



leadership

adventure

civic engagement

service

perspective



**2013–2014**  
Annual Report



## The Caltech Y 2013-2014 Board of Directors

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\*indicates student member



## Join the Celebration

In 1916, Caltech students began a tradition of discussion, learning, and civic engagement that thrives at today's Caltech Y. Generations of students and supporters have carried the Y torch and its traditions into the twenty-first century, and that's worth celebrating.

Everyone is welcome to come learn about and celebrate the Y's role in an evolving world. How has the Caltech Y brought students and communities together for almost a century? By changing with the times. This report focuses on students who initiate, develop, and lead a changing array of Caltech Y programs for their peers.

As seen in the following stories, students take on these challenges during study breaks and vacations. They meet science policymakers and tutor underprivileged students while their beliefs and careers take shape.

Capitalizing on students' eagerness to learn and participate, board members and friends Kirk Dawson, Susan Murakami, Lee Fisher, and Harry Gray join a generous team. In this report, Kirk recognizes the passing of a dear friend and board member, John Gee, whose legacy includes leading the Y soundly into the twenty-first century.

The Y team is made more complete with campus-wide input. In one story, we hear from Lety Marquez—from Facilities Management—whose personal experience guides her philanthropy. All Y supporters help active, thoughtful students take full advantage of their formative years. Susan points out that, while Caltech students focus on academic growth, this is also their time for great personal growth.

As I read these stories, I'm impressed by the insight and action our constituents bring to the Y. To celebrate this teamwork and success, please connect or re-connect with the Caltech Y in any way you'd like, even by stopping by, 1900s-style. Thank you to all for joining us as we celebrate a century past, our present endeavors, and our look toward the next 100 years!

Athena R. Castro  
Caltech Y Executive Director





## We remember John Gee

We dedicate the 2014 annual report to John Gee. As an alum (BS '53), John loved Caltech, especially students, and he particularly enjoyed serving on the Caltech Y board of directors because of the opportunity to connect with students involved with the Y. Almost ten years ago, he led the Caltech Y in a strategic planning effort, focusing on making the Y relevant to today's students. In that process, the committee created a new mission statement that confirms the Y's commitment to students and beyond.

John was also instrumental in launching the endowment campaign and co-chaired the committee with Kirk Dawson. He felt strongly that the campaign should be as inclusive as possible and created the Centennial Endowment Fund so that pledges or contributions that did not qualify for a named account had a place to go.

It has been my honor and privilege to work with John, who served as board chair and led several committees. His dedication and commitment to Caltech is evident in the organizations with which he chose to get involved, such as Caltech Athletics, the Summer Undergraduate Research Fellowships Office, the Alumni Association, the Gnome Club, and of course, the Caltech Y. He is greatly missed and fondly remembered.

Athena R. Castro



## Board Chair acknowledges the people behind the students

It is with great sadness that we note the passing of John Gee. John and his wife, Barbara, have been major, long-time supporters of Caltech activities and students, in particular. John filled leadership positions in the Alumni Association, SURF, and the Caltech Y. In addition, he and Barbara supported Caltech Athletics with resources and attendance at many events. We hope that Barbara, with the help of her many friends at Caltech, will come through this difficult period and remain close to Caltech and the many activities that she has so ably supported.

John, with Barbara and many others, provided Caltech students with resources to help them move beyond the school's famed classrooms and laboratories. With Caltech Y resources, students grow as they plan, implement, and engage in Y opportunities: in Leadership, Civic Engagement, Service, Adventure, and the development of Perspective. For example, perspective is gained as a range of important issues are discussed in the Y's Social Activism Speaker Series.

The Y also provides a welcoming environment for students to set aside academic pressures, participate in more than fifty student-run programs, and interact with peers and the supportive Y staff. The Y certainly lives up to its goal of "Making a Difference."

As the Caltech Y approaches its Centennial in 2016, we celebrate John and Barbara and all those who support the Y. The Y's Centennial Campaign is just entering its public phase in order to raise money for the Caltech Y Endowment. One way to participate will be to create named funds.

Another way, thanks to John's creation of a "Centennial Endowment Fund," will be for donors to pool together contributions of varying amounts. This pool allows everyone to make a big impact as a group. We thank the Gees for helping to lead the way into our next 100 years.

We hope all of our loyal supporters will consider participating in the Campaign as we approach this crucial year, and we thank you very much for your support.

Kirk Dawson '61, MS '62  
Chair of the Caltech Y Board of Directors





## And the honorary chair is . . . Harry Gray

As the Caltech Y's honorary campaign chair, I am very happy to join you in support of students who want to make the most of their time here. Thanks to the Caltech Y and its Friends, our students are getting a break from intense classes to explore new areas and have some fun.

I got into science by asking fundamental questions and experimenting wherever I went, and these young people are doing the same—questioning physical phenomena, human motivations, and the like. They are eager to discuss and test their ideas. Let's provide a supportive environment!

