



Spring 2002

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Whittier College

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THE ROCK

THE MAGAZINE OF WHITTIER COLLEGE
SPRING 2002



*The Liberal Arts at
Whittier College:
Past, Present and Future*

Reunions Have A New Date

By popular demand, the upcoming reunions has been moved to Homecoming Weekend, Nov. 1–3.

In addition to all of the usual Homecoming events, plan on reunions for the classes of '52, '57, '62, '67, '72, '77, '82, '87, '92 and '97 and a special gathering of the Class of 1937.

Watch your mail for details.

If you have any questions or comments, please contact the alumni office at alumni@whittier.edu or (562) 907-4222.



THE ROCK

THE MAGAZINE OF WHITTIER COLLEGE

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About the Cover: In 1912, the Rock, one of Whittier's most noteworthy landmarks, was brought to campus. Since that time, the Rock has been a focal point for student gatherings—and self-expression. This spring, the Rock goes online, with the addition of the RockCam. Point your browser toward <http://www.whittier.edu/rockcam> and check out the latest happenings around the Rock.

by Katherine Haley Will

Do you feel it? Positive momentum is building on the Whittier College campus. Guiding our vision and direction now and for the next ten years is our Strategic Plan, which was unanimously adopted by the Board of Trustees in November. (See the article on pages 34–35 for more details.) Eighteen months in the making, this plan reaffirms Whittier's mission as a distinctive, national liberal arts college. It will guide us as we promote innovation and excellence in our academic program; strengthen the student learning experience and enhance campus culture; and assure a strong financial foundation. We are already beginning to implement the plan; the Curriculum Review Committee is leading a campus-wide discussion of the curriculum and will work to make it more distinctive and relevant. Additionally, the Campus Culture Committee is developing strategies to create an ever more integrated living and learning community.

Another milestone for the College is the re-affirmation of our accreditation by the Western Association of Schools and Colleges (WASC). We received warm praise from the site team who visited campus for four days. They were impressed by, as they said, "the passion of the campus" and by Whittier's sense of purpose and mission. They found an unusually dedicated faculty

and staff who think of students first, as well as a strong senior administration.

In sum, they described Whittier as a uniquely warm and caring institution, which is poised to move on to greater heights.

The library project begins! I am delighted that our \$15 million renovation and expansion the Bonnie Bell Wardman Library has commenced. The new library will be the academic "nerve center" of our campus and a model of what the library of the 21st century should be: student friendly, technologically advanced, and a lively learning environment. Our fundraising and budget are on track, and we are on target to re-open Wardman Library in the fall of 2003. Although the project means a few months of extra noise and minor inconvenience on campus, it will benefit our students for generations.

In closing, I want express my hope that you will join in the positive momentum on campus. Whether it is through participating in College programs and events, or by staying in touch through *The Rock*, we hope you will celebrate the unique experiences we share through our connection with such a fine college. Your interest and involvement in Whittier College is valued greatly, by the students and by all of us on campus.



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WASC Reaffirms Accreditation

The Western Association of Schools and Colleges (WASC) has reaffirmed Whittier's accreditation for 10 years, the longest period of time possible. "This schedule demonstrates the confidence the WASC Commission has in our current operations and our plans for the future," said President Will.

A site team from WASC spent a week on campus in the fall as part of the reaffirmation and met with a variety of faculty, administrative and student groups. The team also reviewed the WASC report, developed over the past two years through the college's self-study process. Whittier received preliminary feedback the last day of the site team's visit. "It was clear," said Will, "that the site team saw and appreciated what is exceptional about Whittier College and its people."

Whittier Co-Sponsors Quaker Exhibit

Working with the American Friends Service Committee (AFSC) and First Friends Church of Whittier last fall, the college co-sponsored Quiet Helpers, an exhibit originally mounted by the German Historical Museum in Berlin to inform people about the work of Quakers in postwar Germany.

The exhibit, on display at First Friends during October, showed how volunteers distributed food and clothing to bombed-out families, helped resettle refugees, and set

up a network of neighborhood centers that offered self-help and reconciliation programs in the months and years after World War II. Usually identified as Quakers, the volunteers included people of other religious faiths who shared the spirit of service. They all went about their work without notoriety, thus becoming known as the "quiet helpers." The exhibit included photographs, artifacts, and other memorabilia.



PHOTO: STEVE BURNS

Hans Jurgen Wendler, the Consul General of the Federal Republic of Germany, spoke at the opening reception for the Quiet Helpers exhibit.

Hans Jurgen Wendler, the Consul General of the Federal Republic of Germany, was among those who spoke at the opening reception. "I remember the Quakers," Wendler said. "We were starving in Berlin and they fed us. I received my first teddy bear from the Quakers in 1947."

Married, with an Editor

New books by two Whittier College professors will hit the shelves this spring. Robert B. Marks, newly named as the Richard and Billie Deihl Distinguished Chair, has published *The Origins of the Modern World—a Global and Ecological Narrative* (Rowman & Littlefield, 2002). Joyce Kaufman, professor of political science, is the author of *NATO and the Former Yugoslavia: Crisis, Conflict and the Atlantic Alliance*, also published by Rowman & Littlefield.

Marks and Kaufman are married, and according to their editor at Rowman & Littlefield, Susan McEachern, this is the first case of two spouses at the same small liberal arts college having books coming out on very different topics with the same publisher and editor. What is particularly interesting is that the couple found McEachern and the publishing company on their own, by completely different routes.

"I met and talked with Susan at an International Studies Association meeting," Kaufman said, "because I know people who have worked with her. She was interested in my topic and asked for a proposal. She accepted it and cut a contract later on."

After developing his book proposal, Marks talked to Mark Selden, a professor at SUNY-Binghamton who is the chief advisor for "World Social Change," a series published at Rowman & Littlefield. "He was

interested in the proposal and put me in touch with Susan," Marks said. "It turned out she was already working with Joyce on her book."

A professor of history, Marks said the appointment to the Deihl Chair is a high point of his nearly 25 years at Whittier. "I have received awards and recognition from peers for my scholarly publications," he said, "but those have been for specific pieces of work. By appointing me to the Deihl professorship, Whittier College is recognizing my overall contributions, not just to my field, but to the college and its students as well. I am honored and delighted by the appointment."

Called "clearly written and engaging," Marks' book draws upon new scholarship on Asia, Africa and the New World to show how those areas played major roles in the coming of the modern world. He defines the modern world as one marked by industry, the nation state, interstate warfare, a large and growing gap between the wealthiest and poorest parts of the world, and an escape from "the biological old regime."

He explains its origins by emphasizing contingencies (such as the conquest of the New World); the broad comparability of the most advanced regions in China, India and Europe; the reasons why England was able to escape from common ecological constraints facing all of those regions by the 18th century; and a conjuncture of human and natural forces that solidified a gap between the industrialized and non-industrialized parts of the world.

Kaufman's book deals with the wars in the former Yugoslavia and why they proved

to be so divisive for NATO (North Atlantic Treaty Organization) from 1991–99, a period in which Kaufman said NATO was trying to determine its role after the Cold War. "I contend," she said, "NATO was thrust into playing a role in the former Yugoslavia, which was not only difficult for the individual Alliance members, but put NATO into a position of reacting, rather than being proactive in its policy making. The idea actually grew from discussions I had with students in my Seminar in International Relations in 1996."

During the five years she worked on the book, Kaufman traveled to London, Berlin, Sarejavo, NATO Headquarters in Brussels, Belgium and Washington, D.C., to interview decision-makers. "My goal in talking to them," she said, "was to get a better understanding of the process that went on regarding national—as well as NATO—decisions that were made regarding the wars."

Historian Receives Graves Award

Laura McEnaney, associate professor of history, has received the Arnold L. and Lois S. Graves award in the amount of \$13,000.

She will use \$4,000 of her award for travel and research, and the balance to cover lost salary as she extends her upcoming sabbatical to a full year. "My hope is the extra time will allow me to read in new fields, conduct research at the National Archives in Washington, D.C., and Chicago, my case study city, as well as develop syllabi and reflect and write."

Administered by Pomona College, the Graves Award recognizes excellence in



Laura McEnaney

teaching in the humanities. It is intended to encourage and reward outstanding accomplishments in teaching by younger faculty, and to allow them to "renew themselves intellectually, as both teachers and scholars."

McEnaney, whose research project is on city life and politics in the U.S. in the decades after World War II, contends there was nothing inevitable about the decline of urban centers. "People made choices about how they wanted to share space with one another, and these choices incrementally shaped the commercial, residential and social life of the postwar era," she said. By comparing two neighborhoods in Chicago, McEnaney will analyze how veterans, workers, homeowners and neighborhood groups labored, fought and lived with one another. "In essence, I am trying to understand how the rupture of war changed relationships and identities of all kinds, using the city as a laboratory for this exploration," she said.

Her sabbatical, which starts next fall, will culminate in an article and the ground-

PHOTO: LISA MCCARRELL

work for a future book, as well as collaboration with colleagues on a new course, "Cities and Neighborhoods in Comparative Perspective," a future offering for Whittier's Freshman Writing Program. Princeton University Press published her book *Civil Defense Begins at Home: Militarization Meets Everyday Life in the Fifties* in the fall of 2000.

College Receives Merck Grant

Whittier College has received a Merck Company Foundation grant for projects in the biology and chemistry departments over the next three years. Administered by the American Association for the Advancement of Science, the grant is for \$20,000 each year, according to Cheryl Swift, associate professor of biology.

Faculty members and students from both departments will work on investigating a diverse sample of river reaches in the Los Angeles area to better understand the relationships between water quality and vegetation structure in the systems. "The goal is to develop a conceptual model relating the physical structure of plant communities to their effects on river-water quality," Swift said. "The information could be used to accurately assess the costs and benefits of restoring riparian habitats along the Los Angeles and San Gabriel rivers.

"We are fortunate that the grant will support all of the projects we proposed for all three years," Swift said. "After some logistical planning this spring, we will start the actual work this summer."

Darren Stoub, assistant professor of chemistry, will be in charge of investigating

secondary metabolites of pollutants that plants may produce as a result of taking in pollutants. Jon Warrick, assistant professor of earth sciences, will work on the determination of the amount of sediment deposition taking place and the degree to which this traps pollutants. Kim Schrum, assistant professor of chemistry, will study the determination of water quality, and Swift will work on the determination of community structure.

Whittier Joins V-Day Campaign

Reading from the Obie-Award winning play *The Vagina Monologues*, Whittier College students raised more than \$4,500



PHOTO COURTESY OF ANNE SEBANC

Directors Katie Taheny (left) and Jenny Godehn rehearse Megan Murphy (center) in *The Vagina Monologues*.

for charity Feb. 14–15 during the fourth annual worldwide V-Day campaign to stop violence against women and girls. The production, which was seen by 400 people over both nights, was sponsored by the Women and Gender Studies Council.

Proceeds from the benefit went to several organizations, including the Whittier Area Women's and Children's Crisis Center, Planned Parenthood and Project Sister,

according to Anne Sebanc, assistant professor of education and child development, and coordinator of the V-Day performances. V-Day uses Valentine's Day as the day to celebrate women and "demand an end to abuse, including domestic violence, rape and date rape, and female circumcision," Sebanc said.

Written and first performed by Eve Ensler, *The Vagina Monologues* is based on interviews with a diverse group of hundreds of women—from a Long Island antiques dealer to a Bosnian refugee.

John Greenleaf Whittier Society Holds Gala

John Greenleaf Whittier Society members and other friends of the college gathered at the Westin Hotel in Costa Mesa Feb. 21 to hear William J. Bennett speak at the group's annual gala. Bennett, former Secretary of Education and chairman of the National Endowment for the Humanities, agreed to speak on short notice after Andrew Cuomo cancelled his appearance to attend to his New York gubernatorial campaign.



PHOTO: STILL PRODUCTIONS

President Will and Charlotte Graham, chairman of the Board of Trustees, greet William Bennett at the JGWS gala.

The black-tie affair included a reception where the guests—including 21 college trustees—greeted Bennett prior to the dinner. Bennett, who has written and edited 14 books since leaving government, including *The Book of Virtues*, focused his remarks on “responsible patriotism,” particularly in the aftermath of Sept. 11.

“The JGWS gala was a splendid evening for the college,” said President Will. “It was an occasion to thank and celebrate our most generous supporters, without whom so much of what we do at Whittier would not be possible.”

Chorale Selected to Sing

The Whittier College Women’s Chorale was selected to sing for the American Choral Directors Association (ACDA) Western

to perform following a rigorous audition process. “This is the first time that Whittier has performed at the ACDA,” Gothold said, “and it was an honor to be selected.” The group was one of only 21 invited to perform.

Gothold added that the Whittier College Women’s Chorale was able to participate in the convention due to the generosity of alumni and the college community. “We received support from Academic Affairs and almost \$9,000 sent by 54 alumni and friends of Whittier’s choral program.”

Honoring 25 Years of Service

Dave Garland, associate professor of mathematics, and Steve Gothold ’63, professor of music, were honored for their 25 years of service to Whittier in December.

students who are in classes where computer use is an important part of the learning process has increased dramatically.”

“My greatest joy has been the students themselves,” said Gothold. “I hear from former students from every year, take delight in the world citizens they have become, and I am gratified that so many are still singing, playing and listening to music.”

Garland and Gothold each received a bronze medallion, struck with the college’s seal.

Smith Named Associate Dean

R. Fritz Smith, professor of mathematics, has been named associate dean of faculty after having served as associate academic dean for the Liberal Education Program for a decade.

