCormack Metcalf '97 writes in Alumnae Speak, page 29, "I am grateful to have had the opportunity to spend four years at such an amazing, nurturing, challenging place as Scripps. Its cumulative effect will forever play a part in who I am."

What happens at Scripps doesn't stay at Scripps.

MARY SHIPP BARTLETT
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We welcome your comments on any subject in the magazine and suggestions for future articles and features.

LETTER TO EDITOR

I ABSOLUTELY LOVED YOUR "Balancing Act" series! Keep those coming! So many of us, almost all of us, constantly deal with the issue of work versus family. That was the first time I actually saved my Scripps Magazine and made a mental note to go back to those articles. Thanks so much for supporting and enlightening us!

MARISSA SOO FALEOLO ‘96
Honolulu, Hawaii

To read more from alumnae on how they are balancing work and family, see Alumnae Speak, beginning on page 28.
Cover: At a White House ceremony on October 20, First Lady Michelle Obama presents the National Arts and Humanities Youth Program Award to the Scripps College Academy. Accepting are, from left, Dean of Faculty Amy Marcus-Newhall and Raemi Thomas, Scripps College Academy scholar and high school junior. Photograph by Chuck Kennedy.
The two women were filled with nervous excitement as they walked down a White House corridor on their way to the East Room. They passed portraits and photographs of presidents and their families, historic political moments, and special guests honored in White House ceremonies. It was now their turn.

Scripps College Dean of Faculty Amy Marcus-Newhall and Raemi Thomas, a junior at New Millennium Secondary School in Carson, Calif., had flown to Washington, DC, to accept the National Arts and Humanities Youth Program Award—the highest recognition for youth-oriented programs. They were to receive it in a special ceremony with Michelle Obama in the White House on October 20.

When the ceremony began, they were the second in the program called to the stage and honored. 

“Everything happened so quickly,” Marcus-Newhall recalls, “but during the ceremony, the First Lady was kind, funny, and amazingly supportive of our youth program.” For Thomas, who became an SCA scholar in summer 2010, the best part was when she received a warm hug from Mrs. Obama. “She whispered in my ear that she was very proud of me,” says Thomas.

The Scripps College Academy is one of 15 programs across the nation to receive the honor, selected by the President’s Committee on the Arts and Humanities from more than 400 nominees.

The award was especially meaningful to many Scripps College faculty who helped found and support the program. Marcus-Newhall, one of the founding faculty members, calls the award “an affirmation.” She says: “We always knew that the program was immensely successful and served an important role in our community—both on and off the Scripps campus. It’s heartwarming to have this recognized and affirmed by this national honor.”

The honor for Scripps College comes just eight years after it established the innovative program for middle and high school girls. The Scripps College Academy successfully prepares them for the rigors of college academics and college life through on-campus visits, faculty mentorship, a two-week residential program, and personalized assistance in the college application process.

How did this young program earn such national acclaim and high praise from the president’s selection committee, made up of noted artists such as cellist Yo Yo Ma and actor Edward Norton?

According to Scripps College Academy Director Kelly Hewitt ’08, the College worked together to make the program a success. “It is truly a group effort—with backing and support from the president, faculty from all disciplines, current students, and staff,” she says. “Alumnae have also been tremendously supportive. It is now an integral part of Scripps College.”

SCA began as a two-week summer program for high school girls. It was so successful—and popular—that it has grown into a year-round program with various academic offerings—including a Math and Sciences Scholars Program—fieldtrips to cultural centers, book clubs, and financial aid and college application workshops for participants and their families. The program is offered at no cost to participants.
SCA offers additional services through free weekly tutoring on the Scripps College campus and by hosting middle school “College Clubs.” The program now serves more than 350 students each year.

The payoff has been spectacular: 100% of last year’s high school seniors who were SCA scholars were accepted to four-year colleges and universities. Today, SCA graduates are enrolled in top colleges and universities, including Yale University, Wellesley College, Stanford University, Brown University, Smith College and, of course, Scripps College. The class of 2010 has enrolled in dozens of different colleges across the country including UC Berkeley, Occidental College, Princeton University, Dartmouth College, and Tulane University.

As word spreads, more and more highly motivated high school students seek to be involved. Since 2008, applications have increased by more than 400%.

The SCA Scholars program begins with the summer residential component. For two weeks each June, 45 young women come to the Scripps campus to experience what it is like to live and study at a private liberal arts college. For many students and their families, this is their first time on a college campus, and almost always their first introduction to the unique opportunities of a women’s college.

The pace of the summer program is intense. Students simultaneously produce academic essays while participating in workshops such as creative writing, urban planning, and combating stereotypes. Staff members and students form a community of learners that reaches beyond the classroom, from nightly hall meetings where the young women come together to discuss race and identity in Toni Morrison’s short stories; they join in conversations about what life is like at a liberal arts women’s college. Just as a signature of Scripps College is its interdisciplinary focus, one of SCA’s hallmarks is the wide array of topics and disciplines it covers. Finally, the summer program culminates with the SCA scholars making formal presentations—to an audience of family and friends—of their own research projects on a wide range of subjects from various academic areas.

SCA stresses empowerment, according to Hewitt. “Scripps College was founded on the belief that women deserve access to high quality education. The Scripps College Academy is an extension of this mission,” she says. “The program empowers middle school and high school women to be advocates for their education, develop the skills and experiences to be successful college students and graduates, and become leaders in their communities.”

Through SCA, students receive the tools not only to be admitted into a four-year college, but the encouragement, support, and confidence to become strong women leaders. by Laura Nolan ’11

In Their Own Words
Duyen Tran ’10, Melissa Mesinas ’12, and high school junior Raemi Thomas, all Scripps College Academy scholars, discuss their experiences with SCA:

Duyen: SCA cultivated a sense of confidence in me. Being on campus helped me become comfortable in my own skin.

Melissa: Professor Amy Marcus-Newhall sent me an email saying congratulations when I got into Scripps. She fostered my interest in psychology, but also really focused on my personal growth as well. That’s one of the things I love so much about SCA—being able to form such dynamic relationships with professors.

Raemi: I’ve seen that already with the professors. Before SCA, I thought they would be scary! They were relaxed and open and at the same time challenging, but in a good way.

Melissa: SCA helped open new doors that were always there, but because I come from an underserved school, were not as visible. I didn’t feel lost during the college application process.

Duyen: There are so many resources SCA has to offer, from SAT classes to workshops. All of that was just so vital—I wouldn’t have been able to navigate the college application process as well as I did. Everyone in SCA is smart, but we do need access to these resources.

Melissa: Being a first-generation college student means you don’t necessarily know how to approach things. SCA is there to support you.

Duyen: It is heartwarming and comforting to know that even if you are first in your family to go to college, SCA is here for you.

For more information, or to support Scripps College Academy, visit www.scrippscollege.edu/academy.
Celebrating Academics and Community

The Scripps College community—students, faculty, and staff—came together on September 2, 2010, to celebrate in music and words the start of the academic year.

Professors, in colorful garb, entered Garrison Theater and sang *Gaudeamus Igitur*, led by Associate Professor of Music Charles Kamn and members of the Concert Choir. Professor of Philosophy Dion Scott-Kakures gave the keynote address on perceptions of reality, with additional remarks by President Lori Bettison-Varga, Interim Dean of Students Rebecca Lee, Dean of Faculty Amy Marcus-Newhall, and Scripps Associated Students President India Mullady ’11. Afterwards, the community lunched under the expanding shade of Elm Tree Lawn, now in its third year of growth at Scripps College.

**India Mullady ’11, President Scripps Associated Students**

Excerpt from Academic Convocation remarks September 2, 2010

*At the most basic level, the things that are most important to Scripps are its people. We could have a beautiful campus, with flowers, great views, and gorgeous architecture, but it wouldn’t mean a thing without people to share it with…and people to propel us to the next level.*

This year we will take things to a higher level and we will do it together. We will strive to contribute to the growth of others as well as ourselves. We will know that the little things we do to strengthen each other here will have resounding impacts for the world.

This is not so different from what Ellen Browning Scripps had planned all along, when she wrote:

> “Each and every one of us is part and parcel of the great whole…You know in your heart of hearts that did the call come again to do big instead of little things, you are ready. You know, without vain glory, that you are better fitted for public service than many who now sit in high places; that you would make wiser legislators, [wiser] judges, more efficient public officials. You know that you have the knowledge and the power, the constructive ability and the spirit of justice within you that fit you for greater service than has yet fallen to your lot.”

Let us remember to help one another, thank one another, and acknowledge those little things that the people at Scripps have done to help us be ready for greatness…And let’s have a fantastic year together.
Three Women Take Top Leadership Roles

This summer brought major changes in leadership at the vice-presidential level of the College. As reported in the Scripps Magazine spring issue, Professor of Psychology Amy Marcus-Newhall was named vice president and dean of faculty after Michael D. Lamkin retired as dean in June 2010. Two additional appointments followed:

Rebecca Lee became interim dean of students on July 1, replacing Vice President and Dean of Students Debra Wood, who, after 12 years of service, became chief student affairs officer at Northwestern University's Qatar campus this summer.

Lee brings almost 30 years of experience in student development, with specific expertise in the areas of promoting and supporting diversity, career counseling, academic advising, and residential life.

“The mission of Scripps College resonates deeply with my own commitment to the development of young women as our future leaders,” said Lee.

Lee was most recently associate dean of students at Amherst College, serving as assistant director of the career center and pre-law advisor. Prior to working at Amherst, Lee held positions in student affairs at Oberlin College, UC Davis, and University of Pennsylvania.

Patricia F. Goldsmith was named vice president for institutional advancement for Scripps College, effective July 1, 2010. Goldsmith most recently served as the College’s vice president for enrollment, marketing, and communication. In that role, she increasingly attracted and enrolled top students to Scripps and raised the College’s visibility among important constituencies.

Now, she is wearing a new hat. Goldsmith leads fundraising and constituent engagement efforts for the College. She will also plan and execute the next major fundraising campaign. Goldsmith oversees marketing and communications responsibilities, including public relations, as part of her expanded role.

Faculty News

Yuval Avnur, assistant professor of philosophy, has an article, “An Old Problem for the New Rationalism,” accepted by the journal Synthese for spring 2011.


Two research papers by Assistant Professor of Economics Latika Chaudhary have been accepted for publication: “Land Revenues, Schools and Literacy: A Historical Examination of Public and Private Funding of Education,” Indian and Social History Review, April/June 2010; and “Reading, Writing, and Religion: Institutions and Human Capital Formation,” Journal of Comparative Economics, December 2010.

Assistant Professor of American Studies Matthew Delmont’s article, “Making Philadelphia Safe for WFiladelphia Television, Housing, and Defensive Localism in Postwar Philadelphia,” has been accepted for publication in the Journal of Urban History.

Mary Hatcher-Skeers, associate professor of chemistry, was a June 2010 invitee to the NSF-ADVANCE Summit on the Advancement of Senior Women Scientists at Liberal Arts Colleges. Hatcher-Skeers received an Ellen Browning Scripps Foundation award to purchase scientific equipment to support Scripps students studying in the sciences. The award also supports the teaching and research of most faculty in the chemistry and biology departments.

Hao Huang, professor of music, was soloist during summer 2010 with the Xiamen Philharmonic, PRC, playing Brahms’ Piano Concerto No. 2 in B Flat Major. He also published an article, “Should Technical Exercises at the Piano Still Form Part of the Pianist’s Vade-Mecum?” in Piano Journal of the European Piano Teacher’s Association, Issue 91, 2010.

Nancy Neiman Auerbach, professor of politics and international relations, received a BLAIS Challenge Grant in support of an intercollegiate project, “Building Community Roots and Transforming Lives: Engaging At-Risk Youth in a School-Based Garden.”

Michael Spezio, assistant professor of psychology and neuroscience, along with two colleagues at the Claremont School of Theology, received a $50,000 award from the Fetzer Institute to develop a highly interdisciplinary approach to the neuroscience of meditation for compassionate action. The work will involve scholars from religious studies, philosophy, psychology, and neuroscience.

Professor of History Cindy Forster’s article, “Not in All of America Can There Be Found a Country as Democratic as This One?: Che and the Revolution in Guatemala,” was published in Che’s Travels: The Making of a Revolutionary in 1950s Latin America, Duke University Press, edited by Paulo Drinot.

Scripps College received a $411,008 NSF grant for psychology faculty and students. See page 11 for details.
Meet the Press

KC Mautner ’12 and Vritti Goel ’12 may study international relations and biochemistry, respectively, but that doesn’t stop them from knowing a good news story when they see it.

Now in their second year as co-editors of the student-run newspaper, voice, Vritti and KC continue to expand the role of campus journalism in the lives of students. “We have a staff that includes 19 editors and managers and dozens of writers and photographers,” notes KC. “We are committed to covering the events, issues, and news important to the Scripps College community.”

“Each person who contributes to voice represents a part of the community and what it wants to know,” adds Vritti. “We are always looking for more issues of interest and unique perspectives from students, faculty, and staff.”

The newspaper is published biweekly during the academic year, excluding holidays and breaks. Recent articles run a wide gamut of topics, from coverage of the National Arts and Humanities Youth Program Award given to Scripps College Academy to editorials on “Don’t Ask Don’t Tell,” from an interview with British performer Kate Nash to a write-up on the recent 5C Zombies v. Humans game. Each of the paper’s five sections—news, opinions, features, arts, and sports—offers plenty of diversity of content... and it’s all online, as well as in print.

This semester, voice has a new and redesigned website available at voice.scrippscollege.edu. Look for articles to arrive online shortly after their print publication.

Coming Soon: the Lincoln Ceramic Art Building

Joan (Rechtin ’49) and David Lincoln sign one of the beams that will be placed in the new ceramic art building that bears their names, at groundbreaking ceremonies on October 1, 2010, in Bixby Court. The Lincolns have made a $3.5 million commitment to enhance and expand the study of the ceramic arts at Scripps College. Anticipated completion of the Joan and David Lincoln Ceramic Art Building is spring 2011.
Welcome, Professors!

This fall, Scripps College welcomes seven vibrant and gifted scholars-professors who have filled tenure-track positions on the faculty. Student intern Zackery Zackery ’14 asked them their impressions of life at Scripps so far.

David Cubek, assistant professor of music, director of the Claremont Concert Orchestra. BMUS, McGill University; MA, Conservatoire de Musique du Quebec a Montreal; PhD, McGill University.