Caltech Y programs and leadership opportunities give students the structure and space to explore exciting new opportunities. And when students tap into their innate curiosity, they have what they need to get through rigorous classes and find a path that makes sense to them. We share their curiosity and their plans for the future as we talk with them at Friends dinners and other events.

These students are already taking on the world, but they need encouragement and support from us. Just like in my lab, they need freedom to explore, but they also need great tools and mentors to help them move ahead.

We supply those tools and support students' experiments as leaders and citizen scientists. Then it's up to them. In the following pages, you'll see how some of our students are doing at this stage in their lives.

Harry B. Gray,  
Honorary Chair of the Caltech Y Centennial  
Campaign Committee  
Arnold O. Beckman Professor of Chemistry  
Founding Director, Beckman Institute



## ExComm president looks back

Approaching our centennial, it's a good time to reflect on the changes the Caltech Y has undergone since its 1916 founding. This campus-based Y started as a student chapter of the national YMCA, but as the student population transformed—from a composition of Christian men to the diverse mix of students today—the Caltech Y shed its YMCA affiliation.

The Caltech Y has continuously adapted to the needs of the campus. In the early years, tasks such as managing housing assignments were shifted to the Institute, allowing the Y to focus on the creation of other programs. A recent addition to programming came when we teamed up with PasadenaLEARNs at the request of Caltech students, helping Science Olympiad teams, doing science demos, and tutoring local elementary-school students on a weekly basis. I've enjoyed such volunteer programs and serving on the ExComm (the student executive committee of the Y board of directors).

Surprisingly, while deepening my commitment to community service with the Y, I discovered a new interest. When I was a freshman, Excomm Secretary Stephanie Kwan asked me to help her with silk screening for Decompression—a finals-week event where volunteers get a free t-shirt as a thank-you gift. I didn't have much exposure to drawing, painting, or designing as a child, and I had never heard of silk screening. But now, I definitely want to dedicate more of my time to the arts—in addition to ensuring that community service remains a significant part of my life.

For almost 100 years, each Caltech graduating class has taken a bit of the Y to new destinations, and each entering class has brought a wealth of fresh insights and ideas on how to better serve our community. Similarly, previous Caltech Y staff members have passed the torch to their equally capable and passionate colleagues, and the board has seen many new faces since its creation in 1924. Despite all of these changes, the Y has continued to enrich student life through a multitude of programs, "challenging students to grow into responsible citizens of the world," as stated in the Caltech Y's mission.

Thank you for enabling us to support the vibrant student-conceived and student-executed programs that compose the Caltech Y. While the specifics of the programs may change, rest assured that they will continue to educate and enrich the students of Caltech.

Wen Min Chen '15



## Research is king, but it's not everything



"In my senior year of high school," says Tess Saxton-Fox, "I took a class called 'Crime, Psychology, and Race.'" She read the book *Savage Inequalities* and was shocked to see that the money spent on her public education in Wayland, Massachusetts, was much greater than that spent on students' education in Boston or St. Louis.

"The way public education is funded shows such obvious classism and racism," she says. Now in her third year of grad school at Caltech, Tess is used to solving tough problems, but after a moment's pause, she adds, "I don't know what the answer is."

Still hoping to help the world, Tess tutors in the Caltech Y's Rise program, organizes discussions for the Y's Social Activism Speaker Series (SASS), and helps lead the Y's annual D.C. Policy Trip. During a recent D.C. trip, she was awed by face-to-face talks with powerful leaders including Arati Prabhakar (Caltech PhD '85) and Shirley

Malcom, a Caltech trustee. Arati directs the U.S. Defense Advanced Research Projects Agency, and Shirley heads Education and Human Resources Programs at the American Association for the Advancement of Science.

"After the D.C. trip," says Tess, "some people were inspired to get into the policy field." However, she was humbled by how complicated the work is. "You have to compromise so much," which she supposes is a law-school-honed skill. "And a lot of what you do is people work. My skills are in science...but that's needed too."

Tess was surprised by how much science-policy time is devoted to "stopping bad things from happening." She cited a proposal to ban nitrogen. "You can't ban nitrogen," she protests. "It's an element!"

In research, there's an answer to find. In politics, answers are far from clear. "It's not an easy thing to change policy."

For now, she's happy to be back to her mechanical engineering research at Caltech. Tess plans to add a T.A. job to her already full schedule so that she can learn how to teach undergrads and become a professor—her dream job. But someday she might work in D.C., perhaps doing her "civic duty" as an academic who travels back and forth, contributing to policymaking at times.

From the vantage point of a Caltech Y organizer, Tess considers the diverse interests of Techers as she plans SASS lecture-discussions—leading and learning from recent events on privacy issues and scientific reproducibility.

"The Y has a crazy range of programs," she says. "I haven't seen an equivalent organization." In the midst of all this programming, "with student leaders coming and going, the Y staff members keep things running. They make the Y powerful."

Organizing, tutoring, hiking: all these "engage more parts of my personality and make me feel like me," says Tess. "In high school, I liked English and physics equally, so part of me is not fully engaged if I do just one thing."