Smith’s duties as the number two administrator in academic affairs will include broad involvement in curricular issues; identifying adjunct faculty needs and coordinating the process of hiring adjuncts; providing leadership for the Extended Day and Summer academic programs, academic clubs, and academic space issues; hearing appeals of Hearing Board and academic review decisions; and coordinating commencement. In addition, he will continue as director of institutional research, as he collects and analyzes statistical information about the college. Smith will also take on special projects at the direction of the dean of faculty. Smith has been at Whittier since 1976 and earned his B.A. in mathematics from Pomona College and his Ph.D. from the University of California, Irvine.



Steve Gothold '63, professor of music, rehearses the Women's Chorale for their ACDA performance.

Division convention, held in Honolulu last February.

According to Steve Gothold '63, professor of music and director of choral activities, the group of 11 singers was selected

“When I first got to Whittier College, we had one computer with a memory of eight kilobytes,” Garland recalled. “Now the college has more than 100 computers, each with memories more than a thousand times as big. More importantly, the number of

PHOTO COURTESY OF THE QUAKER CAMPUS



This listening device was found in the QC office.

Bug Found in QC Office

In late February, a maintenance worker found a listening device attached to an electrical outlet in the wall of the *Quaker Campus (QC)* office. According to John Lewis '80, assistant chief of Campus Safety, the Whittier Police Department concluded that the device was between 11 and 13 years old. The listening device was no longer transmitting when it was detected, and officials think it had been in place for more than a year at the very least. The *QC* and Council of Representatives offices were scanned, and no other listening devices have been found.

"The fact that this would happen here shocks all of us," President Will said in an interview with Aidan Pickering of FOX News. "It's really a violation of everything that we think is important."

A New Face on Campus

Kristin Wiberg has been named executive assistant to the president, succeeding Joe Price, professor of religious studies, who returned to teaching.

Wiberg is a graduate of Scripps College and received an Ed.M. in higher education administration from Harvard University. She has previously worked in the Scripps alumnae office, as assistant director of organiza-

tional improvement studies at the University of Southern California and interned in the president's office at Wellesley College.

Errata

The following donors were omitted from the *Honor Roll of Donors 2000–2001*. We apologize for these errors and wish to express our thanks to these donors for

their support of Whittier College.

Margaret (Donnellan) Todd '76 was omitted from the John Greenleaf Whittier Society Fellows listing at the Fellows Level.

The Whittier office of Morgan Stanley Dean Witter was omitted from the Corporate Donors listing.

The Whittier Cultural Arts Foundation was omitted from the Other Organizations listing. ◀

Noted and Quoted

LOS ANGELES TIMES

David Sloan, associate professor of art, was featured in a March story on his recycled trash-art project. He explained how he first came by the idea and the early experiments before he settled on the process he now uses. "This may be garbage, but I'm doing something creditably within the world of fine arts," he said.

The House Ear Institute, founded by Dr. Howard P. House '30, was in the news when radio commentator Rush Limbaugh had successful cochlear implant surgery there in January. Articles on the surgery and its results also appeared in the *International Herald Tribune* and *USA Today*. Other well-known patients of the House Ear Institute include Howard Hughes, Bob and Dolores Hope and Ronald Reagan.

THE CHRONICLE OF HIGHER EDUCATION

Mike McBride, professor of political science and head softball coach, was featured in an online article in April about the diminishing numbers of professors who both teach and coach. McBride began coaching at the college in 1980 when people complained that no one wanted to coach the women's softball team.

USA TODAY

I. Nelson Rose, professor at Whittier Law School, was quoted in "Millions place their bets," a February story on the growing phenomenon of online Internet gambling. Calling current law inconclusive, Rose said, "We have Stone Age laws and 21st century technology." Rose also said if online gambling turns out to be illegal, chances are slim that individuals would be targeted for arrest.

THE STATE OF THE LIBERAL ARTS

A Conversation Between Katherine Haley Will and Bob Zemsky '62, Founding Director of the University of Pennsylvania's Institute for Research on Higher Education

President Will sat down recently with Robert Zemsky '62, founding director of the Institute for Research on Higher Education (IRHE), at his office at the University of Pennsylvania to talk about the state of the liberal arts, higher education, and his personal recollections of Whittier College.

Katherine Haley Will: Bob, you were a history major at Whittier College, and you've become a nationally known expert on higher education. We'd love to hear you talk about your own experiences at Whittier.

Robert Zemsky: *My experiences are reflective of the class that entered in '58. For a lot of reasons, there were people who became very important to me. [Trustee] Chris Cross was my freshman roommate. And there were Jim Mitchell and Gary Topjon. [Professor of English Language and Literature] Bill Geiger was next door. And [Professor of Sociology] Les Howard. This was a community ready-made. I've often thought that the real thing that liberal arts colleges do, and certainly what Whittier did for me, is to demonstrate how important community is.*

There are lots of ways of telling this story. When we survey graduates 10 years or more out of college, they can't remember exactly what they did, and they certainly can't remember what they learned. But they can remember who taught them.



KHW: So whom do you remember best from Whittier's faculty?

RZ: *Harry Nerhood, Albert Upton, Dick Harvey, J.W. Robinson, Ben Burnett, Milo Connick. John Schutz really changed my life. When I was a junior, he got me reading privileges at the Huntington Library. And if I'd gone anywhere else that wouldn't have happened.*

I remember those kinds of experiences. When we were seniors we organized some of our own courses. That's what can happen at liberal arts colleges. I don't think it can happen at a major research university.

KHW: It's often been said that one advantage of attending a residential liberal arts college is the experience you have outside the classroom, the opportunity to get involved. Was that your experience?

RZ: Yes. I was a student body officer, in charge of programs. And Les Howard went to Africa, so we got Les to ship us back art he was buying in Nigeria. We turned the front room of the Campus Inn into an African art exhibit. We invited Linus Pauling to speak, and this raised a hubbub. We mounted an exhibit about nuclear war. And Jim Mitchell, who was student body president, was very interested in the exhibit space, so he actually got someone at the college to build an interesting set of exhibit furniture for us.

People who go to liberal arts colleges have those experiences. They get to change the environment visibly and quickly.

KHW: When we went through our strategic-planning process recently, we noticed that students who flourished at Whittier demon-



PHOTO: BEDFORD MCINTOSH

strated a common quality: engagement. They fully engaged with the whole experience and took part in lots of different activities. This is the sort of thing that we want to encourage, really immersing everyone into the experience and making sure that they feel a part of it. And it sounds like that's what happened to you when you were at Whittier.

RZ: Yes, community at a liberal arts college does translate into engagement and connectivity. When the IRHE did the collegiate results survey, the liberal arts colleges had response rates that were unbelievable, averaging in the 50-percent range.

Universities struggle in the low thirties. That 20-point difference represents a lot of bonding and connectivity that happens at places like Whittier that doesn't happen elsewhere.

KHW: The case has been made before that a liberal arts education prepares people for citizenship in a democracy and to be good citizens. Have you seen evidence of this?

RZ: The data says it's the case. The big finding is that if you went to a liberal arts college, you were much more likely to report that you participated, socially and politically. But one of the questions we asked of people six years out of college was "have you worked in a political campaign?" Less than two percent had—a finding that was as true of liberal arts colleges as not. So we haven't solved this problem.

I think one of Whittier's challenges is getting discussions of public purpose on the campus again. I now spend a lot of my time worrying about this. Higher education is supposed to create communities of discourse. So on top of everything else, Whittier has to be a place where it is safe to hash out different issues.

One of the things that impresses me at Whittier is the paired courses. That's not "left vs. right," but it is two faculty members with very different views of how you go after questions of truth, knowledge and virtue. Whittier's made a step in that direction, but my challenge to you is, how do you push that further?



PHOTO: BEDFORD MCINTOSH

KHW: Finding ways that people can have civil discourse is an important priority. We've seen so much in the world of people who, if they disagree, cut each other to pieces. What we'd like to model at Whittier is discussing ideas in a civil way, but very honestly so you can actually have a meaningful, intellectual exchange and even disagreement, without open hostility.

RZ: *So how are you going to do it? My job is to lay down the challenge.*

KHW: It has to be modeled in the classroom. You want to get students talking in class about difficult ideas. Professors can model such discussion, especially in places like paired courses, where there are two professors who can show they see things from different perspectives. The faculty can navigate their classes through this process as students learn how to do this.

RZ: *This makes me think of something else I've noticed through my research—we've developed all these slogans. We have this horrible phrase about professors having moved from the "sage on the stage to the guide on the side"—that doesn't mean a thing. It's a totally vacuous statement. But what it hides is the fact that responsibility for learning is now so diffuse that nobody is accountable. And I think teaching has an element of authority to it. You have the right to choose what you want to learn. But once you deliver yourself to me, I have an obligation to get you to learn what you have chosen to learn. At the end of the day, if you haven't learned, it's not your fault; it's my fault. It's about authority, and it leads into discussions of rigor as well. You can't be for rigor if you're not for authority, because rigor says that there's a standard by which you're going to be measured. I think that's the provenance of a place like Whittier.*

KHW: Yes. And I think that we struggle with that—balancing our desire to be a friendly place with our value of being rigorous.

RZ: *When I think of rigor and authority, I think of [Professor] Albert Upton—we lived in terror of him.*

KHW: Really? But, no one has ever forgotten him. I hear that name so often.

RZ: *And a lot of it was just the Socratic method. You'd make some stupid statement in class and he'd say "do you think you can tell me what that means?" Well, now you're in trouble—you have no idea what it means. And he would do that all the time.*

The other thing about Whittier then, and I suspect now, is there was very little arrogance. Very few actually believed walking in the door that we were the top of the heap. We were glad to be there. And we succeeded in various ways when we were at Whittier, and we did very well. And then we went other places, and met really arrogant people who frightened us—in the beginning—with their arrogance. And it reminded us that maybe we weren't so smart after all. That's a real question for places like Whittier. How do you take people who aren't arrogant and make them self-confident so they can handle those who are arrogant?

And this is even worse now than it was in my day. Lots of high-pressure academically oriented suburban high schools and private schools—they're just Olympic training villages. They're teaching you how to run hurdles—teaching you how things work in the world. And you come in and you practice hurdles day after day after day after day. Then when you get to college you practice more hurdles, because you're going to go to graduate school. And that breeds a kind of arrogance, because you know how good at hurdles you are. When I was at Whittier we didn't have lots of hurdlers. We had lots of smart people but not people who had been through the hurdle routine, and I suspect that's still a characteristic of Whittier. But these people go out of Whittier and confront the hurdlers. And they are very intimi-

dating, these burdlers, and they mean to be intimidating—that's the whole point. You have to arm us to go out of Whittier.

My experience I think was typical. When I got to Yale I really was intimidated. I had a miserable first year. But at the end of the year, I got my evaluations and discovered I was pretty near the top of my class. Whittier really did prepare me. It changed my life.

This intimidation business—I still see it all the time— young people coming out of schools who get intimidated because their degree isn't from "medallion brand x." And so I challenge Whittier to work on that, too.

KHW: And these students have every skill that the others have, except for the arrogance and intimidation ability.

RZ: *And they have some skills the other people don't. One of the things that you do when you're not arrogant is you build support groups. You actually are in better shape—not worse—you just don't know it.*

KHW: Let me ask you one more question. Whittier has recently reaffirmed its identity as a national liberal arts college. But in our planning process, we discussed that people have varying definitions of the liberal arts. What is Bob Zemsky's definition of the liberal arts?

RZ: *I'll change the question just slightly: What do I expect of a person who's well educated in the liberal arts?*

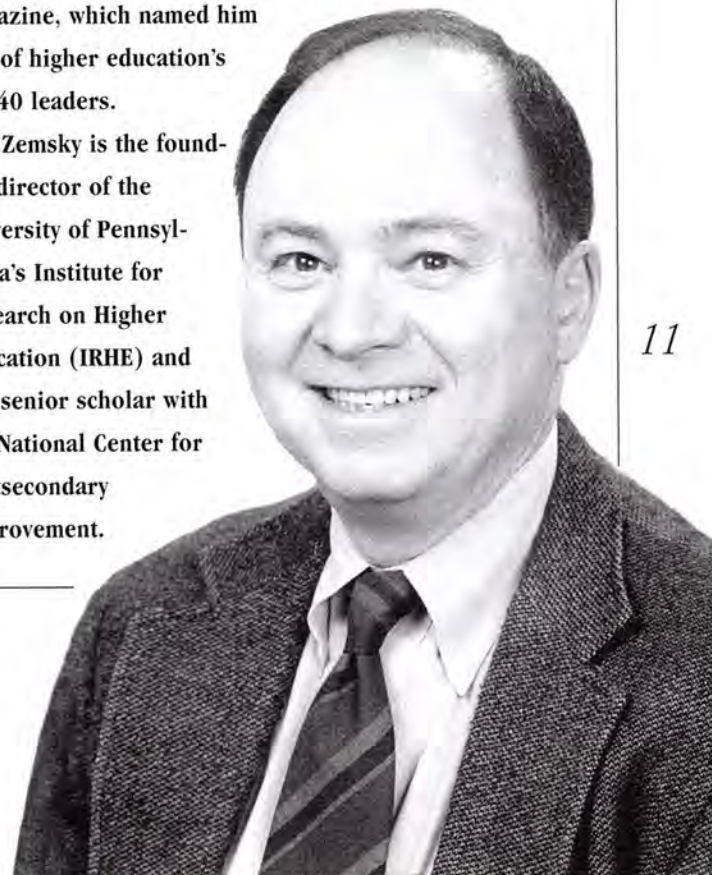
I expect two things, and I think that's what the liberal arts teach. I expect a person who is at home in a range of discourses and a person who's articulate in each of them. A really good liberal arts education teaches range and articulation. I did pretty well as an historian, but now I live my life among economists. My witticism is that to their embarrassment and to my chagrin,

I'm frequently mistaken as an economist because I write about markets. What gives me the advantage is I know about context. And that's what a liberal arts education teaches you, the ability to learn about context.