“I look forward to many years of teaching and performing music for the Scripps community. I also look forward to challenging myself and to learning and growing with students and colleagues.”

Patrick Ferree, assistant professor of biology, Joint Science Department. BS, University of North Carolina, Chapel Hill; MS, Wake Forest University; PhD, UC Santa Cruz.

“I have thoroughly enjoyed working with my [four] undergraduate research students. They are already becoming experts in both the techniques and the theory of their projects and have even begun to discover new things in the lab. It is an amazing process to watch.”

Sarah Gilman, assistant professor of biology, Joint Science Department. BS, Stanford University; PhD, UC Davis.

“I continue to be impressed by both the enthusiasm and initiative of Scripps students. After only a few months here, I’ve already been recruited as the faculty advisor for the Scripps Marine Biology Club and had several students contact me about senior thesis projects.”

Christine Guzaitis, assistant professor of gender and women’s studies. BA, Beloit College; MA, San Francisco State; PhD, UC San Diego.

“What has most delighted me about Scripps is the College’s real commitment to interdisciplinarity, which should be a priority at liberal arts colleges since it is keeping with a liberal arts tradition.”

Mona Mehta, assistant professor of politics. BA, MA, University of Mumbai, India; MA, PhD, University of Chicago.

“The warmth and friendliness of the Scripps community has been a delight to experience.”

Jutta Sperling, Wilbur Kitchener Jordan Professor of the History of European Civilization. MA, Universität Gottingen, Germany; PhD, Stanford.

“I look forward to becoming a trusted colleague and mentor and to actively participate in the future shaping of this wonderful learning community.”

Jacqueline Wernimon, assistant professor of English. BA, University of Iowa; MA, PhD, Brown.

“This is a college that fosters interdisciplinarity, and I’m particularly keen to see students bridge the gaps between various humanistic and scientific disciplines.”
Sidney J. (Jim) Weinberg, Jr., former chairman of the Scripps College Board of Trustees, beloved friend of the College, and senior director of the Goldman Sachs Group, died October 4, 2010, of prostate cancer, in Marion, Massachusetts. He was 87.

Weinberg’s tenure as chairman spanned three presidencies at Scripps College, from 1986-1991. His superb leadership during that time, marked by transition and financial challenge, is widely recognized as laying the groundwork for the College’s remarkable success in the last two decades. President Lori Bettinson-Varga said, “Without Jim Weinberg, Scripps College might well be a different place today. We owe him a great debt of gratitude, as well as our love for an exemplary human being.”

Weinberg’s affiliation with Scripps began in 1969 when Elizabeth ’74, the first of his two daughters and current Scripps College trustee, enrolled as a first-year student; Sydney ’75 followed her sister to Scripps the following year, and his son, Peter, enrolled at Claremont McKenna College four years later. Weinberg was continuously involved with the College, as a strong financial supporter, an effective volunteer, and as a committed trustee.

He never hesitated to accept the obligations of multiple board committee memberships and chairmanships even though they required him to commute from New York City to meetings in California.

During his first year as board chairman, Scripps embarked on the most ambitious capital campaign in its history. Despite the fact that the College previously had raised only $8 million in a capital campaign, Weinberg encouraged the Board to set what many considered the audacious goal of $41.3 million. During the next three years, his advice, numerous personal solicitations, strategic planning, and powers of positive persuasion were key to the College exceeding its goal by $12.2 million dollars. That $53.5 million dollars doubled the Scripps endowment and made it possible for the College to enter the 1990s on strong financial footing.

Another essential part of Weinberg’s service to Scripps was as an effective advocate of women’s leadership. This trait extended beyond words into action by appointing women to leadership roles as chairs of key committees on the Board. He was also a strong supporter of the selection of the College’s first woman president, Nancy Y. Bekavac.

For his service, in 2001, the College gave Weinberg the Ellen Browning Scripps Society award, the only man to date to be recognized with this honor.

Linda Davis Taylor, current chair of the Board, said, “With every encounter, Jim Weinberg had a remarkable ability to inspire us all to strive to follow his example—do more, aim higher, and serve with kindness.”

On his retirement as chair of the Board, the trustees, along with business associates, family, and friends, established in his honor the Sidney J. Weinberg, Jr., Chair in Natural Science, thus ensuring that his name will continue to be associated with supporting the education of Scripps College women in science.

In February of 2010, the Sidney J. Weinberg, Jr. Foundation created the Weinberg Family Dean of Science endowment Fund, with a gift of $3 million to Scripps College, and $2 million to Claremont McKenna College, to support the newly established position of dean for the Joint Science Department and to provide research funds to encourage student-faculty research projects that will propel undergraduate science in Claremont to even greater levels of success.

Weinberg’s interest and support of science also extended to the Keck Graduate Institute (KGI), where he was an important voice guiding that institution during its formative years, becoming founding chair of the board, and emeritus chair at the time of his death. In 2007, he was one of the first recipients of an honorary Doctorate of Applied Life Sciences from KGI.

He leaves his wife of 59 years, Elizabeth; his three children, Elizabeth Weinberg Smith, Sydney Weinberg, and Peter Weinberg; two stepsons, James and Alan McCord; a stepdaughter, Laura Grauer; 12 grandchildren; and four great-grandchildren, many friends, and other relatives.
New Trustees

Four new members join the Scripps College Board of Trustees in 2010.

Recent Graduate Trustee-elect Marguerite Manella ’10 received a bachelor’s degree in mathematics this past spring. Her service to the College includes two years as a resident advisor and four years as a tour guide and host. The James E. Scripps Scholarship recipient (2006-2010) has further demonstrated her leadership skills as a member of the Ad Hoc Committee on Strategic Planning Prioritization and Implementation, from 2009-2010. As a trustee, she serves on the educational policy and student affairs committee. A resident of Sharon, Massachusetts, she is presently on an eight-month road trip around the United States with friends. She especially looks forward to visiting national parks in the West.

Emily Waldorf ’03 received her bachelor’s degree in art history and French studies, cum laude. After graduation, she pursued her study of French, earning her MA from Middlebury College in 2004. Her interest in art has culminated in her present work as an art consultant for WLM Advisors and as an art writer for ArtsÉtoile (artsetoile.com). Since 2008, Waldorf has served as a board member of Piece by Piece. Waldorf serves on the educational policy, finance, and student affairs committees. She and her husband, Greg Waldorf, along with son Jacob, currently reside in Los Angeles.

Elizabeth Cundiff ’84 received her BA in Spanish and psychology. Since graduation, she has devoted substantial time and resources to support the mission of the College. In 2003, she founded the Elizabeth Cundiff Endowed Scholarship to assist a student with financial need. In addition, Cundiff has served in various leadership capacities in the Alumnae Association, most notably as its current president for the 2010-2012 term. In her professional career, she has worked in the computer software industry for 20 years, including Symantec Corporation and Hewlett Packard Company, and currently as a program manager for Sonic Solutions. The Culver City resident serves on the educational policy, student affairs, and buildings and grounds committees.

Suzanne Ely Muchnic ’62 earned her BA from Scripps, followed by an MA in art from the Claremont Graduate School in 1963. After graduation, she entered the California public school system, serving as an art department chair and teacher. A published art writer, for many years with the Los Angeles Times, her exhibition reviews and feature articles have appeared in magazines such as Artnews, American Craft, and Harper’s Bazaar. In 1998, her acclaimed biography of Norton Simon, Odd Man In, was published by the University of California Press. Muchnic is a member of Art Table, Inc. and the International Association of Art Critics. She has been chair of the Ellen Browning Scripps Society, and was named the College’s Distinguished Alumna in 1987. She chairs the Honors, Awards, and Recognition Committee on the Alumnae Leadership Council; as a trustee, she serves on the educational policy, student affairs, and buildings and grounds committees. She and her husband, Paul D. Muchnic, M.D., reside in Playa del Rey, California.
Looking Inside a 560-Year-Old-Patient

On April 23, 2010, the oldest patient ever to be admitted to the Pomona Valley Imaging Center arrived for a CAT scan. He was in critical condition. While the patient was conveyed through the CAT scan instrument, five of us, his good friends and caretakers, waited anxiously to see the results. Patients name: St. Michael. Occupation: Saint and angel, weigher of souls. Age: approximately 560 years.

Scripps College’s ancient local celebrity, the 15th-century painted and gilded wood sculpture originally from Perugia, Italy, had finally been brought in for some health tests.

As Scripps’ first art conservation major and an intern at the Ruth Chandler Williamson Gallery, I have had the amazing opportunity of working on the conservation of St. Michael throughout much of the 2009-10 academic year. My work, which has primarily involved the stabilization of the surface decoration, made it possible for St. Michael to be moved to Pomona Valley Medical Center and scanned without further damage to the piece. This procedure has revealed much about St. Michael’s internal construction, information we will need as we prepare for structural conservation.

As the CAT machine scanned the body, computer screens in an adjacent room flashed bright blue cross-sections of St. Michael. Dark circles appeared, emanating from the center of the sculpture—the rings of a tree cut down more than 500 years ago to create the piece of artwork lying before us. The final images from the scan, ghostly black-and-white front and side views of St. Michael, show that he was carved in one piece except for his whole right arm, and possibly his left forearm. Nails and bolts were inserted deep into his arms, shoulder, and elbow, evidently to hold the respective pieces together. We have yet to determine whether some of those metal pieces will be removed, and whether any are original to the piece. While the separately carved sections of the sculpture threaten to detach without proper stabilization, there are no expansion cracks in the main body—a good sign, and rather astonishing, considering the barrage of different climactic environments the wood has endured over the centuries.

I presented the results and progress of my internship during Scripps College’s 2010 Alumnae Weekend last May. After the talk, a woman approached me and said, “By the end, you started calling the sculpture ‘he.’” My automatic adoption of the pronoun demonstrates that he is no longer an inanimate object to me. I have come to see in him a rich history. And in trying to extend that history, I have realized that he needs help to stay healthy in his old age; seeing him pass through the CAT scan machine has increased my understanding of that fact.

St. Michael holds within him the hope of the people who looked up and saw him perched gloriously upon the side of a church, the people he comforted with the promise of eternal life. He is imbued with the love of everyone who has owned him. And now, St. Michael contains a part of us—those five who waited on tenterhooks as he was conveyed through the CAT scan at Pomona Valley Medical Center, as well as so many others who have helped him along the way.

by McKenzie Floyd ’12

McKenzie Floyd ’12, Scripps College’s first art conservation major, was a Wilson intern with the Ruth Chandler Williamson Gallery and a recipient of the Virginia Judy Esterly Award.
NSF Grant Expands Brain Research Options for Scripps Students

Older people are more positive than younger people, research shows. What is it about the way the two age groups process information that causes this? Scripps College senior Kate Wiley hopes to answer this question by investigating brain activity in the young and elderly for her thesis project. A psychology major, Wiley has been working with brainwave recording in the Scripps College Electrophysiology Laboratory, which is about to experience an enormous increase in capability due to a grant from the National Science Foundation (NSF). Soon Scripps College students will have a much more powerful tool at their disposal for innovative research.

The NSF has awarded Scripps College $411,008 to create a state-of-the-art laboratory for student-faculty research on human cognitive functioning using high-density electroencephalography (EEG) to explore brain activity. The laboratory will be housed at Scripps College and shared by psychology faculty and students from Claremont McKenna and Pitzer Colleges. The grant is effective from October 1, 2010, through September 30, 2013.

Such a sophisticated EEG system is quite rare to have at an undergraduate college, as most machinery for brain imaging is too large and too expensive to be used in undergraduate education. This new equipment will make "big science" accessible to students in behavioral neuroscience.

Scripps College President Lori Bettison-Varga said: “This NSF grant enhances the already significant interdisciplinary neuroscience research taking place at Scripps College. Although we are a small, liberal arts college, our enviable membership in The Claremont Colleges allows us to provide our students cutting-edge scientific resources typically found only at larger universities.”

It is a coup for Scripps College to have its proposal funded, as only a small percentage of the applications submitted to the National Science Foundation are chosen for funding.

Faculty involved in the grant proposal include Alan Hartley, Michael Spezio, Stacey Wood at Scripps; Gabriel Cook and Cathy Reed at Claremont McKenna; David Moore at Pitzer; and David Leland at the University of Wisconsin, Eau Claire.

In anticipating the arrival of the new system, Wiley said, “I expect it will attract psychology and neuroscience students to do more EEG research, which is a privilege usually only [available at] large universities or for graduate students.”

By Anne Manicke ’13

College loses good friend
John Porter Sands, MD

Scripps College has lost an exemplary good friend who gave his time, talent, and financial resources to support its critical needs. Former trustee John Porter Sands, MD, died peacefully at home on October 2, 2010, after a valiant 15-month battle with cancer. John served as a member of the Scripps Board from 2003-2008. His connections to Scripps run deep, as his mother was Marie McSpadden Sands ’32; his daughter Johanna graduated from Scripps in 1995; and his niece Claire Sands Baker ’93 is a member of the Institutional Advancement Committee of the Board of Trustees. John felt he had benefitted in many ways from his mother’s Scripps education, and in 1995, he and his brothers expressed their gratitude by endowing the Marie McSpadden Sands ’32 Awards for Writing, which provides two students a one-year scholarship of $5,000 each. John’s profound love of Scripps brought him back to campus with his twin brother, Ed, in September 2010, and they spent reflective time in Margaret Fowler Garden.

John received his BS cum laude from Arizona State University and his MD from the University of Colorado School of Medicine. His medical career included a private practice in urology from 1975-1979, and 30 years with the San Diego Navy Hospital. He served as chairman of the Urology Department of the Naval Hospital from 1987-1997; director of surgery of the Naval Hospital from 1995-1998; consultant in urology to the Surgeon General of the Navy from 1987-1997; and commander of the detachment to 1st Medical BN, 1FFSG, 1MEF from 1997-2001. This distinguished service earned him the National Defense Service Medal with Star (in lieu of second award), the U.S. Navy Meritorious Service Medal, the U.S. Navy Legion of Merit Award, the Humanitarian Award for participation in Operation New Life 1975, and the "Ig Nobel" Prize for Medicine in 1993.

After his retirement from medicine, John dedicated his personal funds and time to an innovative agricultural project in Kenya that is developing drought-resistant food sources that have the potential to improve the lives of generations of families in that region.