Her Y experience leads to discoveries. For instance, while tutoring a high-school student, Tess was surprised when the student said, "I don't understand what you're talking about." This glimpse into a different approach to learning helped Tess to become "a better active learner."

She explains: "I have a hard time admitting I'm wrong. I struggle to go to T.A. hours because then I'd be admitting that I don't know something. I don't like asking questions in class."

This aversion might have started in middle school. Although she was in honors math classes then, she says, "I didn't know what a 'variable' meant. Obviously I now understand math and science, so I wasn't doomed, but this concept just didn't occur to me."

Tess got "C"s in math and is therefore grateful that her teachers let her persevere until she figured things out. Even now, she's likely to use her knowledge of physics to better understand math—unlike her friend, who uses math to figure out physics.

Students' individual learning styles are "dramatically different," she says. As a Y tutor, Tess is happiest when she "can get a student to really engage and make a commitment." She's grateful to have a year to do this with each student, allowing her to "pick up on a student's strengths and weaknesses." With the advent of common-core primary education, Tess hopes that students' individual learning styles will not be constrained.

**"You can't ban nitrogen. It's an element!"**

"I really care about science education," she says. "If I go into one area of policymaking, I would want to do that."

Thanks to her many years of tutoring—in high school, then as an undergrad at MIT, and now at the Caltech Y, Tess remains "in touch with what's going on in high school." And she finds the payoff well worth her time.

"It will take me several years to get a PhD, and it could take decades for me to change science," says Tess. "But after a couple of hours of tutoring, I know that I really helped someone. I feel energized and needed."





## Josie's global view leads to grad school

Friends of the Y often ask how Y experience affects a student's post-Caltech path. With a Caltech bachelor's degree in hand, Josie Kishi considers the question as she heads to Harvard to study molecular programming. This is her story.

In the spring of 2014, while trying to figure out what it was that I wanted to do with my life, I reflected on my undergraduate experience and how the roles I took on at Caltech have shaped my life and aspirations. I realized that my interactions with the Caltech Y really kept me grounded through my time at Tech, and that the Y has had a profound impact on my perspective, both locally and globally. All this was made possible by my discovery, as a freshman, that even when you feel too busy, you can always find time for the things that really matter to you.

Of the myriad Caltech Y activities, I participated most in Y community service and outreach. I consider my volunteer work to be one of the most fulfilling and most important endeavors in my life, but it hasn't always been that way. During my second term as a freshman, I fell into a slump. The Caltech workload hit me as a shock, and I didn't understand why I was even doing it. The problem sets were incredibly challenging, the exams seemed impossible, and I was losing motivation. Somehow, despite being so busy with schoolwork that I barely had time to sleep, I still felt like my life was missing something.

So, following the general level of over-commitment that most undergraduates seem to face, I decided to add more to my plate. I started tutoring every Friday at ASOSAL, a center which serves the Salvadoran community in Los Angeles.

In my sophomore year, another student and I made use of Y support to found the Hathaway-Sycamores tutoring program, which happens weekly. I tutored at Hathaway-Sycamores for almost three years and helped lead Make A Difference Day there as a junior. This put my life into perspective. It was sobering to realize that a student missed a tutoring session, not because she didn't want help, but because her family car broke down and they couldn't afford to fix it. That's just one of the hardships that underprivileged community members face, and it made a bad grade on a problem set suddenly not seem bad.

Another escape from the so-called "Caltech bubble" came in December of 2013 when I helped lead the Science Policy trip to Washington D.C. While there, we students met many Caltech alumni who've worked on science policy under various branches of the government, at the NIH, in the State Department, and even at the Smithsonian National Air and Space Museum. Caltech's influence is immense, and it was refreshing to see so many people in Washington who remained passionate about science as they implemented policy changes in a realm that seems from the outside to be impenetrable and sometimes misguided.

The global perspective I gained at the Y significantly impacted my decision to attend graduate school, in molecular programming, instead of going directly into an industry job. Grad

school allows me to channel my creativity into a project of my choosing, collaborate with some of the most impressive and successful scientists in the world, contribute to a field that has the potential to fundamentally change the fields of medicine and bio-engineering, participate in the development and implementation of science policy at the national and international levels, and share knowledge through teaching.

When I visited D.C., I saw how important science policy is for the welfare of our citizens and how much we need dedicated scientists working in the field. And through my experiences with the ASOSAL and Hathaway-Sycamores tutoring programs, I came to realize how profoundly gratifying teaching is to me.







## A staff member exemplifies community engagement

Lety Marquez is living proof that community engagement leads to philanthropy, which in turn leads to more engagement. Hers is a circular love story involving the Caltech Y.

“My passion is giving,” says Lety, an administrative assistant for Caltech Facilities. In 1996, Lety joined Caltech, met Athena Castro, and learned from Athena that the Caltech Y promotes student leadership and civic engagement near and far. She has supported the campus-based organization ever since.