KHW: Thank you. ◀

After graduating from Whittier College, Robert Zemsky '62 earned his Ph.D. in history from Yale University and began his career as an historian. His early work focused on the nature of political processes in the 18th and 19th centuries. Since the 1970s, his research has centered on how colleges and universities can be both mission-centered and market-smart in a world increasingly dominated by market forces. Much of Zemsky's best-known research has appeared in *Policy Perspectives* and in a series of articles in *Change* magazine, which named him one of higher education's top 40 leaders.

Zemsky is the founding director of the University of Pennsylvania's Institute for Research on Higher Education (IRHE) and is a senior scholar with the National Center for Postsecondary Improvement.





THE LIBERAL ARTS THROUGH THE DECADES

Whittier alumni share their experiences

At Whittier, we believe that liberal arts colleges offer the best education for undergraduates—and the best preparation for careers, for further study and for life. But it's good to have that affirmed by those who experienced Whittier's own brand of liberal arts education firsthand—our alumni. We asked alumni from the past seven decades to answer the following question: "How did your liberal arts education at Whittier prepare you for life after college?" Here are their stories.

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**FROM THE '90s:
STEPHANIE WIGGINS '92**

I manage the countywide rail program for Riverside County, Calif., and my education at Whittier was definitely a huge factor in how I got this far. Dealing with staff, vendors and officials from three different counties in Southern California, as well as man-



Stephanie Wiggins is program manager for the Riverside County Transportation Commission.

aging a \$6 million budget, my business administration major comes into play on a daily basis.

My training at Whittier has helped me literally every step of the way. The

business principles I learned in Dr. Finan's great management course have been invaluable. The case studies were applicable immediately after I left school and took my first job with the non-profit lobbying group Trans Africa.

After spending some time in Washington, D.C., with Trans Africa, I got homesick and took an administrative job in San Bernardino. Moving to Riverside as an analyst, I found a mentor—my immediate predecessor—who was encouraging and helpful. Positions like this don't open up very often, and I was lucky to work with someone who was so supportive—and fortunate that my Whittier education prepared me for the challenges of this job. The January Interim course on labor relations that I took from Dr. Woirol covered management and negotiation skills, and I use information from that class every day.

One of my most recent accomplish-

ments was finalizing a project that will create a Metrolink (Southern California's commuter rail) route from Riverside through Orange County to downtown Los Angeles. The project, which is expected to be completed by May, had been on the books for 10 years because three counties were involved. When something like this goes outside our borders, you've got a lot of consensus building to do. We needed funding from all three counties, so there was a lot of negotiation involved.

I'm very proud that we were finally able to accomplish this, because it will bring a lot of relief to a very congested area. People tell me every day how much taking the train has eased their lives—getting rid of the stress of freeway driving, helping them wind down on the way home at the end of the day. Providing more trains and making rail service a viable option for more commuters is a wonderful goal to have—and to reach.

Attending Whittier has also helped me in ways I didn't expect. Who knew that interviewing skills I picked up from a Career Planning course would help me through my work day, as well as in making career moves?

I've gotten a job offer after every interview I ever had—I didn't always take the job, but I always got the offer. And I think it is because of what I learned in that class. I also have to interview job candidates and deal with other professionals all the time. I can't stress enough how invaluable my time at Whittier has been to my life so far.

**FROM THE '80s:
ALMA MARTINEZ '84**

When I graduated from high school, I had been a very big fish in the small pond at El Rancho High School in Pico Rivera. I was the first female ASB vice president, president



PHOTO: COURTESY OF ALMA MARTINEZ

In addition to her Whittier B.A. in theatre arts, Alma Martinez holds an MFA in acting from USC and a Ph.D. from Stanford University. She teaches in the theater department at the University of California, Santa Cruz.

of the Spanish club, drill team, basketball princess, actor, etc. I was very much a star student. But all I knew about college was that I was supposed to go. I never did any site visits nor did I know anything about the UC or CSU system. I remember picking a large California university because the football team was really good in 1971, and I got a full scholarship.

What a culture shock. It was huge, white and rich. Coming from my working class, traditional Mexican family, I had an underlying feeling of not belonging, of not

fitting in. I never fit in. Being the only Latina in my drama department and one of only a handful of Latinas at the university wore on me on a daily basis. The one person I did bond with was my roommate, who fit the university's profile. One long three-day weekend, she overdosed on LSD. My feeling of guilt for not being a better friend, along with the stress of campus life, led me to an emotional collapse. I left school the same day I dropped my roommate off at a drug clinic.

This feeling of failure led me to Mexico. I thought that perhaps I was not "American" and that Mexico was where I really belonged. I went to Mexico and studied acting at the University of Guadalajara for two years, but came back to the U.S. Although it was a great experience, I discovered I was no longer Mexican. I was indeed American.

My sister had gone to Whittier, so I decided to give it a try—and I found Dr. T. [Robert Tresser] and Jack de Vries, both of whom were nurturing and caring. From those two teachers, I learned the history of theatre inside out, from performing to writing to staging. But there were other fabulous teachers at Whittier. In English, Roberta Forsberg opened my world up to literature, to the novel. Professor Forsberg was the most intelligent and confident woman I had ever met. She has been a role model for me my entire life. I also took several art history classes from Dr. Paula Radisich, and she opened my eyes to the world of art. She was an amazing teacher.

In Jonathan Rothman's political science class I learned to think critically and that I, as a Latina, could actually be part of the political and cultural process in this country. Jonathan's class taught me about our democratic system of government, how it was designed to empower the individual citizen through a system of judiciary procedures available to everyone. I finally saw myself fitting into the bigger picture—a nation, a world beyond drama—but also, as I learned later, very much a part of the work that I am most interested in.

Whittier College was just what I needed at just the right time. Opening myself up to education through the liberal arts allowed me to put my own life into context politically, sociologically and culturally, as well as theatrically. Whittier College opened the doors to my understanding of my role as a citizen, artist and person of color, living and creating theatre that speaks to social/political/educational injustices and the role of the individual in making positive and important changes through art.

FROM THE '70s: GAIL HIRATA-CHAFFIN '77

I never would have thought it takes a college degree to be a golf pro and a mom, but I've found that many aspects of my education have affected how I got to where I am today.

I was in school when we were all encouraged to make our own way—create educational designs—with faculty advise-



PHOTO COURTESY OF GAIL HIRATA-CHAFFIN

A proud Thaiian, Gail Hirata-Chaffin turned professional in 1978 and qualified for the LPGA tour in 1979. Her best finish was 7th, and she currently represents Yonex. She was elected to the Whittier College Athletic Hall of Fame in 1995.

ment and mentoring, of course. I was unsure of my goals and switched majors several times—from pre-med to education to speech and hearing. Then I joined the men's golf team, and my speech labs conflicted with golf practice. Business administration was more convenient, and I found I even had enough units for a major.

After school, I worked in a golf shop, where I used my business administration skills, and they certainly came in handy when I became a professional golfer. You

have to manage your own finances and expenses on the tour. I think Whittier helped me socially on the tour as well, because I had been somewhat shy entering college. The social scene there made me a better personality on the tour later on.

The service-oriented projects at Whittier and the community work we did there have helped me enormously. I left professional golf to get married and have children. I've been involved in church, PTA, and been a leader for both Boy Scouts and Girl Scouts and a volunteer at my children's schools.

I also have the opportunity to participate in BMW women's golf invitational events where I golf and speak. What makes them special is the beneficiary is the Day of Caring, a national organization that provides support for breast cancer patients. And, I continue to be a member of the touring division of the Ladies Professional Golf Association.

I teach golf now, too, and little did I know that things I learned in my early childhood education classes would be helpful in teaching junior golfers. If I hadn't experienced life at Whittier College, I probably wouldn't have been as successful as I have been in both my professional and personal lives.

FROM THE '60s: FRED ANDERSON '66

I went to high school in Brea, and my football coach was Dick Tucker, who gradu-



PHOTO: GARY PARKER

Fred Anderson's career accomplishments include major contributions to the turnaround at Apple Computer over the past few years, including solving a liquidity crisis through a major convertible bond offering, significant asset management improvements and a massive restructuring. He lives in Atherton, Calif., with his wife, Marilyn.

ated from Whittier and recommended it to me. It was a good move for me. Although my degree is in business administration, the first couple of years we concentrated on all of the liberal arts courses. That provided me with a good foundation for lifelong learning and personal enrichment.

Many professors and courses come to mind—"Western Civilization" with Dr. Nerhood, Dr. Upton and "Basic Communications," reading and doing a structural analysis of *Moby Dick*. There are aspects of that course I remember and use to this day. I played baseball for Chief Newman, and I learned leadership skills

from him that were particularly helpful to me in the Air Force. Dr. Paul Schroeder was probably the most special teacher for me at Whittier, though. I had several accounting classes from him, and he was a friend and mentor to me as well. He gave me a tremendous foundation for all of the work I have done in my life.

I was in college during the Vietnam era and I received my draft notice shortly after entering law school. I decided to go into the Air Force as an officer for four years rather than enlist for two. I found that Whittier College had prepared me very well to be an officer and a leader, with a good balance of knowledge, leadership skills and character. And I have realized it was not just the classroom experience that did it. I was an Orthogonian and my involvement there developed character and leadership.

I left the Air Force as a captain and entered UCLA to earn my MBA, and had no problem making the transition to a larger school. When it came time to make a career decision, I called Dr. Schroeder and consulted with him about several offers I had. He helped me decide on the Big Eight firm of Coopers & Lybrand, which is now a Big Five firm. I held senior positions at MAI Systems Corporation and Automatic Data Processing (ADP) Corporation before moving to Apple Computer in 1996 as executive vice president and chief financial officer.

I have no regrets about choosing Whittier—the personal attention, the interaction between professors and

students, the way the whole place embraced the learning process just combined to make it an excellent choice for me.

**FROM THE '50s:
CLEMENT W. COCHRAN '50**

Whittier College became a part of my life in 1947. I was among the returning WWII veterans. Born in Whittier, it was good to be home. During service time, I had acquired units from the University of Idaho and Oregon State College, which reduced my time on campus to three years. My group major was biology and chemistry.

After graduation, I began in the clinical laboratory arena. I found a lab offering training leading to the necessary California



PHOTO COURTESY OF CLEM COCHRAN

Clem Cochran lives in Yorba Linda, Calif., with his wife, Joanna (Craun) Cochran '51, keeping busy with "family, friends and fun things."

license. During five years as a licensed technologist, I realized further education was a must. In order to meet California requirements for a bioanalyst's license, I attended night classes at UCLA and USC. The license would entitle me to own and direct a clinical laboratory. My classes encompassed some 30 units including chemistry, hematology, parasitology, serology and bacteriology.

What I didn't know at the time was how important the oral dissertations and exams that Dr. W. Roy Newsom and Dr. Tom Harris had required of me were. I passed the written and practical exams for the license and the orals were next. The examining board consisted of specialists in each of the above disciplines plus a pathologist and state laboratory field service representatives. I received that license in 1960, 10 years after graduating from Whittier. In 1975, I served on the same oral examining board as a specialist in bioanalysis.

Now for the fun stuff. When I started in the laboratory field, we were doing hemoglobin determinations by matching a drop of blood on filter paper to a color chart. That progressed to a photometer with colored glass of a specific wavelength. Presto, and numbers from standard curves to assign values with. Calibrated pipettes were used to dilute blood for red and white cell counts in a counting chamber under the microscope. Then we moved on to automated instruments where entire hemograms are done.

It was the same scenario for chemistry. From measuring glucose, cholesterol,

triglycerides and other various organ-specific entities by manual techniques, we progressed to automated analyzers determining 24 different chemistry tests per minute per sample.

In 1964, I became owner and director of Friendly Hills Medical Lab, Inc., an existing facility in Whittier. We often performed testing for Whittier College student health. Over time, I have been president of two professional organizations, the California Association of Bioanalysts and the American Association of Bioanalysts.

In 1985, I sold the laboratory to SmithKline BioScience and retired. Did my liberal arts education help? Certainly. It provided the foundation for learning how to learn. That continues to this day.

FROM THE '40s: JOE COFFIN '41

I attended college at the height of the "Whittier Idea," the curriculum



PHOTO: JUDY BROWNING

Joe Coffin is chairman of the board and the retired president of Tire Conversion Technologies. He lives in La Verne, Calif., with his wife, Audine (Meyer) Coffin '42, a retired special education teacher.

designed by my father, Dr. Herschel Coffin, who was dean of the college under President Dexter. I chose Whittier because I had grown up on campus (and it was free).

I dropped out after awhile because college didn't seem relevant to anything I was doing at the time. I built myself an automobile and drove it to Philadelphia, working my way across the country by doing welding for farmers. I worked at a gas station there for some time and realized that was not what I wanted. I sold the car, took the train and got back in time for registration. I had to take extra units, but I managed to graduate with my class.

Audine and I were married in October of 1941. I had my orders to report to the Civilian Public Service in my pocket. We both worked in a mental hospital near Medical Lake, Wash. In 1945, I transferred to Missoula, Mont., and became a "smoke jumper."