John is survived by his wife, Carol; his daughters, Johanna ’95 and Adrienne; his brothers, David, Charles, and Edgar; and their families.
Student Choice

Scripps College students voted Winston Ou, assistant professor in mathematics, their Student Choice Professor of the Year for 2010, making him the third recipient in the history of the award. Previous winners are Tony Crowley, in humanities, and Marina Perez de Mendiola, in Hispanic studies. Aside from accolades and a surprise party in The Motley in his honor, Ou received the commemorative stuffed squirrel that students present to the victor from year to year.

Students also presented personal notes to Ou, including the following from Annie Dreshfield '13: “You were a joy to have as a math teacher! Even though I never particularly loved math, you showed me the beautiful side of a world I had never explored before.”

The Student Choice Award for Professor of the Year is sponsored by Scripps Associated Students, and all Scripps College students are eligible to vote.

Scripps College Ranked 23rd Among Top Liberal Arts Colleges

Even though the methodology and application of college rankings is often questioned in academia, it’s still nice to be listed with the best. In the current U.S. News & World Report rankings, Scripps is 23rd among America’s liberal arts colleges and the third-ranked women’s college in the country. This represents the second consecutive year the College has been in the top 25 among the nation’s liberal arts colleges and a significant improvement since 2000, when the school was 37th.

High school counselors placed Scripps College sixth in the nation for “best undergraduate education,” tied with Amherst, Bowdoin, Harvey Mudd, Pomona, Smith, Vassar, and Wesleyan University.

Scripps College is also one of the Princeton Review’s “Best Value College 2010,” receiving praise for “excellent academics, low sticker price, and generous financial aid.”

More Gold Stars for Scripps

Forbes Magazine recently named Scripps one of the “most beautiful campuses in the world.” Nominated by a panel of architects and campus designers, other stand-outs include Oxford University, Stanford University, the University of Bologna, and the University of Virginia, among others. Forbes says:

The total plan of this women’s college...has always called for artistic connection between buildings and landscape. Together, architect Gordon Kaufmann, in collaboration with landscape architect Edward Huntsman-Trout, created a distinctively Southern Californian blend of Mission Revival-inspired architecture and landscape, which is lovely, evocative, and intact. An expert in deciduous trees, Trout planted rows of liquid amber trees to give the students “a sense of autumn” come fall. He also peppered the campus with tulip trees, sycamores, almond and orange trees, as well as rare shrubs.
Historic Gift

As Denison Library continues to play an important role in the academic life of the College, we take a look at its rich early history.*

One day, a former student of Pomona College, Mrs. Harrison G. Sloane of San Diego, visited Toll Hall with her friend, Mrs. Ella Strong Denison of Point Loma. Mrs. Denison was much impressed with the browsing room and with its handsome Gothic window. It is said that in showing Mrs. Denison the campus development, Dr. Jaqua [Scripps’ first president] pointed out the site for a library. In any case, she invited him to visit her, and he warmly responded. At that time he was heavily involved at Claremont, but after a gentle reminder from Mrs. Sloane, he went to Mrs. Denison’s home and had a memorable conversation with her. He took particular note of her own fine library with its many medieval treasures. He was therefore not unduly surprised when she discussed with him the possibility of her providing the library building. She revealed a deep interest, and when informed that such a building would cost at least $100,000, she said that she would like to give it.

Mrs. Denison made three qualifications:

First, the College would secure the plans. Second, the building must look like a chapel. Finally, it must have an outstanding stained glass window to be dedicated to the greater wisdom of women.

Mr. Kaufmann [architect Gordon Kaufmann] at first despaired of designing a library to look like a chapel, but he was so successful with the planning of this fine building that the State Board of Architecture pronounced it the most beautiful public building of the year in California.

The achievement of a great stained glass window would need to involve the best artisans in America. Dr. Jaqua was en route East by train to ferret out the leaders in this field, and by the rarest good fortune found himself sitting across the aisle from a man who with his brother were said to be the best stained glass men in the country. They had to be good if they were to carry out the donor’s wishes. She knew precisely what it was she wanted. As a girl, the donor had attended a private school in Chartres; she resolved even then that one day she would give a window of Chartres glass to some worthy institution. The result is to be seen above the central desk on the west side of the library and depicts Johann Gutenberg and his Bible, Benjamin Franklin and his printing press, and other notable features. This fine achievement in stained glass is the work of Nicola D’Asenzo of Philadelphia, brother of the man Dr. Jaqua accidentally met. The literature room also was provided with 21 stained glass windows by the same artist.

On February 13, 1931, this library designed for 30,000 books was dedicated. In due time it received 766 volumes from Miss Scripps’ personal library and gifts from numerous donors—gifts of particular value in the education of women.

With its extraordinary stained glass windows, its carved woodwork, and its books especially in the humanities, the Denison Library became an inspiration to learning and the thoughtful expression of an exceptional woman.

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Two Complementary Gifts Highlight Sikhism

Over the years, donors connected to the College have given artwork and books that complement each other and enhance the academic experience for students and faculty, as well as educate and give aesthetic pleasure to the entire College community. Two such gifts, described below, are now part of Scripps’ collection of Indian art and art history books.

After the untimely death of her father in 2005, Deepika Sandhu ’99 established a book fund at Denison Library. Family and friends of Charnjit Singh Sandhu contributed to the development of a collection on Sikhism, its customs and history. Works on Sikh scripture, such as the four-volume sacred book Adi-Granth and works on Sikh gurus, illuminate the Sikh religion. Works on Sikh art and literature, along with histories of the Sikh people, particularly women, give insights into Sikh culture. Children’s and travel books broaden the scope of the collection. Browsing, reference, and special materials may be consulted at the Denison Library.

The artist Sobha Singh (1901-1986) was well known for his realistic depictions of Sikh spiritual leaders and heroic images of the common people of the Punjab region, where he lived. The above painting was acquired by Eleanor and V.S. Aronovici when they were living in New Delhi in the early 1960s and given to Scripps College in 1995, along with other paintings by contemporary Indian artists and numerous small bronze Hindu and Buddhist devotional figurines. Eleanor Aronovici was active with the Scripps College Fine Arts Foundation, and their granddaughter, Stacy Aronovici, graduated from Scripps in 1989.

Sense and Sensation

The first solo show in the Ruth Chandler Williamson Gallery’s Contemporary Women Artists series, “Sense and Sensation,” is a retrospective of paintings and drawings from 1990 to 2010 by Laurie Fendrich. The show runs October 30 through December 19.

“Sense and Sensation” alludes to Fendrich’s fusion of rationality and emotion, order, and ardor. Her deft blending of mid-twentieth-century cubism and biomorphism is playful and sophisticated. In each painting and drawing, her shapes tilt, shift, and jockey for position, producing an effect both perfectly poised and off-kilter.

According to Williamson Gallery Director Mary Davis MacNaughton ’70, “Laurie Fendrich is a great role model for students who are interested in working across disciplines: she is a professor of art at Hofstra University, an exhibiting artist, and a writer on art and culture for the Chronicle of Higher Education.”
As director of the signature academic program of the College, Professor of Philosophy Dion Scott-Kakures oversees a newly revised Core that is more relevant in today’s world. Above, first-year students in Scott-Kakures’ Core I seminar discuss readings that complement the week’s lecture. From left, Jacqueline Hope Freedman, Eliza Silverman, Hannah Bebbington, Carrie Latimer, Savanah Harshbarger, and Scott-Kakures. Far right: Carmen Sanjuán-Pastor, assistant professor of Hispanic studies, in her Core classroom.
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“CORE AIMS TO CREATE AN OPPORTUNITY FOR CRITICAL DISTANCE: TO THINK ABOUT THE VERY THINGS WE MIGHT TAKE FOR GRANTED, AND TO BE MINDFUL OF THE CONSEQUENCES OF SO DOING.”

What awakens students to original ways of thinking, gives them new academic muscle, empowers undergraduates to write and research with ever-increasing sophistication, unites faculty in unexpected collaborations, and leaves alumnae with lasting satisfaction and pride?

What brings forth fear and confusion in the minds of entering students, yet leads to praise and a sense of accomplishment by the time they graduate?

It’s Core—the one-of-a-kind, distinctive three-semester interdisciplinary program in the humanities that introduces students to interdisciplinary investigation and critical thinking at Scripps College.

With the support of the Andrew W. Mellon Foundation, Core underwent a makeover this year and emerged even more compelling and relevant.

The program maintains the same basic structure and academic rigor that has earned acclaim from students, faculty, the larger academic community, and national media. But, after close and lengthy review, both internally and externally, Core has new theme and an invigorated faculty eager to learn from one another and to share with students their enthusiasm in the search for knowledge.

To find out more about the revised Core, we talked with Dion Scott-Kakures, professor of philosophy, who began a three-year tenure this past January as director of the Core Curriculum in Interdisciplinary Humanities. The following is based, in part, on this conversation, his remarks to the Class of 2014, and other writings, as well as the Core Planning Committee’s report to the faculty, December 2008.
What is Core’s new theme and how is it different from the former theme?

The theme “Histories of the Present” replaces “Culture, Knowledge, and Representation” and more explicitly focuses on the relationship of critical thinking to contemporary problems and debates.

“Histories of the Present” examines both the values and categories that we often take to be obvious and the ways in which conventional or accepted understandings of them may prevent us from seeing the world in other ways. Among these values, we include profound and deep contemporary commitments to freedom, autonomy, equality, rights, justice, belief, and tolerance.

We think of “Histories of the Present” as pointing to a method for doing critical, and especially self-critical, historically informed thinking about the concepts and languages we use to think about ourselves, others, and various problems. Our understandings can come to seem natural, or inevitable or non-negotiable—that is, as something without a history. “Histories of the Present” is a way of investigating the bases and the consequences of how we think. It involves grappling with how our own views have emerged, and seeing how they might well be different.

What are the goals of the course?

From the beginning, Core aims to create an opportunity for critical distance: to think about the very things we might take for granted and to be mindful of the consequences of so doing. This fall, throughout Core I, we take up the method of “Histories of the Present” with an eye towards probing the ways in which appeals to human nature and human difference, in various disputes and at various points in history, have important implications for our contemporary regard of ourselves. It’s worth noting that the appeal to the concept of human nature is incredibly contentious and vexed—politically and morally, as well as scientifically. A lot can hinge and has hinged on what we take ourselves to have in common and what we take the bases of our difference to be.

Another significant goal of Core, of course, is to provide a common experience for Scripps College students in the form of a shared intellectual enterprise.

Why is having a common experience important?

The hope—and this really does happen—is that we’ll discuss and argue about the issues we raise not just in seminars, but over lunch—at the Motley Coffeehouse, and while walking across the campus. Having a common vocabulary, one we develop in Core I, can be very handy. Throughout students’ time at Scripps, they will draw on that vocabulary in classes, in discussions with friends and with others—it makes a difference to the sort of place this is.

What are some of the changes to Core I?

First, a tremendous amount of planning went into developing the new Core I. With the support of the Mellon grant, 17 members of the Core I fall 2010 faculty met during a weekly seminar time throughout the spring semester. We settled on a schedule of presentations and a first take on the rough terrain of the issues we would explore. The work during the semester was largely devoted to presentations on various potential readings and issues and their relation to our semester-long investigation. One change coming out of that seminar is that lectures and readings are now organized into related modules on an issue or issues of some contemporary relevance. The lectures and readings in each module develop from very different perspectives and take on a range of intimately related issues. The first module is “Humanity, Culture, Capabilities, and Rights”; the second, “Individualism, Sociality, and Difference”; and the third, “Categories and Their Implications.”
Could you say a bit more about these Core I modules?

The first module asks whether a universalist account of value (grounded in features of human nature or a view of human flourishing) is compatible with the specific forms of human living that are encountered in different cultures. The module starts with reading a contemporary intervention by the legal theorist and philosopher Martha Nussbaum into the question of how to respond to withering injustice suffered too frequently by women in many times and places. Hers is a characterization and defense of universal values, which she thinks results from our asking: What sort of life is worthy of the dignity of a human being? Also during the module, we’ll turn to readings and a film that will allow us to think about the politics and culture of human rights in two different places and times: along the border between the U.S. and Mexico (contemporary Juarez), and during the middle part of the last century in the civil rights movement in the U.S. By looking closely at particular cases, we hope to get a fuller sense of the complexities involved investigating questions such as: What is at stake in arguments about the shared, universal, or distinctive nature(s) of human beings?

The second module begins with two classic texts of political theory, both of which might reasonably be thought to ground political organization in alleged facts about human nature. Here we worry much about the alleged social or asocial nature of human beings—and what hinges on that. Then we turn to matters of contemporary concern that might well be thought to be given shape by these disputes: issues of recognition and misrecognition, individual as opposed to group rights, and difference-blindness.

The third and final module asks how it is we come to categorize human beings as we do. More important, perhaps, we’re keen throughout the module to devote attention to how it is that such categorization alters our understanding of ourselves and how it comes to structure the environments in which we live.

In her book *Cultivating Humanity*, the legal scholar and philosopher Martha Nussbaum writes: The Scripps College Core program “plunges students right into the most urgent questions they need to ask today as world citizens, questions about the universal validity of the language or rights, the appropriate ways to respond to the just claims of the oppressed. The college community becomes from the very beginning a community of argument focused on these issues of urgent relevance.”

First-year students continue Core discussions over lunch in Malott Commons. From left, Celina Hayashi, Hanna Brody, Sophie Biffar, and Sophia Kalin.
What are some other changes to Core I?

Formerly, there was one lecture followed by one discussion throughout the semester. One downside, which both students and faculty noted, was that there was just not enough time to consider the lecture and readings in one discussion. It was really frustrating. This semester, with only a few exceptions, we’ll have two meetings in seminar after each lecture. This will have quite a real impact on our experience of Core I. The weight of the course will shift dramatically to the seminars.

In addition, we have included in the syllabus supplementary readings throughout the semester to support work in our discussion seminars. These were chosen and included with the aim of making more apparent the bearing of different readings upon each other within modules and, as well, as a way of making apparent the relationship between the issues in the different modules.

What happens in Core II and Core III?