Lety carves out time for an occasional noon event. Recently she brought her daughter to a Friends Dinner to learn more about Ebola from the keynote speaker. But even when she’s too busy to connect with the Y in person, she does so financially. Each year, her Caltech Y donation is matched by the Institute during the campus’s United Way Campaign.

“I’m not wealthy,” Lety points out, “but if I were, I’d probably be giving as much as I could.” In lieu of wealth, she tries to encourage

others to join her effort. “The quantity of people matters more than the donation amount,” she says. “If everyone gave a little, we would make a big difference.”

She has enjoyed seeing, over the years, that “the Y—and Athena—have made a big difference.” Students lead external programs to learn about and serve communities in the Americas and Asia. These are experiences that Lety can relate to, as can her daughter, who serves underprivileged high-school students as a career counselor—and as a volunteer.

Is philanthropic spirit passed down from grandparent to parent to child? At first Lety doesn’t think that she was raised on it. Growing up with nine siblings in an underprivileged family in Chinatown, she says her parents didn’t have extra money for themselves, let alone others. But then Lety recalls that, when there was even a little bit extra, that money went to those with less. “My father always said, ‘The government will take it,’ and ‘You can’t take it with you.’” Thus Lety picked up on this spirit of giving more than she picked up on the habit of saving. (She learns the latter at Caltech Human Resources lectures.)

Lety has interacted with diverse communities: as a child of Mexican ancestry among Chinese immigrants; as a staff member on campus, which she

calls her “second home”; and as a volunteer at a neighborhood school. (She’s busy all week, but, as she says, “What else do I have to do on a Saturday?”) Through such community engagement, she learns how she can best help students.

“You build and mold a good individual,” she says. “The students don’t all come from wealth. And whether or not they do, their parents probably don’t emphasize that there are poor people all over the world. The students have to get out and see that for themselves. When they can take time off, we can make it possible for them to see more of the world.”

Someday, says Lety, “the students might become wealthy. Some may even start their own companies. I hope they’ll become great philanthropists.”

*“If everyone gave a little, we would make a big difference.”*



# 2013–14 Programs

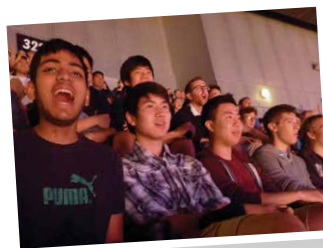
## Outdoor Adventures

- ✓ **Camping Trips**
  - Y Hike to High Sierras
  - Anza Borrego Desert State Park
  - Bandido Campground in San Gabriel Mountains
  - Yosemite National Park, Centennial Grove
- ✓ **Day / Full Moon Hikes**
  - Grad Orientation Hike to Mt. Zion, San Gabriel Mountain
  - Throop Peak in San Gabriel Range
  - Eaton Canyon, Echo Mountain, Inspiration Point
  - Sandstone Peak in Santa Monica Mountains
  - Vasquez Rocks
  - Devil's Punchbowl in San Gabriel Range
  - Mt. Baldy in San Gabriel Mountains
  - Los Lions Canyon
  - Bailey Canyon Park, Jones Peak
  - Winston & Akawie Peaks
  - Mt. Waterman
  - San Gabriel Peak
  - Arroyo Seco, Heritage Square Museum
- ✓ **Hangar 18 Indoor Rock Climbing**
- ✓ **Adventure 101**
  - Great Hikes in the Greater LA Area
  - Winter Sports in Southern California
  - Pacific Crest Trail



## Social Activities

- ✓ **Explore LA** (co-sponsored with the Master of Student Houses)
  - Lakers Game
  - Book of Mormon
  - Clippers Game
  - Les Miserables
  - Color Run
  - Lion King
  - Horseback Riding
  - Getty Museum
- ✓ **Decompression** (Fall & Winter terms)
- ✓ **Pre-Frosh Ice Cream Social**
- ✓ **Orientation Open House**
- ✓ **Life Skills: Nutrition**
- ✓ **Campus Houses Ice Cream Competition** (co-sponsored with Student Affairs)



## Community Service

- ✓ **Undergrad Orientation Service**
- ✓ **Make-A-Difference Day**
- ✓ **Community Service and Advocacy Fair**
- ✓ **Alternative Spring Break**
  - Costa Rica
  - Catalina
- ✓ **On-going Community Service Opportunities**
  - Rise Tutoring (4 days/week)
  - Kids Reading to Succeed (once/month)
  - Union Station Homeless Shelter (twice/month)
  - Hathaway Sycamores Child and Family Services (once/week)
  - PasadenaLEARNs