After the war, I taught auto mechanics at Montebello High School. We started with two screwdrivers and a pair of pliers, but when we built the new high school, I designed an auto shop fully equipped for "hands-on" teaching.

In the early days of television, my brother Tom was doing research for NBC at Hofstra University on the newfangled invention, and he asked if I would be interested in doing a television count for the West Coast. Using Whittier College students as helpers, we developed a system for counting television homes and questioning the owners on their viewing habits. The

method is still being used today. When we sold the company, I did research and marketing for local radio and television stations before going back to teach auto shop.

Along the way, I also had a brief career in the movies, worked in the mental health field and with senior citizens' housing. Most recently, I started a company that recycles scrap tires. The finished product is virtually indestructible and can be used in several ways. Covering the blades of snowplows with this material prevents the blades from damaging cement or other surfaces, and it is also used on bulkheads and docks to prevent damage to boats.

When I graduated, I knew I'd always be able to find a job as a teacher because of Whittier's excellent reputation. What I didn't know at the time was how my education had prepared me so well for all the *other* stops along my career path.

**FROM THE '30s:
ALICE DARLING LOWE '37**

My first reaction to this question was "prepare me for what? I didn't really do anything, except teach school and get married." In my day, that was what one did after college. But when I gave the matter more thought, I realized that coming out of Whittier did prepare me for the life that followed, with all of its surprises.

When I graduated, I thought I would be a spinster history teacher for the rest of my life. My first—and only, as it turned out—teaching position was in middle school in California's San Joaquin Valley.



PHOTO: STEVE BURKIS

Allie Losee retired as a consultant to the American Red Cross, from which she received the Clara Barton Award for serving as chair of a national study to develop child-care courses, as well as training and supervision of teachers. She is a member of the college's Board of Trustees and is active in alumni affairs, the Women's Auxiliary and the John Greenleaf Whittier Society.

This was during the Dust Bowl, when many people left Oklahoma and Arkansas for California. It was the setting for *The Grapes of Wrath*. My history major, especially courses with Professor Paul Smith, helped me to understand the relationship of American history to the current situation and to people in great trouble.

Then I met Christopher Gray, who was studying at Berkeley. We married and went to Boston, where he was from, so he could get his Ph.D. in art history at Harvard. The Gray family had been in this country since its beginnings, and it was quite remarkable to have studied all that history and then find myself in the middle of it.

After Chris finished his Ph.D., he accepted a position with Johns Hopkins

University. I assisted Chris with his research, was a mother to our daughter, Margaret, and was active with volunteer work, including the Red Cross and the League of Women Voters. I was president of the latter during the Civil Rights movement, and I credit my Whittier education with giving me the historical perspective to understand the '60s.

After Chris's death in 1970, I brought out his third book, *Armand Guillaumin*, on the French artist. He had completed the text, and selected the black-and-white photographs and the color plates, but I put it all together. The book has become a well-respected piece of scholarship and has now been published in three languages.

Some years later I married Victor Lowe, a widower and philosophy professor at Johns Hopkins. After his death, I worked with his department chair to finish the second volume of Victor's book on Alfred North Whitehead. I had helped Victor when he was alive, and promised to bring it out. Believe me, I didn't know anything about Whitehead's philosophy, but I knew the steps that had to be taken for the book's publication.

As I look back, we had a marvelous faculty at Whittier College. They gave us a world vision, which was very unusual for a small college up on a hill. I don't think I would have been of much use without Whittier College and its Quaker values. ◀

Praxis In

Student-faculty collaboration links theory & practice

by Caye Brundage

Cheryl Swift, associate professor of biology, and her student researchers have studied aspects of willow trees and their habitats for the past several years.

Whittier's new strategic plan states that "praxis—linking learning and action, theory and practice—is central to Whittier's tradition and mission." If you walk through campus, you will find praxis in action—students and faculty members working collaboratively. You will find them in the chemistry lab, working to isolate and analyze an enzyme found in snake venom. You will find them in the art studio, learning that art is about more than making pretty pictures. You will find them designing a study to analyze techniques for interviewing children who have witnessed crime. In this article, we offer glimpses of a few of these collaborations.

On a recent day this spring semester, Cheryl Swift, associate professor of biology, was in the lab. Hair pulled back and sleeves rolled up, she was working side-by-side with one of her students. This was not unusual—Swift has involved many students in her research. On this particular day, Swift and Jennie Beedle, a senior majoring in biology, were struggling to get fluid running through a willow branch to check for embolisms—blockages that prevent vessels from carrying water through the plant.

The goal is to determine if, within a single species of willow, anatomical differences make willows farther away from streambeds less prone to embolism than willows close by. Swift and her students have been working on related research for the past several years. "Jennie's research grew out of a project that I did a few years ago with Katie Ross '95," says Swift. Ross examined physical factors that might contribute to species distribution in different types of streams and rivers and in cross-sections of streambeds. "Katie presented her

undergraduate research the summer after she graduated," says Swift. "We are currently revising the manuscript for inclusion in conference proceedings."

"I'm not sure what I would have done if I hadn't worked with Cheryl,"

says Ross, who is working toward her Ph.D. in environmental science at the University of Virginia. "She was a really good mentor, and the experience prepared me for grad school. When I got to grad school, I knew how to formulate a project from the beginning to the end, and I also knew that I enjoyed the subject matter. Also, now that I am at a very large school, where graduate students teach labs instead of professors, I know that what we had at Whittier College was very special."

Beedle, who has worked with Swift since her freshman year, concurs. Because of her research experience, Beedle spent last summer at the University of Colorado as part of the Research Experiences for Undergraduates Program, funded by the National Science Foundation. As *The Rock* went to press, Beedle had an offer to spend a year in Costa Rica as a research assistant with the Organization for Tropical Studies.



Senior Jennie Beedle (left) and Cheryl Swift, associate professor of biology, work to run fluid through a willow branch to check for blockages.

PHOTO: LISA MCCARRELL

Action



"Hybrid" (left), by senior Kristin Hare and "Mad City" (right), by Chris Lahti '01 were both created in computer art courses taught by Endi Poskovic, associate professor of art

One of the first students Devin Imoto worked with, Vu Thai '00, is in a doctoral program in biochemistry at Brandeis University. "The most important thing I got out of doing research as an undergraduate was hands-on experience," says Thai. "I think of working in the lab as being comparable to working as a mechanic. You can read all the stuff about how to fix an engine, but until you get your hands dirty and play under the hood, you won't fully grasp all the concepts and make all the connections. Similarly, just taking a lecture course in biochemistry and hopping straight into a lab to do research is a big jump."



THERAPEUTIC VALUE

Devin Imoto, associate professor of chemistry, shares Swift's commitment to undergraduate research. Students have been involved with Imoto's research into beneficial compounds in snake venom "since day one." Imoto's research involves working with snake venom to isolate the enzyme that dissolves blood clots. "We are hop-

ing to characterize the structure of the enzyme and how it works, then assess whether it would be a potential agent to dissolve blood clots," he explains. "After we isolate the protein, then we will characterize its structure and function on

a very detailed level. Then we will assess whether it would be useful for dissolving blood clots in a living being." According to Imoto, this protein could have possible treatment use in dissolving blood clots that cause heart attacks and strokes.

Students work with Imoto every summer as well as during the academic year. During the summer, the Research Corporation of America funds the research. Vince Nguyen '01 and junior Olesia Matveeva worked with Imoto in the summer of 2000. Their research culminated in a poster presentation at the American Chemical Society meeting in April 2001. The poster hangs across the hall from Imoto's office, prominently displayed, perhaps to inspire other students. "I want to give every student who is interested in research an opportunity," says Imoto.

LEARNING TO SEPARATE THE VALUABLE FROM THE JUNK

Lorinda Camparo, associate professor of psychology, and Judith Wagner, professor of child development and education and director of the Broadoaks School, frequently collaborate with one another on their research and always include students in their joint projects.

Camparo is presently at work on what her students refer to as the "hate crime" research, funded by the John Randolph Haynes and Dora Haynes Foundation. "The rationale for the research, is that there has been a rise in hate crimes," explains Camparo. The study



PHOTO: LISA MCCARRELL

Devin Imoto, associate professor of chemistry, studying an enzyme found in snake venom.



PHOTO: LISA MCCARRELL

Lori Camparo, associate professor of psychology, says that involving students in research "allows them to see where information comes from."

examines adolescent friendships and family relationships and how these relationships influence adolescents' attitudes about groups. "We're looking at why groups feel disinhibited from targeting other groups—we want to find out where the disinhibition is coming from."

The study will look at a group of sixth graders and ninth graders and will follow them through the ninth and 12th grades, respectively. A research team of Whittier students worked with Camparo to design every aspect of the research project. When the data have been collected, the team will test, code, analyze and interpret the data, and then serve as co-authors and co-presenters.

Camparo and Wagner are also collaborating on a study of narrative elaboration. "It's a study of techniques for interviewing children in a forensic setting, usually when they've been the victim of, or witness to, a crime," says Wagner. A frequent question, says Wagner, is if children tell the truth about what they've seen or experienced, and if they will deny events that didn't happen.

Camparo and Wagner are involved in other studies as well, some of which are follow-ups to previous studies. Camparo and Wagner have worked together on a study of children's self-descriptions—how likely are children to mention culture or race when describing themselves? This study has been done in Southern California, with its very diverse population and, when Wagner was director of the Whittier in Copenhagen program, in Denmark, with its very homogenous population. The Denmark study was the basis for Wagner's successful application to become a Fulbright scholar during the 2002–03 academic year.

The first research collaboration between Camparo and Wagner culminated in a presentation at the American Psychological Science Society, and their student research team went with them. "They were the only undergraduates," recalls Wagner. "They discovered that what they were doing was so much richer than what graduate students

were doing at many places." Since then Camparo and Wagner's students have presented at many conferences, including the Society for Research in Child Development and at the World Organization for Early Childhood



Judith Wagner, professor of child development and education and director of the Broadoaks School (center), guides Pallavi Visvanathan (left) and Angela Telles as they test data.

Pallavi Visvanathan, a senior at Whittier, can attest to the value of undergraduate research. She has worked with both Judith Wagner and Lori Camparo and plans to pursue a Ph.D. in psychology. "In my first year, I was also interested in physics," says Visvanathan. "I knew about research in the hard sciences, but didn't know anything about research in the social sciences. I started out my freshman year basically coding data. I didn't really know anything about analysis. Lori let me think that I knew something, but I didn't. Now I know a lot more. I've come full circle; In my first year I was at the tail-end of the first narrative elaboration study, with coding and inputting data. Now I'm involved with the set up for the second study, as coordinator."

This year Visvanathan has spent the most time on her own research, her senior project. "Lori really encourages students to do their own research," Visvanathan says. She is studying the effect that stress has on risky sexual behavior among adolescents. "Lori wants me to send this in to a regular journal, not a journal for undergraduates. This blows my mind."

Visvanathan has been accepted to a doctoral program in clinical psychology at the University of Denver.

Education's World Congress on Children's Rights in Copenhagen.

Camparo and Wagner both agree that publishing and presentation are very helpful for students who are interested in getting into Ph.D. programs. "Research also enables students to see the connection between the classroom and textbooks, and where information comes from," says Camparo. "The students become the educators."

Camparo and Wagner also stress that undergraduate research is valuable to students who *aren't* interested in going into research. "Classroom teachers, social workers, clinical psychologists and parents are all consumers of research. Research experience makes people more astute consumers," says Wagner, "and better able to separate the valuable research from the junk."

Research experience also expands resumes and opens doors. Christina Medina '01, who teaches second grade at Rio Vista Elementary School in Pico Rivera, Calif., spent four years as a member of Wagner's research team—and three of them as the coordinator. This experience, she says, both helped her to get her teaching position and has made her more effective in the classroom. She became more familiar with the way that young children communicate and about their thought processes. "When I applied for my position, I was able to say that I had research experience with children," notes Medina. "Also, the semester I spent in Denmark and the research we conducted there enabled me to study immigrants and gave me the experience of being an immigrant, or at least an outsider. I'm able to bring those experiences into the classroom."

THE RIGHT TOOL FOR THE IDEA

The old Wardman Gym houses Whittier's art department. It also houses the relatively new Computer Arts Laboratory, funded by the Educational Foundation of America, a tool that Endi Poskovic, associate professor of art, uses in working with his students. Although students learn graphic arts software, Poskovic's courses are not vocationally oriented, but rather emphasize critical thinking. "We look at the impact of the computer on conceptual thinking and on the visual arts," notes Poskovic. "It's skills combined with conceptual ideas. I try to teach students that there is not a clear separation between

creativity and the skills—it's learning to use the tool that is best to express the idea."

Yumiko Fujioka used the graphics art lab in putting together her senior show—the first art exhibition done exclusively using

the Computer Arts Laboratory. Fujioka's senior exhibition consisted of digitally altered photographs on two subject areas—a collection of dolls and *Lucha Libre* (Mexican wrestling). Fujioka says she is interested in older wrestling, and found the Mexican wrestling, photographed at a tournament at East LA College, to be "pure and classic."

"Yumiko's photos of Latino wrestling are art on one level and social commentary on another," says Poskovic. "She's documenting the activity of a subculture through her eyes. Looking at her work, you could think that these photos had been taken by a sociology

major." Fujioka says that the Computer Arts Lab allowed her to experiment with many different ideas as she was putting her senior show together. "It's a very helpful tool to be creative," she says.