Core II, the second semester of the program, offers small seminar sessions—usually team-taught by two members of the faculty—that explore a tightly focused interdisciplinary topic or problem. In spring 2011, we have 21 professors teaching Core II courses. Six of these courses are newly developed team-taught courses. Then, in the first semester of the second year, students choose from an even wider array of different Core III seminars. These emphasize independent research and projects and help prepare students for future work, especially the work students will do in their senior theses.

The term “interdisciplinarity” is tossed around loosely in academic circles. What is distinctive about Scripps’ interdisciplinary approach and why is it so important?

Throughout the Core Program, we take interdisciplinarity seriously. That doesn't mean simply drawing on various different disciplines smorgasbord-style—taking a bit of this, then a bit of that—and hoping it adds up to something. Rather, it is a matter of raising issues and questions that require an interdisciplinary approach. One way to think of it is that interdisciplinarity is a property of investigations; it is something we have to do if we're going to get a grip on certain questions. This is something that we try to highlight at the very start of students’ time at Scripps in Core I.

I think it is not an accident that Scripps students tend, in far greater numbers than students at most other similar colleges, to have dual and double and self-designed majors. It’s natural after work in the Core Program to regard questions and problems as failing to respect disciplinary constraints. Interestingly, hard problems and questions do not come neatly wrapped in disciplinary packages.

How does Core relate to Ellen Browning Scripps’ vision for the College?

Our commitment at Scripps to a common investigation by students and faculty in a Core Humanities program goes back to our very beginnings. Few institutions have taken such a project so seriously for so long. It’s a part of the soul of this place. Ellen Browning Scripps wrote, very shortly after she founded the College: “It is an experimental age, and we don’t want to be too sure that we are even on the right track in our method of education. Our schools should be but an open door to knowledge.” That’s the expression of and a plea for the sort of intellectual agility, and a capacity to tolerate ambiguity in dealing with pressing questions, that makes for discovery and innovation. She saw clearly that these were much of the point of a liberal arts education. These remain the hallmarks of our current Core Curriculum in Interdisciplinary Humanities.
The interdisciplinary investigations begun in Core I continue—with sharper focus and in an array of course offerings—in Core II. The aim of Core II courses, often team-taught, is to challenge students and faculty to apply interdisciplinary methods to questions that require such an approach. Here is a sampling:

- **The Roar of the Lion: The Lives and Deaths of Animals.** This course explores and historicizes how people have defined the boundaries between humans and animals in three critical moments: antiquity, the early modern, and today. Readings include philosophy, science, and literature and will explore issues around animal rights and capabilities, animal consumption, and the place of animals in society. **Professors Ellen Finkelpearl, Jennifer Wernimont**

- **Riotous Americans: Los Angeles and the Poetics of Unrest.** This course focuses on three Los Angeles riots ("Zoot Suit," Watts, Rodney King) with an eye towards understanding them as complex and multilayered "histories of the present." By focusing on “riots,” we'll explore how our built environments continue to produce and reproduce differential structures of class, race, gender, and citizenship. **Professors Warren Liu, Rita Roberts**

- **Nationalism and Culture.** Cultural forms that both affirm and create a sense of national identity sustain the modern nation-state. This course begins with a study of contemporary national representations and excavates into the past to explore how music, visual arts, film, and other cultural forms from the last two centuries in Europe, China, and the United States represent and construct nations, prescribe their membership and identity, and encourage participation in their perpetuation. **Professors YouYoung Kang, Juliet Koss**

Core III courses are small seminars designed to foster innovation and collaboration among students and faculty. Students create and execute a significant investigation into an interdisciplinary topic. The course culminates in a self-designed project under the supervision of a single faculty member. Here is a sampling:

- **The Life Story.** A coherent life narrative can create resilience and meaning for individuals at different stages of development. This course explores adult development through the readings/viewings of memoirs and life story narratives written at different points in development. These writings and films also explore the role that memory processes play in life stories. Additionally, students are paired with older adults from the community and assist them in developing and producing a life story narrative. **Professor Stacey Wood**

- **Keywords: the words we use and the ways we use them.** The first part of the course focuses on “keywords,” that is to say terms which are central to many of the types of debate that we consider in Core I. Students are given an introduction to the methods of "historical semiotics"—a term coined by Raymond Williams to mean an approach based on the idea that the meaning of words is both diachronic and synchronic (that is at once historically associative and dependent on contemporary structures). They are then asked to consider the historical and current meanings of a whole series of significant terms—examples might include “individual,” “rights,” “identity,” “culture,” “society,” “material,” “gender,” “ecology,” and so on. The second part of the course is turned over to the students and involves their identification and analysis of their own “keywords”—the vocabulary they use to describe themselves, their relations to others, and the world they inhabit. **Professor Tony Crowley**

- **The Arts: Visions of Humanity.** This course explores the visual and performing arts as a means of engaging with contemporary issues and debates surrounding themes dealt with in Core I, such as justice, belief systems, equality, rights, freedom, autonomy, and tolerance. The work of 20th and 21st century artists are examined as a way of illuminating concepts about human nature and human difference, both personally and on a more global scale. In the first part of the course, we examine how artists have historically, as well as more recently, responded to these issues. Students have the opportunity to research a particular artist’s work, as well as to create their own art work that focuses on an issue of particular relevance or importance to their own life experience. Class presentations are made on both projects, and students are also expected to lead class discussions with another classmate during the semester, as well as write additional papers on works discussed. **Professor Gail Abrams**
WHAT IS HAPPINESS

A new Core III class explores one of humanity’s enduring questions.

BY ARIEL BLOOMER ’13

From left, Christina Kang, Zanah Williams, and Annabel Barraza, members of the class of 2014, make their way to matriculation ceremonies and “Scripps Under the Stars” dinner-dance during Orientation Week in August 2010. Scripps College welcomed 263 first years and 23 transfer students this fall for the largest entering class in its history, creating much happiness.
Each year, sophomores choose from an exciting array of Core III offerings. This year, Professor of French Nathalie Rachlin added a new course, “What Is Happiness?” Fourteen eager Scripps students quickly signed up. They now, quite happily, sit with their professor two afternoons a week at desks arranged in a square for free-flowing discussion on a range of issues that often bring smiles to their faces.

Why study happiness?

“Happiness is arguably the most important issue of human existence—it permeates and orients everything we do,” says Rachlin. “But the paradox of happiness is that while most people want it, few can define it. Most people agree that happiness is one of life’s most important goals, yet we do not know how to achieve it.”

To create the course, Rachlin was awarded one of several grants offered by the National Endowment for the Humanities to support undergraduate courses that address one of humanity’s most enduring questions. The interdisciplinary course approaches happiness from three distinct fields of inquiry: ancient philosophy, behavioral economics, and social psychology. Students are encouraged to explore other disciplines through recommended reading material; great thinkers, such as Aristotle, Marcus Aurelius, Aldous Huxley, and the Dalai Lama are represented in the assigned reading, and students are additionally exposed to some of the newest research in the realm of happiness, such as Daniel Gilbert’s *Stumbling into Happiness*.

The course is structured to facilitate more than an academic approach to happiness; each student is responsible for a final project, which can be a traditional research paper or a creative project done in visual art, film, or writing. During the semester, each student also delivers an oral presentation, which covers one of the recommended readings, allowing students to discuss ideas, disciplines, and theories on a broader scope. For example, one Thursday in September, a student stood at the front of the class giving her Powerpoint presentation and said, “Everyone, close your eyes…Now, imagine a time when you were completely focused on an activity.” She then verbally guided her peers to a time when they themselves had experienced “flow,” an idea discussed in Mihály Csíkszentmihályi’s *Flow: the Psychology of Optimal Experience*.

The question “What is happiness?” has kept philosophers busy for millennia, but Rachlin hopes it is only one of the many questions students will begin to ask on the way towards an examined life: “Is happiness the purpose of life? Or is happiness the result of having a purpose in life? What is a life well lived? What will fulfill me in life?” She hopes, finally, that students will come away from the course equipped with conceptual tools and research findings that can inform their own reflections on what it might mean to be happy.

As for Rachlin, “Happiness is teaching a course about happiness. Teaching is what I love doing. If you lead a life in which you are doing things that are meaningful to you, and meaningful to others, then it is not a waste of your life.”
Scripps’ Accelerated Integrated Science Sequence, now in its fourth year, brings three sciences together for inspiration and innovation.

BY ANNE MANICKE ’13
Have you ever wondered how it is possible for a gecko to climb onto the ceiling and stay there? Seems like a good question for a biology course in the Joint Science Department.

The answer, however, involves one of the weakest forces known in the interaction of molecules, and so has to do with much more than just basic principles of biology. For this reason, the gecko question is a perfect example of what is dealt with in Scripps’ Accelerated Integrated Science Sequence (AISS).

AISS is a cutting-edge, yearlong course designed to combine and integrate all of the principles that students would otherwise learn in separate, semester-long introductory courses to biology, chemistry, and physics. Professors Newt Copp, Kersey Black, and Scot Gould specialize in these subjects, respectively, and work together to teach the class.

While other colleges and universities have created courses that integrate different types of sciences, no other school has a course comparable to AISS in its breadth across all three major scientific disciplines. "It is the only course in the country that links these three," says Gould.

As interdisciplinary work and thinking is becoming increasingly more prominent in all science, AISS becomes increasingly relevant, according to Copp. Scientific interdisciplinary work also reaches far beyond the realm of science itself. Much global problem solving has a scientific component, which requires the use of chemistry, biology, and physics in combination. First-year student Sherilyn Tamagawa says that though she is pursuing a major in math and not science, AISS’s "holistic approach to science will help me continue to understand concepts better, and it will definitely help me to pursue both my science and non-science endeavors throughout college."

As a single integrated "double course" of two semesters, AISS accelerates students’ progress through a science major and prepares them to move into advanced science courses earlier than if they had taken the separate introductory courses. Another benefit of completing two semesters of the course is that these students are given preference for NSF interdisciplinary research fellowships that support research with faculty members during the summer. Arranging study abroad opportunities is also easier for science majors who take this course because they have more flexibility in their schedule during the sophomore and junior years.

Copp believes the way that these students learn in this course is going to represent a significant break with anything they’ve heard in high school. He says that an "adjustment of perspective" is important to keep students from falling back into their comfortable ways of thinking.

“We're trying to develop within students a new sense of what it means to explain something about nature,” says Copp. A student in AISS will not simply be able to rely on the rules of thumb in biology, but instead, "She is going to be asked to draw upon biology, chemistry, and physics pretty much all the time in what we hope will be deeper and richer explanations than are typically encouraged in science courses."

Copp remarks that the Association of American Medical Colleges and the Howard Hughes Medical Institute have expressed a need for a more interdisciplinary perspective among physicians. These interdisciplinary studies should, ideally, begin at an undergraduate level, which is where Scripps comes in. Kiley Lawrence, a first-year at Scripps, points out that "there is a big push in medical schools to accept people who have studied in an integrated way," and adds that the AISS course at Scripps was "a pretty big deciding factor" when it came time to choose which school to attend.

AISS is taught five days a week by three professors, each focused on his own particular discipline. "If one professor is discussing a topic, the others will say 'watch this concept, we'll come back to it later,' or 'watch this concept, it's related to something else,'" says Gould.

AISS helps students not only understand the ways in which biology, chemistry, and physics are connected, but how this understanding can solve problems and serve society. For instance, the science behind a gecko’s ability to stand on the ceiling is the same integrated science that is now used in creating bandages for burn victims.

And, as Kelsey Mesa ’12 puts it, “You really can’t fully understand one [science] without the others.”
Dr. Roberto Andreoni has the enthusiasm and exuberance of someone who loves what he teaches. He is fully engaged in the subject matter—a teacher who will stand in front of the classroom and mime Da Vinci’s Vitruvian Man or follow a tangential conversation to see what it uncovers.

He is excitedly exploring Southern California as a Fulbright Scholar-in-Residence at Scripps College. Andreoni is spending fall 2010 on campus before returning to Italy, where he is an active composer, a professor of music, and the director of the Institute for International Education of Students (IES) program in Milan. At Scripps, he teaches two classes: “Contemporary Italian Music and Literature,” and “Sacred Music and Spaces in Italy.”

The Fulbright Scholar-in-Residence Program brings scholars from around the world to teach courses at U.S. colleges and universities for up to one year. The program allows visiting scholars to grow and develop their lecturing skills. In 2009-2010, only 46 institutions received funding.

Andreoni’s presence on campus is the result of the collaboration of two Scripps faculty members, Professor of Italian Sara Adler and Professor of Music Hao Huang. Both were familiar with his work as a composer and his wide-ranging academic interests. They were also aware that a successful Fulbright proposal includes intercultural and interdisciplinary content. Andreoni, who received his MA and PhD in music from UC Berkeley, and who routinely works with American students abroad in Italy, found the fellowship a unique opportunity to create an intercultural experience for Scripps College students at their home institution.

“One of my passions is to communicate,” says Andreoni, who is a resource for the whole Scripps College community. The interdisciplinary aspect of Andreoni’s time on campus is evident in his courses; students are engaged through language, music, literature, and architecture. Andreoni teaches “Contemporary Italian Music and Literature” in Italian, which challenges both students and Andreoni, who does not normally teach literature. The course is organized with a “treasure hunt mentality,” and the goal is not to know precisely the destination, but to “keep track of all the clues.” Maestro Andreoni believes students of the Internet generation have learning styles that are “less and less linear,” and that this method of learning is also one of the best ways to explore a culture. Like a “creative and intelligent traveler, let yourself be flexible and free to follow up on things that are unexpected,” he says.

“Sacred Music and Spaces in Italy” focuses on the great monumental churches and music of Italy. Both courses attract students from a range of disciplines, but they all bring their “own spirit of observation, aural, visual, and intellectual,” says Andreoni. He hopes to be their guide “through memorable encounters with Italian culture, as Virgil and Beatrice guided Dante through his amazing visions.”

Each class day, Associate Professor of Religious Studies Andrew Jacobs walks into Humanities 102 wearing a bold necktie. The unusual prints—an illuminated manuscript or historical motif—showcase his love for academic disciplines such as religion and history. The ties just hint at what’s ahead for students. His class, “Women and Religion in Greco-Roman Antiquity (Religious Studies 170),” explores questions about virginity and martyrdom in Christianity, the role of women in Greek and Roman life, the authority of Jewish women within their communities, even the idea of “magic.” What tie could capture all that?