## Education, Advocacy, and Activism

- ✓ **Advocating Change Together (ACT) Award**
- ✓ **Caltech Y / Pasadena Area Liberal Arts Center (PALAC) Discussions**
  - "Misrepresentation of Women in Media"
- ✓ **Science and Policy Series**
  - A Discussion with Dr. Karina Edmonds, Executive Director for Institute Corporate Relations at Caltech
  - A Discussion with Raymond Schmidt, Institute on Science for Global Policy
  - "Clean Air: A Science Policy Series Discussion" with Professor John Seinfeld
  - A Discussion with Dr. William Colglazier, 4th Science and Technology Adviser to the Secretary of State
  - "How Scientific Publications Affect Science Policy: A Conversation" with Professor Raymond J. Deshaies
  - "Tax Law, Intellectual Property Law, and Social Structure" with Professor Edward McCaffery
  - "California Science Policy" with Dr. Susan Hackwood
  - "What it's like to be a Scientist in Congress" with Dr. Bill Foster
  - "Research and the Outside World: A Discussion" with Prof. Harry Atwater
  - Science Policy Luncheon with Heather Dean
- ✓ **Social Activism Speaker Series**
  - "The Empowering Role of NGOs in Changing the Lives of Marginalized Communities in India" with Jaimala and Hitesh Gupta
  - "Where Technology and Bush Medicine Collide: The Phil Simon Tanzania Project" with Dr. Kimberly Shriner (co-sponsored with the Caltech Management Association)
  - "A Discussion with the Civil Liberties Protection Officer of America" with Alex Joel
  - Boots Riley Social Activist and Front Man of The Coup
  - "The Caltech Y Science Policy Series and Caltech Pre-Med Association present: A Bioethics discussion" with Dr. Kohlase
  - "Civil Liberties in the National Security Era: What Happened to Edward Snowden" (co-sponsored with the ACLU)
- ✓ **DC Science Policy Trip**
- ✓ **MLK Commemoration** (co-sponsored with Caltech Center for Diversity)
  - "I Have A Dream" Audio Presentation
  - "Brother Outsider: The Life of Bayard Rustin" Documentary Lunches
  - MLK Service Day
- ✓ **WorldFest** (co-sponsored with International Offices)
  - International Games
  - Iberian Passage to Africa
  - I've Been Everywhere, Man
  - International Food Fair & Culture Show
  - Cooking Demonstrations
- ✓ **India Ki-Khoj Talks**
- ✓ **ACT Presentation:**
  - "GirlPower in Thailand" by Janani Mandayam Comar
  - Abhaya (The Fearless): A Classical Indian Dance Performance





## Susan Murakami and Lee Fisher team up to help the Caltech Y

"The Caltech Y is a tremendous vehicle for Caltech students to gain leadership experience, enrich their perspective on the world, and have a great time," says Lee Fisher '78.

Lee and his wife, Susan Murakami '75, are members of the Caltech Y Board of Directors. "For the Y to succeed," adds Lee, "it has a lot of people helping it. The Y staff is a constant source of support and encouragement for the students. And the Y board members are there to help the organization achieve its goals." Susan and Lee have been helping the Y for over 10 years both as Friends of the Caltech Y and as very involved board members, director Athena Castro points out.

"We make a pretty good team," says Susan. "To be honest, Lee is the quiet part of the team while I'm more visible and active. I think it's because I'm more often on campus—supporting the Y, SURF, the Caltech Associates, and Tom Mannion's cooking class." Lee is currently serving on the Alumni Association board.

Susan and Lee joined the Caltech Y Board in 2004, while son Kenneth '08 studied engineering at Caltech. (Lee also studied engineering; Susan studied biology in Caltech's second class of female undergrads; and their daughter, Alyssa, studied business at the University of Edinburgh.) Once Kenneth became a Techer, a couple on the Y board figured that Susan and Lee now had "one more reason to join," says Lee. An extraordinary clause in Caltech Y by-laws ensures that couples can join the board of directors together. Once on board, Susan and Lee took turns as chair: two years for her, three for him. With the help of fellow board members and other Y supporters, they've led the Y through a recession and the quiet phase of its Centennial Campaign. Yes, they emphasize, the Y has been around for 100 years.

Susan says the Y has a goal of increasing its endowment by at least \$3 million in order to allow the Y to reach more students and impact a greater number of

community members during the next 100 years. Y supporters want students to learn about a world few students have seen. With sufficient funding, the Y could help many more students tutor underprivileged youth, attend the D.C. Policy Trip, and learn about life and development issues in India and elsewhere. However, after making difficult recession-era cuts, "we hit a point where we either had to cut more programs or raise money." They chose the latter, and now they and their fellows are hoping everyone will help steer the Caltech Y soundly into the century ahead.

"Fundraising is not comfortable for a lot of us," says Susan, "but everyone agrees that it's necessary. And we're doing pretty well."

Lee adds that people support the Y because "they see value in the program."

Susan likes to see students as they grow personally as well as academically. "The greatest value of the Y," she says, "and the reason why I'm particularly passionate





*“A lot of the Y students are doing something they’ve never done before.”*

about it, is that it lets the students explore how to turn their dreams into programs and then decide which programs they can carry out given the available funding.” Such student-initiated programming is different than staff-initiated programming. The latter model is great for serving a huge number of students, she thinks, but the Caltech Y model creates leaders—the mentors of the future.