PHOTO CREDIT: LISA MCCARRRELL
Endi Poskovic, associate professor of art, illustrates the impact of computers on conceptual thinking and the visual arts.



PHOTO: YUMIKO FUJIOKA '02
Senior Yumiko Fujioka photographed wrestling in East L.A. The images were completed in the Computer Arts Lab.

Chris Lahti '01, who is working on his MFA in printmaking at the University of Iowa, agrees. "The experience definitely helped prepare me or the program here in Iowa where you are expected to integrate computers into your work," says Lahti. "And the computer lab at Whittier is far superior to what they have in Iowa. I use the computer to try out ideas—it's an interactive sketchbook."

For students who are interested, Poskovic, a well-known printmaker who exhibits internationally, shows them the practical side of being an artist. He works with students who are applying for competitive student exhibitions, internships, art commissions, graduate school interviews, art jobs or working on other presentations, and guides them through the process of applying, and if accepted, shipping the work to the gallery, overseeing the installation, attending the opening reception and responding to questions about their work. "I live in Uptown Whittier, and my house is always full of crates and boxes and resumes and things," Poskovic adds.

Chris Lahti '01 says that the close professional relationship with Poskovic helped prepare him for his graduate program and for the business side of being an artist. During Lahti's last two years at Whittier, he assisted Poskovic in putting together the latter's own art shows. "He really showed me the ropes," says Lahti. "We went to auctions, where we saw art sold in seconds—pieces you're used to drooling over in museums. The experience with Endi exposed me to the whole other part of being an artist, which is a serious step. Before, I had never thought beyond making pretty pictures."



THE REAL REASONS FOR RESEARCH

Whether side by side in the biology lab, interviewing children, or working in an artist's studio, the opportunity to work one-on-one with a faculty member—one hallmark of a Whittier education—is invaluable to students. "Undergraduate research teaches students how to solve problems and how to think on their feet," says Swift. "These are skills you use in any job."

"Undergraduate research is creative," she continues. "It's not to master a subject, but to master the art of learning about subjects. It models the whole reason you go to a liberal arts college." ◀

“Astronauts hang a new solar wing on a telescope.”

“Schools to receive cardiac devices.”

“Left-handers are found to have different brains.”

“Nuclear fusion claim leaves scientists cold.”

“Laser radar guns zero in on individual speeders.”

“[Antibiotic] resistance leads to fewer options for treating sexually transmitted diseases.”

These headlines, all taken from a single issue of the *Los Angeles Times* in March, point to an unavoidable reality: Even those of us who shied away from mathematics and science classes in school have a tough time ignoring those fields in our everyday lives. Science and math are all around us, and understanding advances in those fields—and their implications for society—is a challenge we all face.

Helping students to meet that challenge is the goal of Science and Math in Context (SMC), a component of Whittier’s Liberal Education Program, which aims to provide graduates with the scientific and quantitative skills they’ll need to be well-informed citizens and leaders.

MAKING CONNECTIONS

“Here’s an interesting exercise: Try to think of a major problem we face as a

species that doesn’t have a technological or scientific aspect to it,” said Howard Lukefahr, associate professor of physics and one of the faculty members who played a role in the program’s development. “It’s hard to come up with one. But people in our society don’t necessarily see science or technology or math as being connected to their interests or their experiences.”

Helping students to see those connections is the goal of the SMC program. “Traditional science education tries to put context into a science class—that is, if you were teaching a physics class, you’d bring up global warming when you talked about infrared light,” Lukefahr explained. “In this program, we turn that around. We teach a class on global warming, and we include the physics as well as all the other aspects of that issue. It’s not just a scientific issue, it’s also political, ethical, sociological, economic.”

Lukefahr taught global warming last fall with Kim Thomas, assistant professor of economics. The two also collaborated on a nuclear technology course a few years ago, which included such topics as energy production, how nuclear reactors and nuclear weapons work, the Chernobyl disaster and the Cold War.

Before students take an SMC course, they must complete a college-level math course and at least one semester of laboratory science. Students are encouraged to complete the program by the end of their sophomore year, so they can apply their quantitative and scientific skills to upper-division work.

“Some colleges with similar programs use this course as a capstone,” explained Lukefahr. “But we felt it should be a foundational course. Then when students go on to take their major courses, they understand how math and science fit in with what they’re studying.”

SCIENCE AND SOCIAL CONTEXT

SMC courses have covered such topics as forensic chemistry, which focuses on interactions between the law and science, and genetic technology, an issue that mixes science and fields including philosophy, religion, ethics and sociology. In “AIDS and Addiction,” Paula Sheridan, associate professor of social work, adjunct lecturer Matt Harwood and Devin Imoto, associate professor of chemistry, looked at scientific aspects of disease in a broader social context.

Imoto taught the biological and chemical aspects of AIDS and alcohol addiction, while Sheridan and Harwood focused on the diseases’ social impacts. The students’ experiences also became an important part of the course, said Imoto. “We had a number of students who were social work majors, and some of them had worked in

Howard Lukefahr, associate professor of physics, played a role in developing the Science and Math in Context program, designed to help students see the connection between math and science and their own interests and experiences.

GETTING THE BIG PICTURE

Science and Math in Context Program Puts Classroom Studies in Perspective

By Kristin M. Tranquada

DRAWING ON A RANGE OF EXPERIENCES

In this semester's "Population Problems and Policy" course, team-taught by Les Howard, professor of sociology, and Abi Fattahi, professor of mathematics, students are applying quantitative analysis skills to problems of world population. Students must apply to take the popular course, and the professors choose class members carefully to ensure a range of abilities.

"We divide them into teams of three, and we try to make sure the skills on each team are complementary, so that the students can learn from each other," explained Fattahi. Each team includes at least one member who has a background in policy issues, as well as someone who's especially adept in computing and quantitative analysis.

The class meets in a computer-equipped classroom, which allows the teams to access, process and analyze data during the class. Each team selects two countries and compares such variables as fertility, mortality, migration and age structure. Later in the course, the students will analyze data related to California and Los Angeles County, and their final project will relate demographic data to public policy.

"We think this is an ideal SMC course, because demography is so deeply interdisciplinary," said Howard. "It involves biology, mathematics, statistics, sociology, political science, social work—all these things come together around demographic issues.

"And even though we're continuously doing quantitative analysis, this course doesn't seem to evoke math anxiety in the students," Howard continued. "I think the questions we are answering are sufficiently gripping for the students that they welcome the quantitative skills as a way of addressing those questions."

clinics with alcohol-addicted patients," he said. "They were able to bring their expertise to the class, as well as to gain more of an understanding about the interactions between science and social work in these issues."

NOT JUST FOR NON-MAJORS

Even students working toward a science or math major are required to take an SMC course. "Students in those majors

come away with a better appreciation and understanding of some of the work they're doing, and the implications that work has for society that go well beyond science and engineering," Lukefahr explained. "It's very important that science majors understand that. We see enough cases where people develop new technologies without thinking about the consequences. Our science graduates will have been exposed to the need to think about that."

Graduates who don't go on to become scientists will also have been exposed to new ways of looking at the world, says Lukefahr. "Students come out of the program with the ability to reason quantitatively and with a much deeper understanding of scientific concepts. They'll be able to evaluate scientific information that they get through the media, and not just accept that something is true because a scientist said so. And they're going to be better citizens because they'll be better informed about major issues that affect our society. If we end up generating a few activists out of these classes, that will be great." ◀

About the author: Kristin Tranquada was director of communications at Whittier College from 1995 to 1999. She now has a communications consulting business based in Pasadena.

Abi Fattahi (left), professor of mathematics, and Les Howard, professor of sociology, work with junior Seth Miot, a physics major; junior Matt Putnick, a sociology major; and senior Aracely Gutierrez, also a sociology major during this semester's "Population Problems and Policy" course.



PHOTO: LISA MCCARRELL

Because Real Life

Paired Courses at Whittier College

By Caye Brundage

Luis Flores, a senior in the Whittier Scholars Program, enjoys the paired course requirement at Whittier because “pairs allow you to focus on a topic from more than one discipline. I liken pairs to a liberal arts education on a smaller scale, in that pairs allow you to see connections,” he says.

This semester, Flores is taking “The Musical Language of Latin America,” which encompasses “The Music of Latin America,” taught by Danilo Lozano, associate professor of music, and “Hispanic Culture and Civilization,” taught by Doreen O’Connor-Gomez, associate professor of Spanish.

O’Connor-Gomez’s course studies Hispanic culture from its origins to the present, examining Hispanic societies through cultural expression, including literature, visual arts, music and film. The course also looks at the diversity of Hispanic cultures. Lozano’s course provides an historical and philosophical survey of music in Latin America. “I try to make students aware of how musical expression developed in Latin

America—music is very much a part of the cultural identity,” notes Lozano. “As far as we know, this is the only paired course of its kind in the nation where both courses are taught entirely in Spanish,” says O’Connor-Gomez.

Flores says the paired course has allowed him to look at the “influence music has had on the culture of Latin America and vice versa through a Chicano lens. I’ve learned more about my own culture, and I’ve learned to appreciate music a little more.”

Using Other Cultures as a Mirror

“Students like the paired courses,” says David Iyam, assistant professor of anthropology, who has paired the course “Expressive Arts of Africa” with “Ritual Studies,” taught by Marilyn Gottschall, assistant professor of religious studies. Iyam’s class looks at

African art objects and domestic objects as a means of expression in specific African groups. Gottschall’s class compares ritual construction in the United States with ritual construction in Africa. Both professors say that the goal of the course is not to make students experts in African culture, but to use African culture as a mirror to better understand mainstream American culture. “My goal for the class is to have students think about why we do what we do, what are the values behind this behavior, and should I be questioning this,” says Gottschall. Iyam hopes to produce “anthropological mind-sets” in his students, to make them more

As part of their paired course, Danilo Lozano, associate professor of music, and Doreen O’Connor-Gomez, associate professor of Spanish, organized “A Night of Afro-Cuban Culture” on campus. The event featured a Cuban dinner, poetry readings in Spanish, a presentation on Afro-Cuban history by Guillermo Cespedes and music by his 10-piece band, Addara. Pictured here are (from the left): musician Lazargo Galarrage, senior Luis Flores, Lozano, Cespedes, O’Connor-Gomez and senior Jazmin Chavez.



Is Interdisciplinary

aware of practices and cultures of the many subgroups—like coworkers in a given profession, for example—that they will encounter in their lives.

Christina (Van Horn) Guzman '00 took Iyam and Gottschall's course the first time it was offered three years ago. The course, she says, enabled her to "turn an inward eye" on her own behaviors and many aspects of contemporary life in America that she had previously taken for granted. "The class made me very self-aware, and for a time everything was a ritual," says Guzman. "I also learned how to suspend judgement—to look at another culture and examine the behavior and its effectiveness as opposed to judging it as good or bad. And I found that looking at other cultures and behaviors also made us as a class more tolerant of one another, and our different views." Guzman enjoyed the paired-course concept so much that she took three while she was at Whittier.

Model for Learning

"The paired-course model sets a learning style for students," says Joe Price, professor of religious studies and veteran instructor of many paired courses. "I've had students create their own pairs. One student took 'The Teachings of Jesus' at the same time he took 'Literary Criticism,' and found it quite engaging."

Price also team-teaches classes, another way for students to fulfill the comparative knowledge requirements. Price and Hilmi



Professors David Iyam (front row, far left) and Marilyn Gottschall (front row, far right) teach their paired course "Ritual, Art and Culture" back-to-back. They are seen here relaxing with their students.

Ibrahim, professor of physical education and recreation, have team-taught "Arabs and Muslims" since 1989. "Hilmi brings a sociological perspective on the history and contemporary situations, and I address issues about beliefs and motivations of people in organizing political movements throughout history. More recently, I've focused on the religious motivations of extremist groups," says Price.



"We wanted to institutionalize connections between different parts of the academy," says Glenn Yocum, professor of religious studies.

Institutionalizing Connections

The comparative knowledge requirement has officially been part of the curriculum since the early 1980s, although the emphasis on seeing the connections between disciplines has been around almost as long as Whittier. "We wanted to do something interdisciplinary in the liberal education program," says Glenn Yocum, professor of religious studies and chair of the committee that instituted paired and team-taught courses. "We wanted to institutionalize connections between different parts of the academy."

Whittier's comparative knowledge requirement is highly regarded by students, faculty, alumni and the higher education community. The requirement has garnered significant recognition for Whittier, including major grants from the National Endowment for the Humanities and the Foundation for the Improvement of Post-Secondary Education.

Lozano says the opportunity to work closely with a colleague from another discipline is part of the attractiveness of teaching paired or team-taught courses. "There is a symbiotic relationship between the students and the professors. The learning is not just from professor to student, but also from professor to professor and from student to professor. This has made me a better professor." ◀

“People who are successful in the Whittier Scholars Program (WSP) tend to have a lot of initiative and aren’t afraid to create their own thing,” says Cathy (Pearce) Standiford ’81, a graduate from the first WSP class and now city manager for La Palma, Calif. “In my career, I’ve been most successful when I’ve been able to create my own niche. I honed these skills in the WSP—the ability to go into something nebulous and create something logical and meaningful.”

Standiford was student representative on the committee that created the program as an alternative to the Liberal Education

Program. “It was groundbreaking—so different from what everyone else was doing,” she recalls.

According to Joyce Kaufman, professor of political science and the program’s director since 1997, the WSP differs from other similar programs because it is not an honors program and because it combines a sense of independence within the framework of an academic community. The program combines required inter-disciplinary courses, a self-designed course of study, an off-campus experience and a senior project.