Through primary sources, like Paul’s letters, selections of Syriac hymns, and Euripides’ The Bacchae, we study how women were represented through text. The goal of the class is to study these ideas as rooted, not stuck, in the past. This semester, discussions of pagan priestesses and women’s religious authority turned into a lively debate on Hillary Clinton’s authority in her roles as First Lady and Secretary of State. The Vestal Virgins bring to mind the Miss Universe pageant, and Maenads could not be discussed without watching a clip from last season of True Blood.

Why do events and ideas thousands of years old continue to resonate in our society? A modern audience continues to be captivated by stories and characters fixed in the past, whether it’s the adventures of Xena: Warrior Princess or the 2009 film Agora, a fictionalization of the death of Hypatia, a female philosopher and mathematician who was lynched in Alexandria in 415 CE.

Connecting antiquity to the present is one goal of RLST (Religious Studies) 170. According to Jacobs, who came to Scripps in 2009, religious studies acts as a sort of mirror, allowing us to confront assumptions about modern society. Like many Scripps classes, RLST 170 draws students from a range of disciplines. The course itself incorporates religion, history, and gender and women’s studies, and students come from those disciplines as well as the arts and sciences. As a self-designed creative writing major, I find the course fulfills my gender studies requirement and serves as a source of inspiration for my writing. From Greek and Roman mythology to ill-fated saints, I’ve found that Greco-Roman Antiquity is packed with fascinating stories waiting to be elaborated and told to the world.

Each student, depending on her background and interests, will ultimately take very different ideas and lessons from the course. But for all students, says Professor Jacobs, religious studies provides “a good exercise in critical thinking.”

From my perspective, it’s a fascinating exercise, too.
Although my two-year term as president of the Alumnae Association officially began on July 1, it didn’t really feel like it started until the beginning of the school year.

At the end of August, I had the pleasure of participating in the New Student Convocation, where I welcomed the incoming class of 2014 on behalf of all alumnae. I haven’t attended one of these since my first year on campus, back in 1980. Even though that was 30 years ago, I felt very connected to the 263 young women and their families, as I remembered my freshman year excitement and nervousness about this new chapter of my life.

Just as the students had their orientation events, the Alumnae Leadership Council had its own orientation meeting to kick off our upcoming year. The Scripps Alumnae Association is managed as its own non-profit with by-laws that define our purpose, membership, and organizational structure. The Association is led by the Alumnae Leadership Council, formerly known as the Alumnae Council, and supported by the Office of Alumnae Relations. Last year, we made a decision to change the Council name to Alumnae Leadership Council to reinforce the leadership role of the Council members and our commitment to the Alumnae Association purpose and objectives, noted below.

- Develop a sense of mutual responsibility between alumnae and the College.
- Encourage alumnae to maintain a continuing relationship with the College.
- Enlist alumnae in constructive endeavors for the College, including, but not limited to, their financial support.
- Keep alumnae informed about the activities of the Association, its membership, and the College.

Did you know that 50% of our approximately 7,000 Scripps alumnae have graduated since 1985? To me, this is an exciting reflection of Scripps’ growth and visibility over the recent years. With the arrival of President Lori Bettison-Varga and the wonderful events of her inauguration year, I sense continued positive energy for the future of Scripps College.

Throughout the 2010-11 year, the Alumnae Leadership Council will work to build on this momentum and increase the engagement between all alumnae and the College. We will do this in the context of our strategic initiatives: programs and events, diversity, communications, networking, and volunteer participation.

The Ellen Browning Scripps birthday celebrations brought many of our alumnae together at various cities throughout the nation during the month of October. Many of us remember celebrating Founder’s Day and decided it was time to bring that tradition back! From Honolulu to Boston and cities in between, alums honored our founder’s birthday with a range of activities—many of which included tea and birthday cake, of course!

I’m delighted to be the Alumnae Association president, and I look forward to many more opportunities for all of us to connect with each other and with Scripps. I welcome your feedback and suggestions, so feel free to email me at elcundiff@gmail.com.

ELIZABETH L. CUNDIFF ’84
President, Scripps College Alumnae Association

Fresh Take on an Old Favorite: MyBrowsingRoom.com

Just like design makeover shows where a frequently used item gets freshened up, we’ve created a new look and feel for the Scripps College Alumnae Association Online Community. The Office of Alumnae Relations is pleased to bring you an online community and resource that is more welcoming, engaging, and most important, easier to navigate.

We also came up with a name that we hope will inspire thoughts of Scripps whenever this website is referenced. After thinking, brainstorming, and seeking suggestions, it is fitting that the name was within our campus all along. We are excited to announce that MyBrowsingRoom.com is the new name of the Online Community!

Remember the nights studying for exams, the way the books smelled in the afternoon, and the conversations with close friends strung out across the velvety carpets and antique chairs? Perhaps you have your own special ties to the browsing room in your hall—we hope that you’ll build a relationship with MyBrowsingRoom.com as well!
Elizabeth Turk ’83 Wins MacArthur “Genius” Award

Sculptor Elizabeth Turk ’83 is one of 22 Americans to receive the prestigious MacArthur Fellowship for 2010. The fellowship, often called the “Genius Award,” is given by the John D. and Catherine T. MacArthur Foundation to exceptionally creative individuals as “an investment in a person’s originality, insight, and potential.” The award includes a $500,000 no-strings-attached grant to “offer unprecedented freedom and opportunity to reflect, create, and explore.”

People are nominated anonymously by a group of individuals who submit recommendations to a small selection committee, also anonymous. Winners receive a single phone call to inform them of their award.

Turk was elated upon hearing the news. “I felt this enormous sense of pressure taken off,” she said. “And then the next thought was, ‘You’ve gotta create something unbelievably great now!’”

Turk is perhaps best known for “The Collars,” a series of 16 exquisitely carved marble sculptures. Elizabethan ruffs, delicate patterns of lace, as well as natural and corporal imagery—from spider webs to the human skeletal system—were the inspiration for the collars, each sculpted from a 400-pound block of Sivec or Carrara marble. These scientific yet natural studies serve as representations of articles of clothing and hold symbolic meaning. The structure and organization of the pieces, in particular Collars #7 and #8, were Turk’s responses to the events of 9/11 and demonstrate “the fragility of life manifested in the hardness and stability of the marble.”

“My sister describes my work the best,” said Turk. “She said that [my] work is inspirational because it is making something possible out of the impossible.”

Turk has received several awards and residencies, including, in 2000, the Joan Mitchell Foundation Grant and New York City Art Commission Award for Excellence in Design and, in 2001, the L’Oreal Art and Science Prize for her collaboration with Kirara Kawachi in Japan. In 2002, Turk served in the Kyojima Artist in Residency Program in Tokyo and in 2003, Turk worked as the artist in residence at the McColl Center for Visual Art in Charlotte, North Carolina. In Charlotte, Turk drew from works in the Mint Museum of Art’s historic collections of lace and antique lace collars, contributing to the study for “The Collars.” She exhibited a selection of these in 2003 in “Matter and Matrix” at the Ruth Chandler Williamson Gallery at Scripps, and again in 2004-2005 at the Mint Museum in “Vantage Point III Elizabeth Turk — The Collars: Tracings of Thought.” The series was displayed in its entirety at the 2006 Hirschl & Adler Modern exhibit titled “The Collars.”

After receiving her BA in international relations from Scripps College in 1983, Turk pursued a master’s in fine arts from Rinehart School of Sculpture at the Maryland Institute in Baltimore. A Pasadena, California, native, she is currently working on a new series inspired by water.

Body, Mind, Spirit
LLAiR 2011

This year’s selection for the 2011 Lois Langland Alumna-in-Residence is Bella Mahaya Carter (formerly Roberta M. Rennert ’83), who will be on campus February 26-March 4, 2011, to work with alumnae and members of the College community. Carter is a poet, author, teacher, freelance editor, and a writing/life/creativity coach. With the theme “Body, Mind, Spirit: Transformational Creative Practices for Living Your Best Life,” she plans to combine creative writing and movement, guided meditations, and other activities designed to enhance self-awareness, heighten creativity, and inspire personal empowerment and growth.

The week begins Saturday, February 26, with a panel discussion moderated by Carter on how creativity and consciousness connect with health and healing. Featured panelists include Dr. Judith Orloff, MD, assistant clinical professor of psychiatry at UCLA and New York Times best-selling author; Deena Metzger, poet, essayist, storyteller, and medicine woman; and Camile Maurine, performance artist, educator, and author, known for her integral energy practices for women.
Choices? Just do it!
by Astrid Jansa Gallagher ’57

There are, of course, as many different ways of solving the issue of women’s work choices as there are women. We each have to do what is right for us.

However, the impression from your stories seems to be that the more education women have, the more angst they have, and the more they seem to become helicopter parents. Except for the two mothers who brought up their children as single parents, there is also very little mention of fathers involved in the process—which I find hard to believe in this day and age.

More than 50 years ago, I knew I wanted to work. My chosen field would have been foreign trade, and so I went to the American Institute for Foreign Trade in Glendale, Arizona. But I had had polio after my junior year at Scripps and was hospitalized for a year afterwards, first in the Panama Canal Zone, and then in Southern California. This immediately narrowed my choices, as, at that time, there was no disabled access anywhere, making most jobs either difficult or impossible.

I had married shortly after graduating from Scripps and, because of the lack of adequate birth control, had three kids in a row. As every parent knows, children require a huge amount of work, and I had few of the current labor-saving items we take for granted now. When the youngest was six months old, the pill became available, and later, IUDs. They were real liberators. More than anything else, they made it possible for women to pursue their passions.

Yet not many of my friends did work while their children were small, and relatively few later on. I simply went back to graduate school and took the geography courses I enjoyed. At some point, I took teacher education classes and ended up with both an elementary and junior high certificate. I was offered a part-time job at Elliot Junior High in Altadena teaching Spanish and French. To my great surprise, I loved it. My youngest was in pre-school while I was teaching, and my dad took up the slack. My husband had taken care of the kids the evenings I was gone. The house was never tidy, and no one cared. During this time, the kids were learning to do housework, and gradually as they grew older, they took over the whole job. My husband did the grocery shopping, and the repairs.

When we moved to New Jersey, I got a high school job teaching Spanish and an occasional French class. Over the years, I would sometimes take a part-time position, just for the rest.

I retired after 25 years of teaching, with a full pension, Social Security, and Medicare. The financial benefits of my work were huge. We were able to pay for the college education of our kids without benefit of scholarships or loans. They also worked to earn their own money.

Some five years before retirement, I went into the rental real estate business with one of my kids here in San Luis Obispo. This has been a second career for me. So in reality, I am still working.

My grandchildren are brought up by fantastic parents. One set had a nanny so both could work full time until the kids started school. One set sent their boys to daycare and traded off the pick-up times, and the boys learned a lot there. My daughter works full time and then some, and her husband is the caregiver. And are their kids ever well brought up! I see a lot of fathers as the stay-at-home parent. But I’ve also noticed that the traditional parenting roles are fluid these days.

I wonder if the less one worries about stuff and just does it, the easier life gets. I didn’t really make choices, the choices fell into my lap.
Choice takes a backseat to chance

by Susan McCormack Metcalf ’97

I can’t pinpoint the exact moment I became a “Scripps woman.” I don’t know if I was born one, or my four years at Scripps turned me into something that didn’t exist before. Most likely, Scripps cultivated certain aspects of who I already was and gave me the courage, confidence, and hope that I could lead an adult life that was full, significant, and happy.

When I left Scripps, I felt that my education had prepared me for a vigorous career in...something, where I would leave my footprint and my little space in the world just a little better. I spent my 20s exploring careers that I felt were “maybes” of my life’s purpose—journalist, promoter of the arts, and then, ultimately, public educator. Each time I made a career switch, I had a bittersweet moment in which I wondered if I was making the right decision to transition out of a field in which I had already achieved some level of success but that didn’t entirely satisfy me. Each time, however, I also recalled something in my Scripps education that gave me the strength to embrace change and face it head on. I knew that I was in charge of my destiny and that only brave decisions would lead me to true happiness.

“My Scripps experience has always been with me, giving me the strength to continue on, the courage to believe in myself.”

At 30, I became a new mother and lost my father within the same summer. Choice suddenly took a backseat to chance. Not only was I now responsible for a new life, I inherited responsibility for two grandmothers in their mid 90s and a mother who had never really worked or been required to make life’s difficult decisions. My focus changed from “saving the world” to sorting through financial accounts, arranging for assisted living, and planning funerals. I began to lose sight of my Scripps education, at least the academic part.

Five years later, I realize my Scripps experience has always been with me, giving me the strength to continue on, the courage to believe in myself, and the ability to make the best decisions for myself and my family. I don’t know how much is directly due to the level of confidence my professors had in me to complete complex assignments, the encouragement of the entire Scripps community to pose new questions and solutions to problems more global than those I face now, or the serenity of the campus that inspired me to stop and find something of beauty and peace each day. All I know is that I am grateful to have had the opportunity to spend four years at such an amazing, nurturing, challenging place as Scripps. Its cumulative effect will forever play a part in who I am.

Susan Metcalf taught junior high English for six years and has been a junior high assistant principal for the last two.

Living best of both worlds

by Frances Frey ’01

Looking back on the decisions that have lead me to where I am today, I feel lucky because I didn’t get around to having children in the most straightforward way.

If you had asked me at Scripps whether I wanted children and how I would balance work and family, I would have said that yes, I wanted children, and then stared blankly at you. I didn’t know what I wanted to do—I couldn’t envision having an actual career—and that worried me. The fact that I majored in psychology and went on to a PhD program in social psychology says more about how engaging the psychology department at Scripps is than it does about me.

After four years worrying about how I would become a professor and have kids, my lack of passion for psychology caught up with me. I had begun my dissertation, but it wasn’t turning out. My department was going through a major upheaval, my advisor was being nudged out, and I was out of funding. I had far more reasons to leave than I had to stay, so I planned my escape. I volunteered at a non-profit, which helped me get a paid summer job at another non-profit. From there, I managed to get a job as a statistical analyst with a test publishing company. Without much trouble, I had gotten a career.

After half a year in a new home, my husband and I decided it was time to have kids, and in December 2006, we had our first son. I fell instantly in love. More than anything, I wanted to be able to stay home. But my job paid three times as much as my husband’s, and it gave us health insurance, which was essential now that we had a child. I went back to work, and my husband stayed home with our son.