How does one become a leader?

“A lot of the Y students are doing something they’ve never done before,” Lee says. Take hiking, for example. “Someone who has done this before shows new students how to do it safely. Then these newcomers have the experience, and a year or two later, they can lead.” In this manner, Kenneth learned to lead Caltech Y hikes.

Susan and Lee now compare this mentoring process to the growing-up process in general. Their daughter learned from their son to be more adventurous. Kenneth might have learned from Lee. Susan says her younger sister looked up to her, even calling her with questions after Susan had left home for Caltech. After settling

in Fleming House, Susan could finally ask older-student mentors questions of her own. That’s a lot like what happens at the Y, Susan and Lee realize. Older students mentor younger students in many ways and in many arenas.

Susan and Lee hope that Caltech faculty will help more students find the Y and its unique blend of opportunities. Some faculty members already do help: serving on the board or directing their students to the Y. And Professor Harry Gray is serving as honorary chair of the Caltech Y’s Centennial Campaign. But more faculty participation is needed to help the Y reach further afield.

“I don’t see what we’re doing with the Y as being at all orthogonal to what faculty members would want,” says Lee. “Wouldn’t the faculty rather have someone working in their group who has some sense of the values stressed at the Caltech Y, namely leadership, civic engagement, service, adventure, and perspective? These help make someone not

just a better person, but also a better student and indeed a better researcher. Now, if you want someone to just do lab chores, we can’t help you. But if you want someone to make an impact on a field, to make good choices when faced with challenges, and to work well with your research team, the Y can most certainly help.”

Now, Lee might be a good person to tell us how the Y’s adventure programming—such as the hiking that Kenneth did as a Y participant—might relate to risk-taking in one’s career. Outdoor adventuring is a hobby that Lee and Kenneth have in common, Y Director Athena Castro believes. But when asked for details, Lee falls silent, while Susan fills the gap. “Lee and Kenneth have everything in common—their mannerisms, the way they talk,” the way Kenneth was inclined to be an engineer by the age of two.

Regarding adventure and risk-taking, though, we can only glean that Lee “rented snowshoes once from the Y” as an undergrad.



"Has Athena been telling stories about me?" he asks, then pauses. Susan laughs.

"There's a difference between risky behavior and . . ." Lee pauses.

"And challenging yourself with a goal," Susan offers.

After more thought, Lee addresses risk-taking as any engineer might: by relating it to the story about Icarus and comparing his flight to a flight in one of today's passenger aircraft.

"You've traveled by air before? . . . Well, not that long

ago people didn't think you could fly. But over the course of many years, mechanical and aeronautical engineers figured out how, and they've taken most of the risk out of flying." In contrast, Icarus took to the skies with wings of wax and feathers and little thought of the risks that this entailed.

"So, you asked about adventure and dealing with life's challenges. It's not about taking risks blindly. Kenneth is good at understanding risks and preparing for them. He knows that being prepared with the right

equipment while backpacking in the mountains can make all the difference between having a fun adventure and courting disaster like Icarus did."

There you have it, spoken by a true Techer. How do Lee's words apply to the Caltech Y and its campaign goal to ensure a second century of student opportunity? Are good times in the offing if everyone helps the Caltech Y prepare for the future? One thing is clear, as Lee and Susan see it: prepare we must. We could blindly charge into the next 100 years . . .

. . . or we can approach the challenges of the next 100 years with educated, measured steps. We can support mentors and staff who not only show the next generation the ropes, but who also put in the extra time and attention to ensure that the Caltech Y heads in the right direction, "ably guided by its tremendous staff," says Lee, and by its dedicated supporters. We can follow the example of people including Susan and Lee, stewards of the next generation.





## Teo explores, thanks to Studenski Memorial Award

When undergrad Teo Wilkening came to a crossroads in life, he applied for a special Caltech Y grant. He received an award established in memory of Paul Studenski, a Caltech student who was killed in an automobile accident while traveling across the United States in 1974. Here, Teo tells how his 2013 journey changed his life.

I'm not entirely sure what I expected to happen. I'd always wanted to take a year off to gain perspective from a service and leadership program, dealing with people rather than equations and the starkness of reality. Then in 2012, at the end of my freshman year, I had a crisis of faith. That crisis led to my desire for clarity: a sure-fire philosophy upon which I could organize my life. But clarity does not come easily.

The Studenski Award is for someone who has "reached a crossroads" in life, and I had come to that point. I had stripped my religious beliefs down to their core and found my reasons for faith lacking, projecting myself into a period of limbo. The stability and order that my beliefs had brought to me were tangible and true, but I no longer had faith in the absolute truth of the ideas that

had guided me, even if they made life simple. Thus began my search for truth, which, I declared, would determine if I would live my life cautiously as before or with a bit of reckless experimentation.

After a summer of intense meditation on the existence of God, morality, and the rest of it, I turned to the tasks of performing well as a sophomore. Then I used my 2013 Studenski Award for my long journey of the self.