The off-campus component can be an internship, study abroad, or community

service. “This used to be a recommendation, but now it’s a requirement, and it must be integral to each student’s educational design,” says Kaufman. For example, one student who plans to start her own nonprofit group one day is interning at the Red Cross in fund raising. Another student who plans to become a medical doctor is volunteering at a local hospital. An alumna who now works for the MTA did an internship with the MTA her junior year, and her senior project was a study of the carpool lane on the I-10. “The off-campus component is most definitely not an add-on,” says Kaufman.



From Project To Career

Misty Sanford’s ’00 senior project, which dealt with pesticides and a possible link to breast cancer, led to her present position as a policy analyst with the Environmental Justice Project Office. “For my senior project, I took one subject and looked at it through different disciplines,” says Sanford, who looked at her topic from the legal, scientific and policy perspectives. “The project helped me to see the connections.

Because of my WSP experience, I was able to go work for an organization that does the same thing.”

For her first project at the Environmental Justice Project Office, Sanford was on the team that negotiated a community benefits package—the first of its kind in Los Angeles—with Staples Center management as that organization began planning the center’s expansion. Now Sanford is working to create parks in Los Angeles’ most densely populated areas.

What’s next for Sanford? Law school. “I’m interested in public interest law, urban redevelopment and community revitalization. I want to use the legal system in the public’s defense.” At press time, Sanford had been accepted at eight law schools and was waiting to hear from two others.



A Community of Independent Thinkers

The Whittier Scholars Program

By Caye Brundage

In the sophomore year, students take "Designing your Education," the program's core. During this course, students design their major and the rest of their course of study and defend their educational design to the Whittier Scholars Council (the governing body for the program). "The educational design process forced us to think critically about what we were interested in and why," Standiford says. "I find it ironic that now there are zillions of books about how to define your passions, which was exactly what we had to do."

The program culminates in the senior project—a paper, an art portfolio, a per-

formance, or other medium appropriate to the discipline. Students also share their projects with the larger Whittier College community in the WSP Senior Symposium Series. This year, projects ranged from a study of the history of Chicano students at Whittier College to a recital of contemporary folk music and a psychological examination of Picasso's art work.

This process, in addition to helping students complete their projects, fosters a sense of community. "A goal of the program is for students to learn what it means to be a community of scholars," says Kaufman. "They learn that they can ask questions

of people in other fields and offer constructive criticism and feedback. This is good for them if they are going to graduate school or the business world. So much of work, regardless of the field, is project or team-based."

The Whittier Scholars Program has been called many things by many people. The Templeton Foundation called it an "exemplary senior year program." The WASC Site team that visited campus last fall called it the "crown jewel" of Whittier's liberal education program. Those who know it best—the WSP graduates—call it life-changing. ◀



Soul Searching

with a specialty in pediatrics. But the WSP changed that.

Cosby describes her major as a combination of biology and child development. Her senior project was a study of treatment protocols for acute lymphoblastic leukemia, the most

When senior Vanessa Cosby came to Whittier she planned a career as a physician's assistant

prevalent cancer in children. For her volunteer work, she helped in the playground on the pediatrics floor at UC Irvine. "I worked with the child-life specialists, and I found that this is what I want to do. As a child-life specialist, I'll still be in the medical environment and still go on rounds with doctors, but I'll also be able to work one-on-one with the children.

"In the educational design process you have to do a lot of soul-searching about who you are and what you want," says Cosby. "But now I feel much more sure of who I am."



This year's annual Whittier Scholars retreat focused on community service. Students, faculty and alumni spent the morning cleaning up the beach just south of the Santa Monica Pier. At lunch they heard from Linda '65 and Peter Biehl '65, who founded the Amy Biehl Foundation to carry on their daughter's work. The Biehls talked about what community service is—and isn't.

Note: Linda Biehl will receive an honorary degree from the college at commencement this year. Peter Biehl, who died March 31, will be awarded the honorary degree posthumously. A memorial service was held for him in April at the National Cathedral in Washington, D.C.

PHOTOS: LISA MCCARRELL

The greater Southern California area teems with major opportunities for first-hand, experiential learning. And Whittier College faculty and students often take advantage of the multiplicity of opportunities. There are world-class art museums. The varied landscape includes the seashore, awe-inspiring mountain and desert wilderness areas, and the Whittier Hills—in which all of the basic earth types known to geology can be viewed. There are also concerts and other cultural experiences in a major urban environment, opportunities to observe cultural diversity in action and many international business operations close at hand.

And although this kind of learning is now leading-edge nationally, “this is not a new thing” on the Poet campus, according to Rafael Chabrán, professor of Spanish and associate dean for academic advisement and the First Year Experience. “It’s part of the pedagogy, the learning philosophy here, that this is a living, learning environment.”

When Chabrán and Les Howard, professor of sociology, taught a paired course on Southern California Chicano literature, students were assigned to do formal observations in Latino communities, visit historic Olvera Street, the San Gabriel Mission and other local environments. Even for many of the students who have lived in Southern

California all of their young lives, these forays—sometimes by public transportation—are their first visits to these local landmarks. The Greater Los Angeles area—one of the most diverse in the nation with more than 100 languages spoken in Los Angeles County—becomes “a laboratory for working out the ideas introduced in the classroom,” Chabrán says.

Faculty in art and art history make extensive use of resources in the surrounding area. Courses are designed to use the art collections in the Greater Los Angeles area including the J. Paul Getty Museum; the Norton Simon; the Huntington Library, Art Collections, and Botanical Gardens;

The 40,000 sq. mile campus

By Chuck Elliott '67

Southern California is Whittier's Biggest Classroom



the Los Angeles County Museum of Art and the Museum of Contemporary Art in Los Angeles.

"Unfortunately," says Kim Russo, associate professor of art and art history, "we learn a lot about art through reproduction." Slides and photographs of art reproduced in books are all-too-often the only ways students see great art in other educational programs, she says. "That's like showing you a picture of a friend of mine and thinking you know them."

Russo takes her students to the museums to see art objects firsthand, and also arranges behind-the-scenes visits. "That's just normal operating procedure for me." She also organizes trips to the main branch of the Los Angeles City Library. One class—a freshman writing class focused on fairytales that Russo taught—was rather "grumpy," she says, about being coerced into going to



PHOTO COURTESY OF JAN VERMILYE

Jan Vermilye has taken her earth materials class to Red Rock State Park to observe the many types of earth that are exposed there.

the downtown library. But once they got there, "they were astonished" by the resources available. "Half the class went back again," and some "started finding resources there for other classes."

Jan Vermilye, assistant professor of earth sciences, has taken her earth materials

class to Red Rock State Park to observe "the beautiful rocks" and had the students make thin sections of rock types. "All the basic earth types are exposed there," she says.

Vermilye is conducting a senior seminar in which her students are learning to use the Federal Emergency Management

STUDENTS TRY TO UNLOCK THE MYSTERIES OF DEATH VALLEY'S "SLIDING STONES"

If a rock slides on the desert floor when no one is there, can we explain it? Whittier College students took one of the most mystifying scientific field excursions in Southern California this January, visiting the tantalizing sliding rocks at Racetrack Playa—a dry lakebed—in Death Valley. Members of an Integrated Field Science class taught jointly by Jan Vermilye and Jon Warrick of the earth sciences department observed firsthand rocks that leave weird trails—long furrows, not unlike tracks left in mud by snails or clams on the move.

Racetrack Playa is a basin at an altitude of 3,708 feet. Most of the year it is a hard, dry, cracked clay surface strewn with rocks of varying sizes. But one 29-lb. rock is documented to have moved more than 20 feet.

Many speculative hypotheses have been put forward by scientists to explain the phenomenon. "No one has ever seen them move," Vermilye says.

The students, in teams of five each, observed a rock and were asked for their own hypotheses. Student Mark McManus' team considered ways a stationary rock might overcome inertia, and what could reduce friction. They suggested the basin's clay floor not only becomes slippery, but swells when it is wet. As water runs off from surrounding mountains, the playa's edges may rise more than the center. Their rock decreased in depth as it moved, indicating it may have moved from wetter to drier clay.

"This seems to me like a really creative idea," Vermilye says. "What was innovative about it was they thought about these swelling clays."

Chuck Elliott



PHOTO COURTESY OF SUSANNE WEIL

In Susanne Weil's "Wilderness Writing" course, taught during the January Interim, her class studies books and articles in wilderness contexts selected to help students experience what the authors were writing about. Pictured here is Weil's class after navigating with map and compass to Lost Horse Mountain Summit in Joshua Tree National Park. The class studied desert and ecological writers in Joshua Tree and Death Valley.

Agency's (FEMA) hazard-estimation program. Students will run different earthquake scenarios and estimate the potential impact upon the city of Whittier, which has expressed interest in the resulting data. "One thing we may do is rerun the [1987] Whittier earthquake," she says.

With the Puente Hills thrust and the Whittier fault nearby, students in project-based classes Vermilye has taught have collected data practically in their own backyard. "We can study all of structural geology by basing it on this one fault," she said.

Although Vermilye is enthusiastic about experiential learning in the earth sciences, she sees it as a supplement to, rather than a substitute for, text books and classroom work. "There's so much knowledge now, there's so much information. You've got to build on the historical knowledge base."

One of her classes met this January with a writing class taught by Susanne Weil, associate professor of English. Weil's class, "Wilderness Writing," explores the human relationship with the natural world and, in addition to an extensive reading list, includes camping and backpacking trips. Both groups had read a chapter of conservationist Edward Abbey's book *Desert Solitaire*. In Death Valley, they visited two sets of dunes—one pristine, the other with soil destroyed due to use by recreational



PHOTO: STEVE BURNS

Rafael Chabrán, associate dean and professor, describes the Greater Los Angeles area as a "laboratory for working out the ideas introduced in the classroom."

vehicles. This led to a wide-ranging discussion of rights and responsibilities in the conservation and use of public lands.

Another program that makes use of Whittier's location in a major metropolitan area is the First-Year Experience (FYE). Chabrán, who oversees the FYE, describes the program as a series of field trips and educational sessions for first-year students. The program's purpose is to help students adapt to Whittier College and includes an "Exploring L.A." component, with excursions to museums, concerts, theatrical performances and lectures.

The trips are about "exposure, opening up, helping students to be well-rounded," Chabrán says, and often include a meal somewhere. They always have "an educational purpose, but also a fun component." Because the program is voluntary, some first-year students sign up for all of the excursions, others for none.

The best experience he recalls was taking a group of students to the opera in the Dorothy Chandler Pavillion at the Los Angeles Music Center. "I thought they were not going to like it," Chabrán admits. But the group that traveled to downtown Los Angeles with him that night surprised him, and themselves.

The Whittier students—most of whom had never seen an opera—were stunned by the performance. "They were blown away. They loved it!" ◀

About the Author: Chuck Elliott '67 is a Whittier-based freelance writer and the author of Whittier College: The First Century on the Poet Campus.

SEASONED VOICES

Three Seniors Reflect on their Whittier Experience

Seniors Aileen Ramis, Ryan Fong and Michal Merraro share how Whittier has shaped who they are.

In the fall of 1998, we printed portions of the application essays of three new Poets. As they prepared for graduation this spring, we asked how college had changed them in the intervening four years.

MICHAL MERRARO: WHITTIER OPENED THE DOOR TO MY FUTURE

A 20-year old from Long Beach, Calif., Merraro says she can't quite decide whether she'd rather apply to grad school in English literature or go to Hebrew Union College for rabbinical school. She has decided, however, to take a year off after graduation to work and explore her options.

I have most definitely changed in the past four years, growing academically, socially and spiritually in a way that was unfathomable to me my freshman year. The college environment in which I was immersed has been the nurturing force; not only has it been a direct influence, it has helped to shape the changes that were inherent in simply growing up.

Since I wrote that application, I've become my "own person" in a way that I wasn't before. Obviously, I was (and still am) outspoken, true to my beliefs and close to my family. All the things I said in my original essay still hold true. However, now I stand more on my own two feet: I am no longer defined by my background, for it is

just one of many factors that make up my personality. Whittier has helped boost my self-confidence so that people don't automatically know my family history; there are more interesting things about me to share. The sum of my identity is larger than its parts alone; it includes, and encompasses, my many labels.

A professor recently told me I'm the "poster child for the liberal arts." If this is true, than I was always so; but it is at Whittier that I have been given the opportunity to play on those strengths, and to explore my options. On paper, I am a double major in English and philosophy, with a minor in women's studies, but some of the classes that have changed me the most—and forced me to think outside my accepted paradigm—were in sociology, history and religious studies. Academically, my mind has expanded exponentially—the faculty and classes have helped me to overturn long-held ideas and become a more thoroughly analytic, nonjudgmental and open-minded person.



PHOTO: STEVE BURNS

Yet in a seeming paradox, the school has also helped me learn that academics are not the end-all or be-all of life. When I wrote my original essay, much, if not most, of my self-esteem was wrapped up in academic performance. I did well in school because not to do so was unthinkable. Now, I am still a good student, but I am not thrown by the occasional “B”; my self-worth is rooted in things other than grades. My array of friends, for example, is diverse, and the deep friendships I have formed here have shown me, more so than any “official” Whittier experience, not only who I want to be, but who I *can* be.

For after all, I would have matured no matter what school I had gone to. But it is only at Whittier that I could have taken a class with a transgendered professor, traveled to Rome with faculty tour guides, and partied with friends from India, Utah and Taiwan. Whittier opened the door to my future, and showed me the path that I might take. And even more importantly, it provided me with the tools that I needed to step over the threshold on my own.