My job was not a good fit for me and being away from my son full time was too much. At night, my husband and I took turns getting up with our crying infant. I was exhausted and lonely.

When my son was 11 months old, I transferred to a job within my company that was a better fit. I began negotiating to reduce my hours. I had my second son in July 2009, and since then, I’ve been working 25 hours a week.

Working part time gives me the best of both worlds: I get to help support my family financially and have time each day when there isn’t a little boy clinging to me. I also have a husband who knows how to do all of the things our children need: he can change diapers, give baths, facilitate naps, go on playdates, feed lunch, and kiss “owies.”

Best of all, working part time gives me time—to relax with my children, cook more interesting food, read, and be a full person.

“I was exhausted and lonely.”
Enjoying the gray in life
by Michelle Tung Kwok ’98

One might argue that I owe Phi Beta Kappa money. In the spring of my senior year, I was inducted into Phi Beta Kappa and given an opportunity to apply for one of their scholarships. All I had to do was write about how I planned to be a teacher. I had paid my registration fees for medical school, and there were many loan papers waiting for me to sign—I sure could use the money!

My goals in life were: Go to med school. Do really well. Become an obstetrician/gynecologist at a major academic center. Get tenure. One day, be the Dean of Something at a medical school. Somewhere along the way, probably while publishing monthly with Lancet and JAMA, I would marry, and once I became Dean of Something, I would have babies.

It did not turn out that way. I did go to medical school, on scholarship, and then deviated from the plan: I married my college sweetheart during my second year. While I did my clerkships, I realized that I am not cut out to use a scalpel and, thus, probably should not be an ob/gyn. Instead, I chose psychiatry. As a resident, I did teach some medical students and interns (maybe I can still keep the scholarship money?). I had baby #1 during my second year, nearly quit residency, but soon realized that I was not meant to be a stay-at-home mother.

With the encouragement of my husband, and the reality of my student loans, I returned and finished. However, when I graduated from residency, my teaching career died. The academic center never called me for a job interview, and I kissed the dream of Dean of Something good-bye.

As I looked for my first real job, it was clear my career would not be my primary concern for the next two decades; motherhood would. I turned down a great job with fantastic benefits because it would require me to work full time. I took a hospital position, which had the very fancy title of associate medical director. With the arrival of baby #2, the hospital job no longer fit my life: I couldn’t and didn’t want to leave my family for hours on weekends to do hospital rounds.

So, I left my fancy job title to take a part-time position, and became “one of those women” to other full-time working women, many of them mothers. Eventually, it grew awkward for me to leave the clinic mid-afternoon, as all the other providers slaved away. I left the world of colleagues and went solo in my private practice.

In some ways, my job is really as good as it gets. I set my own hours, and if I say that I need to go help in the kindergarten classroom, my boss is totally ok with it! My work at the office is fulfilling—and being a mother makes me a better physician. Mothering is also satisfying—I pick up the children before rush hour, we do homework, we play, and most afternoons, I lose my mind just enough to know that I am not cut out to stay at home full time.

Sure, sometimes I look wistfully as stay-at-home mothers stroll with their babies while I rush like a maniac to work after taking my children to school.

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Sure, sometimes I look wistfully as stay-at-home mothers stroll with their babies while I rush like a maniac to work after taking my children to school. I think about the lost moments: how my kids essentially got potty trained at school, without me; how they crawled for the first time, without me; and how they probably spoke their first words, without me. Then I remember that we were fortunate to have had choices. The decision to work was a choice that my husband and I made, and it was right for us. I would like to think that our kids have learned to be more independent: e.g., you forget your “lovey,” you go without it for the day. Our kids have built up their immune systems as infants through daycare, and thus, my two “immuno-bots” did not miss a day of school during the awful H1N1 season. They have had their own social lives and friends since they were six months old, and these friends remain some of their favorite people.

My education at Scripps taught me to enjoy the gray in life. There are no absolute answers in motherhood. One has to make one’s own choices, and at different times, one will choose accordingly.

There is no such thing as a mold for this balancing act.
I was amazed by the articles in the [winter 2010] issue of Scripps Magazine and especially by the "Post Scripps" non-paid working mom. I was the same kind of non-paid working mom as Mary [Waite Garvey ’93] and for the same basic reason! Raising my children is and was the primary reason I stayed at home with them after their father died. There were six of them from one to eleven years old, and having lost their father, I believed they didn't need to lose their mother to a job as well. In 1968, daycare facilities barely existed nor were family members available to help. The biggest problem then was that women were basically paid minimum wage and could be hired for very few responsible positions. No matter, my heart said that my children needed me, which meant that I stayed home as much as possible.

The vast majority of my family, friends, and neighbors never “got it.” They told me about various sales jobs in department stores, or men who were looking for secretaries. Too bad, they told me, that you aren't a nurse or a teacher. Years later, when I did apply to be a secretary at a local business, the owner wrote to me saying that he liked my résumé but what a shame it was that I stayed at home all those years doing nothing. Those were his words and are precisely the attitude I found and still find among many of those who have bought into our commercial culture.

So I cheer Mary Waite Garvey for doing as she is doing and putting her family first! I didn’t have a husband to provide a wage for me, nor had I completed the spectacular education offered at Scripps, having left to get married. But I had an amazing father-in-law who pledged $500 a month to me (while still saying my attitude was rationalization) and sent it every month! That, plus Social Security ($250 per month back then), made it possible for me to be at home with the children.

I did many things outside the home as well. I helped found the first psychiatric half-way house in our area; I was one of the early female deacons at my church; I marched endlessly for many causes, including women's liberation; I wrote; I preached; the work I did was, like Mary’s, unpaid. I completed my college degree in theology at St. Joseph College in West Hartford, Connecticut, (often taking a child with me) and followed that with a master’s degree in pastoral counseling and opened a pastoral counseling center in my home. My youngest was a teen by then. I spent a year in Nicaragua after the children were launched. I have indeed lived a full, rich life after I decided to stay at home, “doing nothing.”

We still have a long way to go before parity with men. Women do have many choices, and being a mother is an important one. It does demand sacrifices, and one of them, among those who choose a career, is to again honor the choice to stay at home to raise one’s own children.

The cost, for me, has been great, financially. I spent every penny that came my way and now have only my husband’s Social Security to live on plus a tiny trust from my grandmother. But I am happy in my HUD housing and very happy I took the path less traveled.
‘47 Marlou Rau Belyea (Easton, PA) I want to join the many Scripps alumnae in congratulating the College on our new president, Lori Bettison-Varga. Mrs. Shirk was acting president when I was there, and I admired her very much. Lori Bettison-Varga, with her charming family and leadership skills, will set a great example for young women to follow at Scripps.

Marian MacEachron Boggs (Asheville, NC) Came across a copy of Our Joyous Way. Laughed just as I did when it was first published. Have worked my way through two 600+ page books, The Historian and Team of Rivals.

Joyce McVay Grande (Bozeman, MT) Such a happy time at the January wedding of my greatniece, Amanda Gregg Hoover ’07. Several recent graduates of Scripps were in the wedding party—I loved meeting these delightful young women!

Kate Schamberg Shapiro (Tucson, AZ) Nothing different—I spend the winter in Tucson in the house Louis and I built in ’93/’94. I’ll stay here as long as I can; I’m physically able, just have arthritis. Michael and Annie (Hammer) live here. Michael is a well known geneticist. Annie makes jewelry and sells in New York at the accessory show. Greg Hammer is a pediatric anesthesiologist at Stanford. My roots are in Highland Park, but I will probably end up in Tucson.

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‘50 Kathleen Billings Johnson (Medina, WA) 2009 was very special for me because Kathleen Harris ‘09 graduated from Scripps, and we were all there for the ceremonies. Pat Lear (Reno, NV) At 80, I’m still active, but three back surgeries 50 years ago are taking their toll this year. Working on a book of my adventures and stories. Will keep you posted when finished. Betty Swanson Long (Rancho Palos Verdes, CA) is now living in Belmont Village, a lovely assisted living facility in Rancho Palos Verdes. *Submitted by Don Swanson, Betty’s nephew.

‘52 Carol Tsu Ho (Pittsburgh, PA) Monto and I had a month vacation in Taiwan and China. Spent a day at Shanghai EXPO. Went to the Israel Pavilion and saw the exhibit of Ho Feng Shan, Monto’s father. Ho Feng Shan won the “Righteous Among
the Nations’ award for saving thousands of Jews in Vienna, Austria, by issuing Jews visas to Shanghai, China, on the eve of World War II. In Wuhan, we visited my first cousin, Dr. Gui Xi En, who was voted one of the 10 best citizens in China; he takes care of AIDS patients. In Beijing, had a ball of a reunion with 16 high school classmates. During the last four days, we attended a family reunion in Berkeley, California, with 172 relatives from four generations.

’53 Carol Prescott Harris (Steamboat Springs, CO) We still travel between our homes in Minnesota and Colorado keeping in touch with friends and family. A highlight of this past year was in the spring, when I joined a group of Scripps classmates for five days together at Ann Kingman Smith’s Oceanside beach house. The years melt away, and we pick up just where we left off in 1953.

’54 Nancy Alpert Mower (Honolulu, HI) My third great-granddaughter was born in May. An adorable tiny little doll!

’56 Alma Reese Gray (Santa Barbara, CA) My husband, Paul, died suddenly of cardiac arrest in February of this year. I am proud of his successful life as an architect of prominence, and a great father and husband. Our four children, five grandchildren, and I miss him very much. Shirley Beahm Moore (Tucson, AZ) I enjoy living in a retirement community, and continue to be independent, as I am still driving. Hope to make our 55th reunion next year.

’57 Farida Fox (Santa Rosa, CA) I plan to quit my part-time caregiving job by April, and am looking forward to spending more free time to work in my garden, go hiking, get back into Pilates, read about 12 books waiting on my bedside table, do some writing, get back into meditating, create some workshops for the future—oops! What happened to that free time?

’59 Gertrude MacNaughton Taylor (Honolulu, HI) Life is good with good health, lots of exercise, a wonderful husband, four daughters all with wonderful husbands, and to top it off, five adorable grandchildren.

’60 Betsy Edmonston Evans-Banks (Tucson, AZ) Reunion Weekend was most enjoyable and everyone was so gracious. The organization of it was really exceptional, and I wish to thank the College for the gift to us on our 50th, the first reunion for me. Charlotte Brown Perry (Midland, VA) My granddaughter visited this spring and loved everything about Scripps. I would love to be able to see all the changes since 1960.

’62 Susan McLaughlin Lovell (Topanga, CA) I am working two days a week in my Santa Monica based private practice; just finished the recording process for my first album of original music (a late bloomer, but better late than never). Saw Anne and Charlotte Hanes and Michael at their daughter Ellen’s performance in Mary Poppins in Los Angeles this year—she was wonderful.

’63 Martha Mann Arvey (Hailey, ID) The past few weeks have been a Scripps bonanza for me. Jill Tronvig Quick, her husband, Brian, and I met for a tour of Biosphere 2, lunch, and dinner near Tucson. Carol Barnum Hill, Marianne Guinney Larsen, and Jill also stayed with me at my snowbird home in Green Valley, Arizona, while we remembered our dear friend, Barrie Evans Blattau, and explored the local sights for three days. Valerie Tamplin Haskins ’64 opened her lovely Indigo, California, home to me for a night and long overdue visit. Kathy Weston Cohen ’62, Dee Tackett O’Neill ’62, Jill, and I gathered for a lively conversation over lunch at our favorite Mexican restaurant in Tucson.

’64 Penny Schuchman Arntz (Santa Barbara, CA) Barbara Thompson Hadley, Gail Wagensell Gelles ’63, and I gathered with our grandchildren at the Santa Barbara Rose Garden for a picnic and a day of painting flowers. Kathleen Brogan Schwarz (Monктon, MD) A fabulous new member of the Schwarz family: Melanie Dunn and Axel married on our farm July 4, 2010. Indescribable joy!

’65 Elaine Drew (Monrovia, CA) This year I attended my 45th reunion. In May, I went to Zion National Park, Bryce Canyon, and the north rim of the Grand Canyon. Noel Hudson (Santa Fe, NM) I was very sorry to miss our reunion. On March 20, I was at the bedside of my elderly father when he passed away in Pasadena and was unable to return to Southern California at the end of April. One of my monotypes, “Double 189 Series III,” was recently acquired by the Scripps College Art Collection. Susan Hopkins Coolidge (Petaluma, CA) Thank you for the recent

MARRIAGES AND COMMITMENTS

’01 Lindsay Polak Lennox to Gary Lennox
’02 Annemarie Der Scott to Steven Mitchell Scott, May 29, 2010
’04 Sarah Springer to Charles Eddleston, June 18, 2010
’09 Sylvia Johnson to Tim Pryor, April 2010
’01 Kimberly Cozzetto to Galen Maynard, Sept. 26, 2010
’08 Rebecca Morrison to Walker Tangarife, Aug. 7, 2010
’09 Nicole Seargeant to John Deshazer, May 29, 2010

BIRTHS AND ADOPTIONS

’93 Laura Dennis Low, a daughter, Caitlin Madison, January 22, 2010
’95 Lisa Pickering Kushida, a daughter, Kendall Sayuri, June 6, 2009
’95 Caroline Bolduc Schnurer, a daughter, Remie Aveline, May 29, 2010
’95 Stacey Loughrey Sloboda and Paul Sloboda, a son, Ian James, February 13, 2010

Meeting in Turkey

Kathryn Bourgeois ’93 and Carolyn Sheehy ’64 met for the first time by chance in Turkey during a Council on International Education Exchange (CIEE) International Faculty Development Seminar. The topic was identity, community, and culture in contemporary Turkey, and the seminar was led by Kathryn, who is the resident director of the CIEE Istanbul Study Center at Koc University. Carolyn retired in 2008 as Clare and Lucy Director of Library Services and director of institutional assessment and accreditation from the North Central College in Naperville.

Carolyn said, “I was truly impressed with the work that Kathryn did—the experience far exceeded my expectations!”