I became a hermit at my parent's house, reading philosophy. From Kant, I got an idea that theology must be testable in order to verify it. Reading Lawrence Krauss, I got the impression that humans don't know much about the universe and have done a lot of guesswork. William James looked strictly at the effects of religious thought on people's lives. By the time I'd added a bit



of Freud and a large volume of YouTube debates, I was possibly more confused and troubled by all the new and sometimes opposing ideas.

After one month, I carried my books and my philosophical search with me to the NextGen Leadership Academy (NGA). Extending my quest for clarity beyond the realm of ideas, into the tangible world as well, I participated in NGA activities and made deep connections with peers as we explored what brings purpose to our lives and what holds us back.

I traveled to Arizona, Colorado, and Montana to raise funds for two trips. In February I went to Gaborone, the capital of Botswana. NGA peers and I gave character education presentations to K-12 and college students, and we spruced up a day care center,

began a college club, and built a chicken pen to provide a women's shelter with a source of income.

In March, three NGA participants and I organized a project called Momentum, based out of Hayward, California. We gave school presentations on empathy to foster an environment where students would naturally cut down on bullying and reduce the likelihood of suicide. In the grip of the accounts that were shared by many, I realized that everyone has a story. The problem is that many times we just do not listen or even ask. In August, I helped organize and carry out a month-long leadership and adventure program for young adults.

A few of the lessons that stuck with me are, first, that I should discard the concepts I have about what is normal in this life, or what is socially accepted. These concepts only limit me. Second, being a leader does not only mean that I am the one with the vision and giving the direction. Rather, my main function is to help others realize their own potential, giving of myself so that they may grow. Thirdly, I realized that I need



to take time to relax or I lose a significant portion of my productivity level. Allowing myself that relief was a big step for me, and I still have trouble with this.

Along philosophical lines, I became attached to the idea that many people's arguments concerning metaphysical reality are just supports for pre-determined positions. This meant that people experience conversion based on their emotions and other subconscious mechanisms. The facts and ideas are later determined to support their biased position. I relaxed my intense reading schedule and search for truth. If I had an emotional bias within me, I felt it would be more productive to focus on living in the moment and seeking that "inner voice" during my daily life. I began journaling, attempting to record my thoughts and ideas from day to day to see if I could sense a pattern. I engaged in those things that brought joy and a sense of fulfillment to my life. I was more aware of what I naturally flowed toward.

While working on Momentum, I read *The Different Drum*, in which M. Scott Peck discusses community and bringing people together for understanding and peace. One chapter considered an individual's spiritual journey and how, at a certain level, people begin to embrace mystery. This was a revolutionary thought for me. I had engaged in my search with fierceness and a hint of

anxiety, afraid of what would happen if I did not find THE answer.

To embrace mystery though? To revel in the fact that I did not know? I had been unaware I could approach life in that way. Peck also wrote that, as people grow, they uncover ever deeper levels of truth. These two concepts brought ease into my life. I am now OK with the fact that I do not know everything. In time I will uncover more truth, and there is no need to rush it. Fundamentally I now live by the following statements: Do what brings joy and harmony to you and the world. Act out of love.

I would like to thank all of the people who helped make my activities over the past year a

*Do what brings joy and harmony to you and the world. Act out of love.*

wonderful experience, whether I met them or not. I thank the board members of the Caltech Y for awarding me with this opportunity to focus my life. Lastly, but certainly not least, I would like to express my utmost thanks to the Studenski family for sponsoring this scholarship. It has been an opportunity for me to find purpose and understanding in my life.



## Lucy Guernsey Service Award

The Lucy Guernsey Service Award was established in 1991 by the Caltech Y ExComm in honor of Lucy Guernsey, the Y's Executive Director from 1988 to 1992, in recognition of her leadership, dedication to students, and diligence in furthering the Y's commitment to volunteerism.

The selection criteria for the award includes exceptional service to the Y and the community, involvement with on- and off-campus service projects, as well as leadership in community and volunteer service efforts. Josie Kishi's outstanding leadership and work for the Hathaway Sycamores Tutoring Program clearly demonstrates her commitment to service. She volunteered and/or led the weekly tutoring trip to Hathaway Sycamores for her entire four years at Caltech. Along the way, she made lasting relationships with the students there.

Like Lucy, Josie exemplifies the spirit of service, and has indeed made a world of difference!



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We are grateful to the hundreds of people who support our mission through the annual campaign and additional contributions. Here, we recognize those who have donated so generously this past year, October 1, 2013 through September 30, 2014. Thank you.

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\*Contributors with an asterisk donate to the Caltech Y via the Caltech United Way campaign during which time their gifts are matched dollar for dollar by the California Institute of Technology.



The Caltech Y would like to thank the following campus groups, foundations, companies and community groups for their contributions to and sponsorship of Y programs and events. Your support makes a world of difference.