**RYAN FONG:
PART OF ME IS STILL THERE**

Fong is 21 and from Sacramento. He will graduate with a double major in English and cultural studies through the Whittier Scholars Program, with a minor in Spanish. His post-Whittier plans include “working and studying like mad” to prepare for the GREs and graduate work in a Ph.D. program specializing in contemporary British literature.



PHOTO: STEVE BURNS

Four years ago, I sat in front of a computer screen with a monumental task. Given what seemed an endless void of white and a 500-word limit, I was to somehow condense and distill my life experience and identity into a thoughtful, interesting and coherent statement. The assignment was a daunting one—one that forced me to examine and share a very personal and difficult experience: growing up with/without a stillborn sister. In many ways revealing that part of myself and my past was an attempt to communicate how much I valued and understood what going to college meant, how I would not take such a privilege for granted, and how I saw attending Whittier College as important and significant.

Now I sit in front of a different, but equally blank screen, with a similarly monumental task: to somehow condense and distill my Whittier experience and how it has shaped and changed me into a person different from the one who wrote that admissions essay. Admittedly, my understanding of that process is still incomplete as I continue to grow and change even through my final semester.

As I look for closure, I can’t help but think about the lessons I have learned, the

relationships I have formed and how they have all profoundly affected the way I see the world and my place within it. It’s a difficult and nebulous thing, but I will attempt to illustrate using a concrete example.

In front of me and next to my keyboard are two stapled bundles of paper. One is a photocopy of *The Rock* from just over three years ago, folded back to page 16 where my admissions essay is printed. The other is the personal statement I wrote for my Marshall Scholarship application. In some ways, looking at the prose is revealing. My later essay uses transitions more effectively, the thoughts and images are more developed, and it is more forceful and direct, while showing a more complex version of my goals, as well as a more specific articulation of them.

In that respect, I see the imprint of my education at Whittier. I do not really believe that my core values have changed that drastically in four years; I still want to be an educator, and I still want to work toward living in a world based upon empathy, compassion and justice.

But in imagining who I would be without Whittier, I don’t know if I would have traveled to the Dominican Republic, if I

would have attempted to learn Spanish, or even discovered my passion for contemporary British literature. What seems like a logical and fluid progression from then to now is really a chain of fairly arbitrary—but significant—events. Transforming? Yes, they have been, but not to the extent that I no longer recognize the author of my admissions essay. Part of me is still there, and part of him is still here—my Whittier experience is simply filling the space between. I couldn't be happier about that.

**AILEEN RAMIS:
I WILL NOT SETTLE
FOR LESS**

Ramis, who is 21 and lives in Cerritos, Calif., wants to take some time off before deciding on a course of study in graduate school. She is considering work as a teacher.



PHOTO CREDIT: STEVE BURNS

The concept of college was strange to me as I set foot on campus my freshman year. I would sit through another four years of lectures and then miraculously come out knowing what I wanted to do for the rest of my life. Coming in as an undecided major, this thought made me anxious. My elders told me that the more education I had, the

more money to live a comfortable life. So, although I did not know what I wanted to do, I thought my education at Whittier would somehow lead me to the career of my life and I would be richer. This was my only motivation for coming to college.

Little did I know how different my ideas would be after four years.

In high school, I read about European history and people like Karl Marx. In college, I learned about them again, but understood their importance and impact on this world. I valued my learning because it challenged the way I thought and inspired me to think differently. Theories and ideas learned from my peers and my professors put my mind constantly in motion.

My experience at Whittier has also allowed me to express myself in different ways. In no other place would I have had

the chance to learn how to perform a traditional Cambodian dance, sing and tour with the College Choir, perform in a Spanish play, or even try poetry and contemporary art. These experiences opened new venues for me, and I am excited about what I can do with them.

As for my major, I chose sociology at the end of my sophomore year. After changing my mind four times, I decided I could learn about my relationships with people and with society, as well as challenge my intellectual capabilities.

I am planning on teaching as a career, but the future will tell. Since I have been in school for the majority of my life, I feel as though I have more of the theory than the practice—I may change my career four times if I have to.

Now, I don't think I will be making an income of six figures after I graduate, but that's fine with me. I will still shoot high for the opportunities out there, and I will not settle for less. Having my foot in the door with my education, I do not have to walk blindly into the working world and conform to its patterns. I have some knowledge behind me, and I can use that.

I have made some lifelong friends at Whittier and grew to love my family and my God even more. As I graduate this May, I still feel overwhelmed and anxious about my future, but I have built up a great support group at Whittier, which I know will be there to help me.

I guess my college experience did not miraculously help me figure out what I wanted to do for the rest of my life. Yet, I will take my time. I still have a long way to go. I am just 21. ◀

“The mind is not a vessel to be filled, but rather a fire to be ignited.” —Plutarch

Plutarch’s statement guided faculty, students, alumni, trustees and staff through the 18-month long process of developing Whittier College’s new strategic plan, approved by the Board of Trustees in November.

“We began the process by identifying Whittier’s strengths,” says President Will, “and thinking about how we can build on these strengths—our Quaker heritage, our location in Southern California, the diversity of our student body, the fact that we have a law school, and our tradition of innovative curricula with both an interdisciplinary

focus and a real commitment to general education. Our goal is to make Whittier the best place it can be for our students, and we have developed a dynamic plan that will guide us as we do this.”

The process was led by a steering committee and five subcommittees that focused on specific issues. “As our discussions progressed, we developed what we referred to as ‘The Circle of Distinction,’” says Will, “because this model demonstrated that everything at the college—faculty, classrooms, residence halls—are interdependent and critical to creating an excellent learning environment for our students.”

As the planning process continued, explains Will, the circle metaphor evolved into a pyramid with “academic program” and “student life” as the sides with financial

strength serving as the base. The pyramid points towards the overarching goal of the plan—to make Whittier the finest and most distinctive national liberal arts college possible. The curriculum is the essence of our mission as an educational institution and is the source of our distinction,” says Will, “and we want to link the academic and co-curricular experience of our students in the richest ways possible. To do this with excellence, we need a sound financial base—achieved through prudent financial management and successful fund raising.”

Whittier has already begun to implement the strategic plan. Two parallel committees have been formed—the Curriculum Review Committee and the Campus Culture Committee. Paul Kjellberg, associate professor of philosophy, is chair of the Curriculum Review Committee and is leading a campus-wide discussion. “Through this focus, we are striving to make the education we offer the engine of Whittier’s success,” says



Planning for the Future

Perpetuating Whittier’s Leadership in the Liberal Arts

Kjellberg. “We will work to use scholarship and teaching to enhance each other and the education we offer. I see this as a real commitment on the part of the college to bring the art of teaching to even greater heights. From a faculty perspective, the opportunity to flourish as a teacher is why we are at Whittier.”

Kjellberg and his committee have started the process by holding a series of discussions, open to all members of the campus community, about the curriculum and related issues. “What we want to do,” explains Kjellberg, “is get everyone thinking and talking, and not locked away in their respective departments. We all care about Whittier, and we all agree that there is something very special about this place. Now we are working to define and distill this.”

In addition to holding open meetings on campus, Kjellberg and his committee will study how other institutions are grappling with curricular issues by attending conferences and visiting other colleges.

The committee will also host a curriculum conference on campus next fall. “We want to take advantage of the expertise that we have on campus, and give people opportunities to explore interests they might have related to curriculum,” says Kjellberg. The keynote speaker for the conference will be Luke Menand, Distinguished Professor of English at City University of New York, who just won the Pulitzer Prize for history for his book *The Metaphysical Club*.

Menand is currently working on a study of higher education. “His descriptions of the challenges facing liberal arts colleges in the future so closely reflect Whittier’s situation that we thought a visit here would be particularly interesting both for him and for us,” notes Kjellberg. (Note: Kjellberg

encourages alumni who have thoughts on Whittier’s curriculum to contact him at 562-907-4200, ext. 4404 or via email at pkjellberg@whittier.edu.)

The Campus Culture Committee, chaired by Dean of Students David Leonard, has also begun its work. “The charge to the committee is to strengthen the student experience and enhance the campus community,” says Leonard. “We want to create a learning-centered residential community. We want to develop connections between students and faculty outside the classroom and create spaces and opportunities for learning in the residence halls. We also need to concentrate on our students who live off-campus and integrate them into campus life in a way that is successful.”

The Liberal Arts for Today’s World

“Whittier College is dedicated to student learning and transformation. As a community, we expect and foster engagement and excellence through the rigorous tenets of the liberal arts, with a strong interdisciplinary emphasis, drawing upon our location in an exceptionally diverse multicultural metropolis. A Whittier education weaves together theory and practice to inspire lifelong learning, responsible citizenship, personal development and professional success.”

The Campus Culture Committee will also evaluate existing programs. “The Faculty Masters program is very distinctive, and we want to be sure it has the support it needs,” says Leonard. “We will be looking at the important role that athletics play for many of our students, and how we can more fully integrate athletics into their Whittier experience. We will be studying our students’ needs in terms of services and facilities, and we will develop a formal assessment tool to make sure that we understand our students’ needs and expectations.”

The third focus of the strategic plan, assuring a strong financial foundation to support the academic program and the student experience, is also underway. A priority for the college is to increase the size of the endowment through sound financial management and mission-based fund raising. Whittier’s senior administrators have already begun determining the costs for the initiatives set forth in the strategic plan in order to prioritize them and begin to identify sources.

“The strategic plan will guide our vision and direction now and for the next 10 years,” says Will. “It was a fascinating process, because the plan reminded us of so many things that we already do well. In implementing this plan, we will be building on our strengths. Most importantly, going through this process reaffirmed Whittier’s identity and central mission—to be the finest and most distinctive national liberal arts college possible.” ◀

Editor’s Note: For a copy of the Strategic Plan, contact Kristin Wiberg at (562) 907-4885 or kwiberg@whittier.edu.

FIELD OF DREAMS BECOMES A REALITY

After years of sharing the soccer field and using community diamonds, the Whittier College softball team finally has its own on-campus field, which was dedicated on Feb. 10. Nestled in the hills on the east end of campus, the Charles and Marie Palmer Softball Field was made possible due to the generosity of several alumni and friends of the college, not to mention the efforts of professors, administrators and coaches.



PHOTO: LISA MCCARRELL

The Charles and Marie Palmer Softball Field was dedicated Feb. 10, giving the softball team its own field for the first time in the program's history.



PHOTO: LISA MCCARRELL

Donors (left to right) Marie Palmer '42 and Chester '40 and Olive McCloskey '44 were on hand to help dedicate the new softball field.

"This field gives us a sense of ownership after years of playing on other fields," said Mike McBride, professor of political science and head softball coach, who was master of ceremonies at the dedication.

On hand for the ceremony were donors Marie (Lindahl) Palmer '42, Chester '40 and Olive (Jordan) McCloskey '44 and Jack '42 and Velma (Ramsey) Scott '42 as well as Don Carty, owner of Carty Construction, the

company that transformed the site into a state-of-the-art playing field, and father of C.J. Carty '00 and Mitch Carty '96, head coach of men's golf and water polo.

"Dave [Jacobs] brought me up here when it was just a gully full of dirt," Carty said. "But I promised him we would get it built, and we did."

The softball diamond was named for Bob Giomi, a former associate dean and

Whittier's first softball coach. Giomi guided the program for its first 12 years and continues to be a strong supporter of women's softball.

Trish Van Oosbree, assistant professor of physical education and recreation, who served as interim director of athletics, spoke of how difficult it was to have a viable softball program without proper facilities.

College Trustee Willard V. "Bill" Harris '55 said, "Our goal is to build an athletic program here, and this softball field is a cap on that goal." He reminded the crowd that "we still need lights, bleachers, and a scoreboard, so donations are still being sought."

Players from the first varsity team came from around the country to attend the event. They were joined by other alumnae players from the past 20 years. "It's nice to have our history here with us today," said McBride.

After the ceremony, about 30 alumnae players took on the current team of players



PHOTO: LISA MCCARRELL

Mike McBride, head softball coach and professor of political science (left), greets Bob Giomi, former associate dean and Whittier's first softball coach.

B O X S C O R E S

Teams competing in the Southern California Intercollegiate Athletic Conference (SCIAC) include Cal Lutheran, Caltech, Claremont-Mudd-Scripps, La Verne, Occidental, Pomona-Pitzer, Redlands and Whittier. Not all schools participate in every sport. Here's how Whittier's winter sports teams fared:

Team	Overall Record	Conference Record	Conference Ranking
Men's Basketball	10-15	4-10 SCIAC	6th
Women's Basketball	14-11	8-6 SCIAC	5th
Men's Swimming	1 dual	2pt Conf. Champ.	6th
Women's Swimming	1 dual	2pt Conf. Champ.	6th

in a split double-header: 8–7 varsity in the first game and 3–0 alumnae in the second. McBride said the alumnae win included “perhaps the best play I’ve ever seen Debbie Countess [’86] make in the outfield, and she was an All-American outfielder when she played at Whittier.”

As the season opened and conference play began in early March, McBride said the team was enjoying the “flexibility and sense of ownership the field gives for practice and the home-field advantages for games.

“We are all—team and coaches—very grateful to the donors and college for giving us this new home in such a beautiful setting,” McBride said. “The alumnae support at our dedication was overwhelming. More than 30 percent of all of our alumnae were there, along with additional letters of congratulations.