Above, Kathryn Bourgeois ’93 and Carolyn Sheehy ’64 have a private meeting with two AKP Istanbul Parliamentarians, Lokman Ayva and Nursuna Memecan, at the Turkish Grand National Assembly in Ankara. From left, Bourgeois, Ayva, Memecan, and Sheehy.
obituary of my mother, Kathleen O’Melvany Roberts ’42. Correction: my father, John Hopkins, was in the Navy on the USS Massachusetts, not in the Army as noted. Also, he graduated ’42 from Pomona College, a science major. Many thanks to Evelyn Nelson Senior ’70 for sending a copy of the 1942 La Semeuse. Barbara Furbush Graham (Albuquerque, NM) We are still “snow birds” spending our winters in North Palm Beach, Florida, but now summer in Rapid City, South Dakota. We stop back in Albuquerque during May and September, and October. Quite a rollercoaster! Margaret Udell Williams (Mariposa, CA) Having descended into poverty after making some ill-timed investments, I am nevertheless rather enjoying life in the country with my family of two charming cats, two amazing dogs, and six laying hens.

’66 Melissa Whittemore Clifford (Rancho Palos Verdes, CA) Best wishes to Mariam Tejeda ‘11 and congratulations on being a Quest Scholar. I am so glad she is enjoying her precious time at beautiful Scripps College. Barbara Brooks Tomblin (Camarillo, CA) My third book, Bluejackets and Contrabands: African Americans and the Union Navy, was published in 2009. I’m now working on a Civil War novel.

’67 Enid Obee Cocke (Manhattan, KS) Retirement (full for me, and shared for Lew) is so fine. We have the freedom to cross-country ski in Yellowstone (where we see more bison than people), downhill ski in Colorado when it isn’t spring break, do a singing tour with our choir in Europe, take in a full week of operas in Santa Fe, spend summers at our mountain home in Colorado, and visit our daughters and their families, currently in NYC and Montreal.

’69 Leslie Lasher Monsour (Los Angeles, CA) Garrison Keillor selected my work for the fourth time to feature on his NPR program “The Writer’s Almanac.” I am now on the planning committee for the Women Poet’s Timeline, an online database launched this year at the National Museum of Women in the Arts, Washington, D.C. Charla Connelley Shadduck (Cassel, CA) AAUW played a big part of my summer activities. In May, I was awarded the Woman of Achievement award for our branch, the Fall River-Intermountain Branch of AAUW in Burney, California (Shasta County). In July, I was a dorm mom for the third year at AAUW’s TechTrek camp at Stanford University. TechTrek is a camp for seventh grade girls interested in science, math, and technology. As soon as the girls checked out at Stanford, I headed south to help open the new TechTrek camp at the University of California, Irvine. In 2011, I will again work at the Irvine camp. I will also help open the new camp at UC Davis.

’70 Suzanne Crider Nicholas (Seattle, WA) I am the grandmother of two grandchildren. My father is 89, and I took him by plane to Iowa this summer. I’m enjoying his old age. My health is good. Karen Van Auen Wells (Redmond, WA) I am enjoying living here in the Northwest, and working long hours at the busy OB/GYN practice where I am now the senior partner. My greatest joys are the five grandchildren: three girls and two boys, ages 12, 10, 3, 2 and 1.

’71 Janet Redding Richardson (San Martin, CA) Thomas and I enjoyed our son Ross’s (HMC ’03) September wedding to Meghan Powers ’04. They will reside in New York City, where they pursue careers in private equity and law, respectively.

’73 Diana Lee Crew (Denver, CO) I am now searching for my next adventure after working in science education programs for the past 15 years with Dr. Robert Ballard. I hope to find myself back in adventure travel. In the meantime, I’ve explored Botswana again while my son was on a college exchange in South Africa, and enjoyed splitting time on our boat in Santa Barbara, and skiing in Denver. But gainful employment is in the picture soon. My daughter, Katherine, is now at CU studying. Laurel Winograd Benhamida (El Dorado Hills, CA) Sadly, my husband passed away in 2004, after suffering for three long years from a rare form of pancreatic cancer. Now our children are moving on to adulthood, and I am working in mental health with refugees and immigrants.

’75 Sheri Stevens (Thousand Oaks, CA) Class of 1975: Thank you for the contributions, which help assist Scripps College to continue offering a great education to women.

’77 Maria Aguilar (Corona, CA) I am approaching my 10-year anniversary as a senior social worker with the county. Our abuse reports continue to rise, and our office continues to be very busy. I look forward to time spent with family and friends, such as Scrippses Luann Lovejoy Furman, and Jackie Spaulding McCoy. I keep balanced and renewed with sewing projects, my seven-month-old neice, Leila, and a few other things. Dorothy Schlessner Ashley (Bend, OR) Eli and I are both retired from full-time work but refocused on projects; he for nonprofit fundraising, consulting, and I for TV sales and horse training. We’re taking full advantage of life in Central Oregon. Elizabeth Miles Jacobelli (Leesport, PA) I am still enjoying the challenge of being the activity director in a nursing home. Each resident has a different story and different psycho-social needs. Ainsley Smeath Lafferty (Versailles, KY) I now have a grand-daughter! Allee Faith Causey was born on April 7, 2010, to my middle daughter, Althea, and her husband. I now have four grand-boys and one grandgirl! I am still working at VCA, Woodford Animal Hospital as a...
licensed veterinary technician. I do pet sitting and just recently shared the past 10 months with my foreign exchange student, Lisa Thies- sen, from Heilbronn, Germany. This was an awesome experience. I’m looking forward to a family reunion in the state of Washington at the end of May, and that will be a tremendous celebration of my niece’s wedding, my father’s 90th birthday, and several other birthdays in our family. Gina Nessel (Irvine, CA) After budget cutbacks, I still have a job teaching special education at Santa Ana High School. After parenthood, this is the next most challenging work. In my “spare time,” I was creating a paradise in my backyard. Unfortunately, I got busted by animal control and must get rid of my bee hive, pronto. Through my connections with other bee-keepers, I’ll find a good home for them. In September 2009, I attended my cousin Asa Sarver’s wedding in Vancouver, Washington, and I met his bride, Julia Baumann ’01. My daughter, Rebecca Ma- son, is studying in Sweden and will graduate from UC Berkeley in the spring of 2011.

’S0 Jennifer Martin (Portland, OR) Sorry to have missed the Reunion Weekend. I was vacationing on the big island of Hawaii with my parents!

’S1 Cheryl Benson Hoban (Yorba Linda, CA) My eldest child, Dane, is graduating from high school, and will be attending SMU in Dallas, Texas. My daughter, Danya, is a freshman at Yorba Linda High. I spent some time and a lot of laughs with Eve Gutmann and visited Jenny Jackson Werner in Austria last year. Tiralisa Kennedy Kaplow (San Jose, CA) In May, I received my master’s in education leadership. I look forward to hosting Scripps and CMC area alumni at my home in the future and would enjoy hosting an afternoon/evening wine and cheese event for South Bay and Bay Area Scripps and Claremont alumae. I’d like to include CMC, as my major was received there and my brother is an ’83 grad.

’S2 Adeline Tryon (Easton, MD) Tim and I are delighted by the birth of our son, Harry, born December 12, 2008. Harry turned one, and I turned 50! I continue to work in my private practice three-and-a-half days a week. We love our walks to the park.

’S3 Jody Cantrell Garcia (Kensington, CA) Still working at AT&T after 27 years. I have carved out my niche serving customers in 165-plus languages and serving the disability community. My three boys are 10, 8, and 6. We are immersed each week in lots of soccer.

’S4 Caren Weinberg (Cambridge, Great Britain) Amazing—one can finish a PhD! Saying goodbye to Cambridge—but looking forward to a new academic life in Israel.

’S6 Sharon Goldberg Cooper (Torrance, CA) Still working in the Hispanic advertising business while Scott focuses on our restaurant. Jackson is almost 13 and will have his bar mitzvah in May. Always in touch with Scripps and CMC friends. Sadly, attended the memorial for our beloved friend Jeff Repetto (CMC ’86), who gallantly fought ALS for six years. He’ll always be loved, remembered, and missed. Sara Kim (Redmond, WA) I had an unexpected Scripps reunion with Jessica Gar- ner ’09, who was a volunteer at the Institute of Simulation and Interprofessional Studies at the University of Washington Medical Center, where I work. Jessica helped out during many medical scenarios we run with a high fidelity simulator designed to mimic a human patient. I am an education faculty member at the medical school and work closely with clinicians in curriculum development, faculty development, and simulation educational research. Jessica and I had a wonderful time over a cup of tea recently, discussing our time at Scripps and what an invaluable education we both received!

’S0 Molly Gunn Gneiting (North Richland Hills, TX) I’m living near Fort Worth, with my husband of 18 years (are we that old?), Karl Gneiting (CMC ’89), and our two boys: Bradley is 12 and Justin is 10. I am a substitute teacher and coach youth soccer, basketball, and baseball. Sylvia Johnson Pryor (Baltimore, MD) It has been an event-ful year. I married Tim Pryor last April, traveled to France with Julia Nusbaum to visit Lynn Anderson Davy in August, and finished my MBA in December. Jennifer Williams O’Quill (Chicago, IL) Taking a leap of faith and helping my husband start a new church in Chicago. Find us at www.Micahsporch.org.

’S1 Melinda White (Long Beach, CA) In May, I graduated with a master’s degree from Cornell University. I’ve been fortunate to have had a career in technology, with tenures at Google, Yahoo!, Microsoft, Idealab, and start-ups. The technology industry challenges me professionally and accommodates my lifestyle.
1931 Elizabeth Ebright Mohun died at age 101, on April 17, 2010. Her family had roots in San Francisco, tracing back to the mid-nineteenth century. She often traveled by wagon with her family to spend the summer at her aunt and uncle’s ranch in Emerald Bay, California. She was a member of the inaugural class in 1927, before transferring to UC Berkeley. With first husband Robert Durkee, she had two sons and a daughter. In 1952, she married childhood friend Farley Mohun. She is survived by her daughter, 13 grandchildren, and 40 great-grandchildren.

1932 Marguerite Gist Butler died at age 99, on August 25, 2010. She married motion picture actor and USC football player Jack Butler in 1934. She was a member of the Chinese Brush Painters Association, as well as PTA president, president of Newport-Harbor Panhellenic, and a Founder of Ambassadors at St. Andrews Presbyterian church. She is survived by her five children, 18 grandchildren, 24 great-grandchildren and one great-great-grandchild.


1936 Rosemary Carton Brown died at age 96, on March 15, 2010. She raised five children on a ranch passed down from her great-grandparents.

1940 Ruthmarie Hulbert Quigley died at age 92, on April 28, 2010. Her early days were spent in Aberdeen, Maryland. She was married to Arthur Quigley for 65 years.

1943 Janet Barton Young died on June 26, 2009.

1946 Ella Mae Shofner Butterfield died on July 7, 2010, two weeks after having a heart attack. In her teen years, she was an accomplished equestrian, and at Scripps, she became student body president. In 1965, she moved to Paso Robles, where she served for 12 years on the school board, and for eight years on the Mid-State Fair Board. Along with her husband and father, Ella Mae established the River Road Ranch, where they raised horses and cattle. She is survived by four children, 19 grandchildren, and two great-grandchildren.

1946 Charleen “Char” Mahoney Jenkins* died July 8, 2010. She was raised in Denver. After his return from World War II, she married Bill Jenkins. She volunteered for 10 years at the Volunteer Park Asian Art Museum, and worked for a year at the Henry Branch Library on Capitol Hill. She was fond of writing and poetry classes, and even had three books of poetry published.

1950 Lois Weber Martinez died July 13, 2010. She lived in San Luis Obispo for 46 years, and traveled often. She married Frank Martinez in 1951. She contributed significantly to the founding and development of Questa Community College, where her husband served as the second President-Superintendent. She is survived by her husband, four children, and two grandchildren.

1952 Carol Blackmore Imholt died at age 79, on May 23, 2010, after a lengthy illness. She was a longtime resident of Lakewood, Washington but was born in San Diego. She was married to William Imholt Jr. for 57 years. She served as secretary of the Lakewood Historical Society, was part of the Sewer and Lakewood Cityhood campaigns, and was a member of the Junior League of Tacoma and Pasadena, Lakewood Racquet Club, the Little Church on the Prairie, and the Tacoma Country and Golf Club. She enjoyed traveling, and playing bridge and tennis.


1957 Barbara Fuller Gallagher died on February 6, 2010. She is survived by her husband, four children, and four grandchildren.

1961 Barbara Gibbs Burke died at age 70, on July 18, 2010. After graduating from high school, she was awarded a four-year scholarship for college. She was the first woman to be elected to the Council of the Village of Hudson, Ohio, and served from 1989 to 1993, emphasizing historic preservation and supporting a tree ordinance. She married John M. Burke in 1963. They lived in Brazil for a time, as part of the UCLA Brazil Project, before moving back to the United States. In Hudson, she enjoyed working for local nonprofit organizations. She is survived by her daughter and two grandchildren.

1970 Cecil Taylor Bartek died on August 10, 2010, from long-term complications from surgery. In high school, she was involved in many groups, including band and the Pepettes. After attending Scripps College, she transferred to the University of California, Berkeley, where she graduated with a degree in history. She married Chris Bartek in 1975. She is survived by her husband, and two children.

1971 Elie Bisconer Patrick died on June 19, 2010. She was born in Tulare, California, but made her home in Dallas, Pennsylvania. After majoring in literature, she worked as a medical secretary. She is survived by her husband, and two children.

1971 Jean Putnam died on November 13, 2009. After graduating from Scripps, she attended Katharine Gibbs Secretarial School in Boston, where she settled. Her ashes, along with those of her parents, will be taken back to Lake Oswego, Oregon, to be interred.


* Member of the Elm Tree Society, having made a planned gift to Scripps College in her lifetime.
CARLOTTA WELLES ’39*, devoted alumna and supporter of Scripps College, died on May 23, 2010, at age 92. At her memorial service, longtime friend Martha Kirkland spoke of the influence Carlotta had on the lives of many people. Here are excerpts:

CARLOTTA WAS WISE, RESOURCEFUL, accomplished, and a “doer” at heart. She was not a consumer of things, but rather, a careful investor in people and their ideas.

Carlotta had lots of skills and was a maverick to boot. She was an avid sailor, an expert camper, and a skilled craftswoman. She had an incredible knack for knowing how to get the job done. For example, while she and her housemate Florence were camping in the high desert, she would often heat the water for coffee on the engine block of the car.

After graduation from Scripps, Carlotta entered the Boston School of Occupational Therapy. Occupational therapy was the perfect choice for this young woman who loved tools, was an exceptional problem-solver, and believed innately in the capacity of people to overcome adversity. The choice of occupational therapy served Carlotta very well for over 60 years.