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The Caltech Y would like to thank the following campus groups, foundations, companies and community groups for their contributions to and sponsorships of the Caltech Y Annual Golf Tournament and Auction.

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**Gifts and Pledges received for Centennial Endowment Campaign as of September 30th, 2014**

The Caltech Y would like to recognize the following donors for making contributions or pledges to our centennial endowment campaign. Through the campaign, the Caltech Y seeks to increase its endowment to ensure a robust financial base and to enable the Y to broaden the range and availability of student programs. The Caltech Y is committed to raising \$3 million dollars through the Centennial Campaign.

As of September 2014, we are halfway to our goal. If you would like to contribute to the endowment or help us reach our goal, please contact Portia Harris, Director of Marketing and Development, or Athena Castro, Executive Director.

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When you make a gift to the Caltech Y, you can choose how the funds will be used as you consider many options for making your donation. Unrestricted Gifts allow the Caltech Y to allocate funds wherever the need is greatest. Your gift may be used across the entire spectrum of Caltech Y annual programs or to build the Caltech Y endowment to insure a healthy future. Directed Gifts allow you to choose the Caltech Y area of interest that most suits your intention. All donations are tax deductible.

Here are options to consider when making your Unrestricted or Directed Gift:

**Charitable Gifts from IRAs:** You can rollover your IRA to the Caltech Y and exclude the entire amount of that gift from your taxable income (certain limits apply). You can also create a charitable remainder trust as the beneficiary of your IRA, so that your heirs receive income from the trust, and the Caltech Y receives any principal remaining.

**Cash Gifts,** made directly to the Caltech Y, are easy. A minimum gift of \$200 per person or \$400 per couple qualifies you as a Friend of the Caltech Y for that year.

**Gifts of Real Estate** such as a second property, vacant land, or income generating property, can provide a much needed boost to the Caltech Y endowment and provide you with an enormous tax savings. By making a gift of property, donors avoid the capital-gains tax and simultaneously receive a charitable deduction for the full fair-market value of the asset.

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**Planned Gifts** include bequests, life-income plans and other blended gift options. Your estate gift is an effective and tax-efficient way to make an enduring legacy gift to the Caltech Y.

**The Caltech Y can help you with the many giving options. For more information, please call our office at (626) 395-6163.**

## CALTECH Y BALANCE SHEET as of 9/30/14

### Assets

Cash	\$	81,682
Receivables		1,404
Prepaid Expenses		29,858
Fixed Assets, net		39,678
Endowment Fund Investments, at book value		
(\$1,600,000 estimated fair market value)		2,223,397

### Total Assets

\$ 2,376,019

### Liabilities and Fund Balances

#### Liabilities

Accounts Payable	\$	26,449
CIT Account Payable		82,884
Deferred Revenue		7,075

#### Total Liabilities

116,408

#### Fund Balances

Operating Fund	33,458
General Endowment Fund	1,114,510
Caltech Y Centennial Endowment Fund	154,699
Gumpel Endowment Fund	116,338
Hershey Endowment Fund	123,045
Johnson Endowment Fund	124,881
Housner Endowment Fund	170,589
Naecker Endowment Fund	100,000
Beschorman Endowment Fund	98,023
Dawson Endowment Fund	50,000
Haaga Endowment Fund	20,000
Studenski Endowment Fund	154,068

#### Total Fund Balance

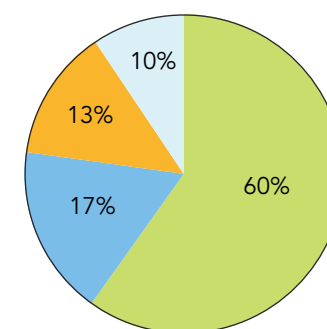
2,259,611

### Total Liabilities & Fund Balances

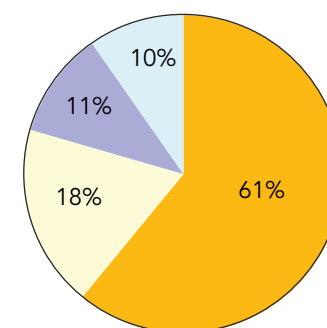
\$ 2,376,019

The Institute holds income beneficiary funds, for the benefit of the Caltech Y, with valuation and annual income of approximately \$1,325,000 and \$74,000 respectively.

## REVENUE & EXPENSES year ending 9/30/14



Revenue and Support



Expenses

### Revenue and Support

Contributions and Grants *	\$ 597,333
Trust and Endowment Income**	172,681
Program Service Revenue	133,533
Special Events	94,026

### Total Revenue and Support

\$ 997,573

\* includes donations restricted for the endowment totalling \$154,800

\*\* excluding net realized and unrealized gains and losses

### Expenses

Program Activities	\$ 441,895
Management and General	134,360
Development	78,204
Special Events	70,530

### Total Expenses

724,989

### Excess Revenue over Expenses

\$ 272,584





# Caltech Y **...making a world of difference**

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## **Annual Report Contributors:**

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