She became a successful and accomplished investor. Her belief that women were often at a disadvantage in the world of finance led her to provide tutorials for friends and colleagues about saving and investing.

I would like to share one of my favorite Carlotta stories.

In 1996, I was executive director of the American Occupational Therapy Foundation. Carlotta, who was a founder and lifetime member of the board, called to say that she regretted having to reduce her annual gift that year. She assured me she would make it up the following year.

Carlotta explained that she was planning to buy a new car to replace her 1976 Pontiac Bonneville. Let me tell you, that Bonneville was a true classic. I was a bit sad about her decision to replace it.

A couple of weeks later, Carlotta called to rescind her earlier message. She wasn’t going to buy a new car after all. She explained that she had searched long and hard but there simply wasn’t a car out there to which you could strap 24 feet of PVC pipe. This, of course, begged my question: “Do you often do that?” Carlotta replied: “Not often—but you never know.”

That was Carlotta—in a league of her own!

I enjoy being involved in the Scripps community, especially Camp.

A couple of weeks later, Carlotta called to express her support. It was the first time, my father’s family. Absolutely

Zay (Greenwich, CT) I married Matt Zay (Pomona ’04) in 2007, and just graduated from Columbia University’s master’s program in historic preservation with a fellow Scrippsie, Allison Lyons.

Michele Murphy (Seattle, WA) I bought a house in May, and am now working at Fred Hutchinson Cancer Research Center.

The class of 2002 had several notable achievements. Here are the highlights:

- Rebecca Eacret Kaplan (Los Angeles, CA) Noah and I recently celebrated our first anniversary skiing and snowboarding in Mammoth Lakes. I will start the FEMBA (fully employed MBA) at UCLA in October. I recently joined the Board of Directors for Youth Mentoring Connection, a nonprofit I have volunteered for since 2008.

- Kimberly Cozzetto (Seattle, WA) My boyfriend, Galen Maynard, and I were married September 26, 2010. I have left the Washington Attorney General’s Office to open my own law and mediation practice.

- Jung Fitzpatrick (Portland, OR) I applied to and was accepted into the National Urban Fellows. I start the 14-month accelerated graduate master’s of public administration fellowship this May. I’ll be in New York City for two summers, and in between, placed with an organization somewhere in the U.S./ Territories.

- Adrienne Walsh Gibson (Carson, CA) This July, I had the honor of gathering in Mt. Vernon, Washington, with several ’02ers: Katrina Van Heest, Tribby Nelson, Grace Park, and Felicia Gomez to celebrate the wedding of Bethany Holmes and Mike Kalb.

- Shawn Tamaribuchi (San Francisco, CA) Shawn is currently in Brazil learning Portuguese and studying martial arts. In June, she will go to Japan. Submitted by Nancy Maynard, her mother.

- Natasha Ross (Nashville, TN) In October 2009, we opened FiddleCakes, a bakery/coffeeshop. We are looking at a second location currently, and are having a blast with the business.

- Kellin Crossman (New York, NY) I am currently living in New York City and working for Teach For America as a program director. I support 36 teachers teaching special education in schools throughout Bronx, Manhattan, and Queens. Barbara Leinbach
Alumnae Duo now at MoMA

Mitra Abbaspour ’99, who graduated with a double major in studio art and art history from Scripps College, has been appointed associate curator, Department of Photography, Museum of Modern Art in New York City. This makes two Scripps alumnae in key positions at MoMA, as Mitra joins Connie Butler ’84, the Robert Lehman Foundation Chief Curator of Drawings.

As an associate curator, Mitra leads a multifaceted research project to examine MoMA’s holdings of the Thomas Walther Collection of interwar European and American photography. The research is based on a combination of the most advanced forensic conservation technology and traditional art history research and analysis to provide a structure, context, and purpose for the science. The project will culminate in a scholarly anthology/catalog and online resource.

Currently, Mitra is also a doctoral candidate in art history at the City University of New York, specializing in the art history of the modern Middle East. She is completing a dissertation on contemporary approaches to the history of photography in the Middle East from Armenian, Kurdish, and pan-Arab perspectives.

During her time abroad in 1998 as a Scripps undergraduate, Mitra worked as an intern to the director of Galeria Metta in Madrid, Spain. In 2000, she designed a web-based educational database for the permanent collection of the UCR/Sweeney Art Gallery. Mitra completed her master’s in art history in 2001 at University of California, Riverside. Following her master’s, Mitra worked as the assistant curator, museum writer, and director of public relations at the UCR/California Museum of Photography. Over the last six years, Mitra has taught art history courses at Brooklyn College and Hunter College in New York.

“My Scripps education has had a marked impact on my career,” she said. “The curriculum provided me with a strong foundation in interdisciplinary critical thinking that I continue to employ. Even more significantly, the wealth of opportunities for leadership within the Scripps community and the tremendous engagement and support of the professors gave me the confidence to seek, take on, and create opportunities for myself once I had graduated.”

Mitra said she has also been inspired and encouraged by the extensive community of Scripps alumnae in the arts. “Connie has done incredible work since her arrival at MoMA. I am looking forward to and honored to get to watch her work even more closely.”

(continued from page 37)

unforgettable. Essie Hengeveld (Portland, OR) I am living in Portland, with my partner and our two cats. I am one year into a two-year full-time teaching program at Portland State University. My program is called the secondary dual educators program and emphasizes the cooperation between special education teachers and general education teachers. I am very grateful to Scripps College for preparing me for the workload of graduate school. After thesis, no research paper can daunting me again! I hope to get a teaching job next year, preferably working in a special education setting at a middle school in this area. In the meantime, I work part time at a gym and a restaurant. I am also training to walk a half-marathon in October. Stephanie Hengeveld (Portland, OR) I am attending graduate school in an innovative teaching program that trains and certifies teachers for both special education and general education (at Portland State University). I will graduate in 2011 and teach. Adrian Hodos (Istanbul) She had a great year teaching English in a Turkish elementary school in Istanbul. Many Scrippies have visited her there and she is planning to go back for another year. Submitted by Carol Mason, Adrian’s grandmother Alicia Jovais (San Francisco, CA) I began law school at the University of California, Hastings College of Law in late August. I look forward to being back in school. Melissa Song Hwa Lewis (Claremont, CA) I just got back in July from a year teaching English in Korea on a Fulbright. I’m now at Claremont Graduate University, studying and teaching for a year so that I will receive my master’s and California teaching credentials by August 2011. Sarah Moos (Berkeley, CA) After a busy first year in graduate school of landscape architecture at UC Berkeley, I traveled for five and one-half weeks through France, the Netherlands, Germany, and Switzerland with a group from Virginia Tech University to study the notion of urban design. It was an enthralling exploration of environmental design, and a fantastic way to spend my summer, seeing different parts of the world. To continue the excitement, I finished off the summer with a seven-day whitewater rafting and camping trip through the Grand Canyon on the rapids of the Colorado River. Nancy Jennifer Rojas-Hill (Los Angeles, CA) I am currently working at Southwestern Law School and am applying to law school for fall 2011. Nina Timberlake (Upland, CA) I started a PhD program in molecular biology at UCLA this fall. Jessica Rae Vaughn (Placerville, CA) I just returned home after a nine-month English teaching assistantship in Sri Lanka. I am starting a year of service with Americorps in September. The program is called Tenacity, and it is an after-school literacy program for middle school kids in the inner city. It is also paired with tennis so they learn a new fun sport.
Outstanding Young Women Wanted! If you know an outstanding young woman applying to college, encourage her to investigate Scripps. As an added incentive, present her with the certificate below—a waiver of the $60 application fee.

Applications for Early Decision I and for scholarship consideration were due November 1, 2010. Regular Decision and Early Decision II applications are due January 1, 2011.

SCRIPPS COLLEGE APPLICATION FEE WAIVER
This certificate entitles the applicant named below to a waiver of the $60 application fee.

NAME OF APPLICANT

ALUMNA’S NAME AND CLASS YEAR

ALUMNA’S ADDRESS

Ilona Zbirun ’10 married Benjamin Alexander Nockles on July 31, 2010, in Spring, Texas. Bridesmaids were Monica Streifer ’09, Courtney Grace Peterson ’09, Whitney Eriksen ’09, Jillian Gramling ’10, and Marguerite Manela ’10.

Rebecca Morrison ’08 and Walter Tangarife Garcia were married on August 7, 2010, in Medellin, Colombia. Six members of the class of 2008 joined Rebecca and Walter for the celebration. From left, Hana Silverstein, Rachel Woody McCullough, Hannah Alberts, Rebecca Morrison, Megan Hanley, Annie McShiras, and Solange Herron.

Class Notes Guidelines
or how to make sure your news gets in Scripps Magazine

• Get your class note in on time. Here are upcoming deadlines:
  
  Spring 2011: January 10, 2010
  Summer 2011: April 20, 2011

  Class notes received after the deadline may be held for a future issue.

• Make your Class Note truly newsworthy. Fun and insightful commentary is always welcome, but avoid greeting individual classmates and sharing personal email addresses; that’s for the Alumnae Association Online Community. Because of space limitations, most class notes over 100 words will be edited.

• Let us know about upcoming weddings and births after they happen, and we’ll happily celebrate your news. Our longstanding policy is not to publish engagement and pregnancy announcements—as wonderful as the news is.

Photo Guidelines

• Take photos on the highest-quality setting.

• Digital photos should be 4 x 6 inches or larger and 300 dpi.

• Save the photo as a jpeg and email it as an attachment.

• Hard copy photos may be submitted along with your note to the physical address below; however, we cannot return them unless you make special arrangements with us.

How to submit Class Notes

• Through accessing your profile in the Alumnae Association Online Community:
  MyBrowsingRoom.com or

• By sending to the Office of Alumnae Relations: alumnae@scrippscollige.edu,
  FAX (909) 607-3186, 1030 Columbia Avenue, Claremont, CA 91711.

We look forward to hearing from you!
This past June, I found myself surrounded by hundreds of strangers, listening to a keynote lecture at the 2010 Human Brain Mapping Conference in Barcelona. It reminded me of my first Core lecture, in Garrison Theater, with classmates I was yet to know. In a sense, it was my early experiences at Scripps College, including Core, that set me along a path that brought me to Barcelona.

While at Scripps, I was a double major in humanities and cognitive neuroscience. I had entered as a biology, pre-medicine student, but, because of Core, decided to adopt a second major in humanities. Combined with Core, this major's courses opened up a new way of thinking and learning. Namely, an interdisciplinary school of thought—a way of approaching the world in which one tries to ignore conventions and disciplinary boundaries and find connections between different fields.

In Core, I specifically remember being struck by the notion that anyone could propel a field forward by simply refusing to take the standard set of assumptions for granted. It was questioning the status quo that led to ideas like quantum mechanics and Mendelian genetics.

Even my field, psychological neuroscience, is marked by a "paradigm shift" from behaviorism (all behavior is just a learned response to a stimulus) to the view of the Cognitive Revolution that we are capable of real thoughts. I found the idea—that by asking the right questions, one might make a breakthrough in one's field—extremely exciting. Science was no longer a set of facts one learned to gain admission to medical school. Science became interesting for its own sake. I took an interdisciplinary approach to my education, one that exposed me to several fields of thought, combined with a willingness to ask many questions, as the best approach to gaining the most. I could at Scripps. Around the time I adopted my humanities major, I replaced my major in biology with one in cognitive neuroscience—a much more interdisciplinary discipline that draws on several fields, including psychology, biology, and computer science.

This deeply engaged academic environment inspired me, like many Scripps women, to study abroad. It was my experience in a psychology lab at University College London that led me to pursue a PhD in computation and neural systems (basically neuroscience) at Caltech.

One of my favorite classes at UCL included fascinating lectures given by Hugo Spiers, a colleague of Dr. Eleanor Maguire, the very person who gave the keynote address in the very lecture I found myself sitting in at the HBM conference.

Conferences can be a great medium in which to present your work to others, but there are other benefits to attending. Academically, you are introduced to the latest advances in your field. It is a very exciting atmosphere. In a morning workshop, I learned how to be a "skeptical" neuroimager and question the utility of various models used for neuroimaging analysis. Before and after the lunch hour, I wandered through poster sessions, reading about studies ranging from technical work on finding and tracing the path of nerve fibers in the brain to studies on which brain regions are involved in various social behaviors. There were afternoon symposiums filled with talks on subjects such as how a chemical in the brain called dopamine influences midbrain anatomical structures involved in processing reward and value. Evenings brought many people together for keynote lectures.

I had never fully appreciated the scope of my research community before attending such an international conference. I gained a new appreciation for just how many universities and institutions around the world support departments and laboratories that work towards a shared goal of understanding the functioning of the human brain. Of course, attending an international conference had the added benefit of allowing me to see a new part of the world—Barcelona! I was also able to meet up for dinner with two other former Scripps College classmates—Catherine Holcomb and Martina Ly—and my former professor at Scripps and continued mentor and collaborator, Michael Spezio. It was a joy to enjoy a meal so far from home with individuals who are now my colleagues in a worldwide research community.
Barbara Brooks Tomblin ’66 and Brooke E. Tomblin ’92 share a moment in Sycamore Court. Mother and daughter both want other young women to enjoy and benefit from the same outstanding education they received at Scripps, and they have provided for testamentary gifts to Scripps College in their estate plans.

“The expectation in our family is that you give back to those places that have given you so much.”

I want to see more women experience what I appreciated at Scripps—the long stimulating conversations in and out of the classroom, the lasting relationships with other women and professors, and the benefits of a liberal arts education. That is why I am following in my parents’ footsteps by investing in the excellent education provided by Scripps, through current and planned gifts.

I encourage you to consider putting Scripps College in your will or trust. Please make plans today so that your gifts can continue to support Scripps. – Brooke E. Tomblin ’92

For more information on including Scripps College in your will or trust, please contact Fritz Weis or Rebecca Harlow Potter ’60 in the Office of Planned Giving, 909.621.8400 or go to www.scrippscollege.edu/plannedgiving
Scripps College Academy scholars and current Scripps College students celebrate the news that SCA has received a national award. They gather in Holden Court, Malott Commons, during the two-week SCA program in summer 2010. See story, p. 2. Photograph by Kristy Campbell.