“I think all of the ‘old timers’—and we had five starters from the very first team at the dedication—shed a tear when we named the diamond after Bob Giomi, and I know he was very appreciative of that gesture,” McBride said. “And I also appreciate

how willingly the current team has taken on the task of keeping the field looking nice

after practices and games so we can remain very proud of this facility.” ◀



PHOTO: COURTESY OF THE OQUAKER CAMPUS

A Real Record-Breaker

Senior Jeff Cleveland (above) broke three swimming records during finals in February, the 200 (1:46.24) and 500 freestyle (4:48.07) and the 200 butterfly (1:55.84). Sophomore Ginnette Kindig broke the 50 freestyle (25.12) and the 100 (1:07.01) and 200 breaststroke (2:26.57). In addition, records were broken in the men's (1:31.240) and women's 200 (1:44.68) freestyle relay and the men's (1:44.16) and women's (2:00.10) 200 medley relay. Cleveland and Kindig qualified for the national championships, held at Miami University of Ohio. Kindig placed in the top 25 in the 100 breaststroke with a time of 1:08 and in the top 30 in the 200 breaststroke with a time of 2:29. Cleveland did not compete in the nationals.

HAWAII CHAPTER HOSTS RECEPTION

A group of alumni and friends of the college gathered at the Oahu Country Club on March 9 to hear from President Will and Urmi Kar, dean of enrollment.

Will spoke about the college's recently completed strategic-planning process and gave an update on the library project. Kar told the group about this year's first-year students and about the very strong applicant pool for the class of 2006.

The reception was hosted by Steve Ai '76 and planned by Maura Yee '76 and Debbie Shimizu '76.



PHOTO: MAURA YEE

Hawaii Reception: The Oahu Country Club in Honolulu was the site of an alumni reception for President Will on March 9.

with Poets—you may be just the person for the Director of Alumni Relations position.

The person applying for this position must have a bachelor's degree. A minimum of five years experience in a related field with progressively more responsible positions is also required. Related experience could include not-for-profit or educational management, fund raising and/or event planning. The job includes flexible working hours and some travel.

Familiarity with the college, a sense of humor, an ability to perform miracles and access to a crystal ball are added assets. It is expected that the new director will be in place no later than the end of next November. (Interim Director Beth Fernandez '82 agreed to serve on a temporary basis to help the college and the Alumni Association. While she loves her work and Whittier

College, she has no plans to become the permanent director and is, in fact, trying to retire.)

For the official job description, salary range and timeline, contact the college's Office of Human Resources at (562) 907-4208 or check the employment pages of the college Web site at: www.whittier.edu.

AN AFFINITY FOR WHITTIER

In the Alumni Office, we know that every household receives dozens of solicitations for credit cards. Organizations such as National Geographic, the Smithsonian and the National Rifle Association offer affinity relationships to their members.

So why should Poets chose the Whittier College card? Because several years ago, the Alumni Office worked with MBNA to ensure a good set of benefits for alumni, so the card is at least as valuable as any other bankcard. However, when you accept MBNA's Whittier College card, you are giving to the college at no cost to yourself.

NEW ALUMNI DIRECTOR SOUGHT

If you are organized, efficient, imaginative, flexible, love to plan and execute events, can manage staff and volunteers, communicate well both verbally and in writing, can handle a budget, are frugal, wise, friendly and enjoy human interaction—especially

Every new card means a dollar for the Alumni Association, and a percentage of every card renewal and purchase is credited to the college. The Association currently receives about \$15,000 a year in affinity income. (There are no fees or added costs to you when you use your card; this money comes from the marketing budget of MBNA.)

Affinity income is used to subsidize events to bring the cost down for alumni who attend, and it also provides services for students and alumni. Using the MBNA Whittier College card is a painless way to support your alma mater.

ALUMNI ASSOCIATION PLANS REORGANIZATION

At the March 2 Town Hall meeting, the Alumni Association Board voted to move forward on a reorganization plan that should be in place by the end of the academic year.

Beth Fernandez '82, interim director of alumni relations, said the current board will shrink to 33 members, who will meet twice a year to consider governance issues. They will be advised by a new Alumni Advisory Council of 100 or more members, who will meet annually. The advisory council will include broad representation from across the alumni spectrum, she said, including such groups as "societies, class agents, Cap and Gown, the Alianza de los Amigos and African American Alumni Association and regional alumni clubs. These groups will all be selecting their own representatives,

but anyone who would like to be considered as a council member should contact the alumni office."

The current board is also rewriting the association's bylaws and constitution to reflect the new system, and these changes should be approved at the May 18 meeting. Deborah (Cramer) Arroyo '90 is president of the current board and will continue for at least one more year, overseeing both the board and alumni council.

"We're hoping these changes will make it easier for more people from a broader spectrum of alumni life to participate,"



PHOTO: BETH FERNANDEZ '82

Wayne Harvey '60, alumnus trustee, gave a report from the Board of Trustees to the Alumni Association Board at the latter group's second Town Hall meeting.

Fernandez said. "By cutting back on the number of meetings, and placing the ones we do have at Homecoming or Reunion Weekend, we should be able to involve a more diverse array of alumni than we have in the past."

In addition, traditional committees have been renamed and members are reviewing their goals and objectives.

The Alumni in Training Committee focuses on activities and services to current students. They are also charged with assisting Admissions with student recruitment as requested and activities for the newest graduates.

The Communications Committee is focusing on all aspects of communication with alumni, from Web interactions to the *Alumni Newsletter*.

The Continuing Education Committee develops a calendar of activities and events for alumni and oversees the arrangements for activities ranging from Reunion Weekend and Homecoming to lectures, concerts and tours.

The Long-Range Planning Committee has reviewed the most recent five-year plan and is developing a mission and vision statement and goals and objectives for the next plan.

All alumni are invited to participate in committee work. If you are interested in serving on any of these groups, please contact the Alumni Office at (562) 907-4222 or via e-mail at alumni@whittier.edu. ◀

POET TO POET

1940

• **Dorothy (Dill) Sundin** writes that she enjoys receiving *The Rock*, but would like to see more news from her class. She lives in Laguna Woods, Calif., and is the caretaker for her husband, Stan, who suffers from Alzheimer's.

1942

• **Sally (Bullis) Jones** writes that she and **Shirley (Anderson) Latham '43**, **Virginia (Hill-Richardson) Miller**, **Marie (Mehrten) Howell** and **Verna (Osborn) Myrz** met last year in Palm Springs to see their "contemporaries" in the Palm Spring Follies.

1943

• **Bill Thompson** writes that Betty, his wife of nearly 60 years, died last December. He says he's fortunate to have a strong family support system and will continue to live in Irvine, Calif.

1946

• **Margaret (Dubroy) Harris** retired from nursing after 23 years and stays active as a music teacher, organist and choir director.
• **Phyllis (Wilkerson) Rothe** writes that she is adjusting to life after her husband, Don, passed away. Last summer she spent a month touring parts of Europe, including a cruise on the Rhine, Main and Danube rivers.

1947

• **Jack Brownell** served on the board of directors of the International Association of University Presidents from 1989–2000. He is president emeritus of California State University, Dominguez Hills.

• **John "Fred" Butler** coached and taught high school for more than 30 years and writes he has now enjoyed 20 years of retirement.

• **Frances (Journigan) Reese** held a get-together in her home on Balboa Island, Calif., last fall for classmates **Audrey (Casselmann) Cartwright**, **Julie (Chestnut) Holbrook**, **Shirley (Moore) Shade**, **Betty Ann (Ruether) Randolph**, **Betty (Stanley) Seemann**, and **Betty (Westfall) Robinson**. Cartwright, the only non-local in the group, came in from Northville, Mich.

• **Fred and Doris (Chambers) Pearson '66** each retired from teaching and now spend half of each year in Oregon and the other half in Desert Hot Springs, Calif.
• **Barbara (Chandler) Magnusson** keeps busy with church and senior center activities and makes a couple of trips each year to Texas and Oklahoma to visit her children.

• **Roberta "Bobbe" (Christofferson) Brown** writes that she enjoys retirement in San Jose, Calif., where she attends opera and supports the performing arts. She spent time last year with alums **Pat (Cattanach) Deihl '46** and **Mae (Scott) Mossman '46** when they helped plan her daughter's birthday bash.
• **Florence (Davis) Miller** enjoys living near the beach where she can take walks and collect sea shells. She also travels to Canada often to visit relatives.

• **Russell Heck** writes that last summer he had a great time driving to Denver for a genealogy convention, after which he continued on through Nebraska to South Dakota, seeing such sights as Mt. Rushmore and the Crazy Horse Memorial.

• **Kati (Hudspeth) Ferguson** and her husband, LeRoy, moved to a retirement complex in Oregon after 43 years in Oxnard, Calif. They

have many relatives in Oregon and look forward to making new acquaintances.

• **Thomas Jones** was honored with a 50-year pin from the Masonic Lodge of California.

• **Maxine (Murdy) Trotter** and her husband, George, celebrated their 55th wedding anniversary last summer during a family vacation at a Wyoming dude ranch. She also sang with the **William Hall ('56)** Chorale in Rome, Venice and Florence.

• **Jim Robinson** was honored by the Whittier High School Class of '51 at its 50th class reunion as one of its five favorite teachers.

• **Bernice (Todd) Morris** took a cruise up the coast of Norway into the Arctic Circle last year. She also enjoys spending time with her grandchildren.

• **Eliot Wirt** retired from teaching and writes that his hobbies—amateur radio and barbershop singing—keep him busy these days. He and his wife, Nancy, live near their children in San Jose, Calif.

1948

• **Chuck Dinneen** writes that he and his wife, Rena, enjoy taking cruises all over the world when health permits.

• **James Gregory** writes that his thoroughbred partnership had a good year with one filly winning the San Clemente Handicap and coming in third in the Del Mar Oaks. He had horses running in New York, Maryland, Florida, Kentucky and California. Of the six actives, five have made it into the Winner's Circle. He and his wife, Dorothy, also traveled to Italy, Britain and Belgium last year.

• **Margaret (Healton) Bakker** entertains with several groups at retirement and assisted-living residences by singing, playing violin and auto-harp. She lives in Colorado with her husband, Jakob, and says her activities center around church, music and home.

• **Donna (Loveridge) Sterling** retired as assistant superintendent of the Oxnard Union High School District in 1983, and then earned her Ph.D. in 1992. She has been working on an advisory committee for the local school district and a committee to preserve Arroyo Grande (Calif.) Village.

• **Laurel Meyer** writes that she still loves living in Whittier and likes to travel. Recent trips included a Panama Canal cruise and a 15-day tour of Africa.

• **Arlene (Mitchell) Bird** and her husband, Norman, spend seven months a year in Sonoma, Calif., and the five months of winter in Yuma, Ariz., where she teaches line dancing and attends classes.

• **Rowena (Palmer) Kratzer** and her husband, Herb, celebrated their 50th wedding anniversary in October of 2000, just two months before Herb died of complications following heart surgery. She continues to do church work and tutor adults.

1950

• **Ralph Gentry** writes that golf continues to be a big part of his retirement life, and he would love to correspond with other classmates who are "golf nuts."

1951

• **Barbara (Black) Phinney** is retired and lives in Coeur d'Alene, Idaho. She writes that she and her husband enjoy the abundance of wildlife in their yard, gardening and raising orchids. She also teaches knitting at the local yarn shop.

• **Russ and Carol (Hunnicut) Holt '54** live in Honolulu and write that they have enjoyed 50 years of marriage.

• **Sally (Martin) Callahan** was elected director emerita of the American Dairy Goat Association at the national convention in Iowa last summer. She has operated a commercial dairy for 17 years and was a livestock appraiser for 11 years. She is still a licensed judge and works at shows and fairs across the country.

• **Beverly (Rohland) Ludwig** retired after 34 years of teaching. She is active in a number of peace organizations and community activities, including acting as a court-appointed special advocate for children in foster homes and serving as a member of the League of Women Voters and Olympic Environmental Council. She enjoys swimming, canoeing, tap dancing and participating in the Sleuths Club.

A NOTE TO ALUMNI

We welcome your Poet to Poet submissions and will include them as space permits. Mail the information to your class agent or to *The Rock*, P.O. Box 634, Whittier, CA 90608. You can also fax it to us at (562) 907-4927 or send it via e-mail to therock@whittier.edu. In the future, entries to the alumni guestbook on Whittier's Web site will not automatically be included in Poet to Poet.

WC Alum Is Nixon Foundation Chair

PHOTO COURTESY OF THE RICHARD NIXON LIBRARY & BIRTHPLACE



Donald Bendetti '52, recently elected Nixon Foundation Chair pictured with his wife, Dorothy (left) and Julie Nixon Eisenhower.

Donald Bendetti '52 has been elected chairman of the Board of Directors of the Richard Nixon Library & Birthplace Foundation.

"President Nixon's greatest accomplishment was his 35-plus years of unrelenting effort to end the spread of Communism in the world," said Bendetti. "This effort helped immensely in taking us down the road to the end of the Cold War with the Soviet Union. His 1972 opening of relations with the People's Republic of China created a more stable balance of power in the Asia-Pacific region and set the stage for the vast benefits of truly global trade."

Bendetti oversaw construction of the library and birthplace during 1989-90 and has served as foundation vice chairman and secretary since 1997. A semi-retired land planner and developer, he met Nixon in 1970 and served as business and campaign director for Nixon's 1972 reelection campaign.

"My focus at the Nixon Foundation will be to promote a public rebirth and renewal of President Nixon's real legacy," said Bendetti, "so that future historians can write about him accurately."

Bendetti and his wife, Dorothy, live in Laguna Beach, Calif.

1952

- **Bill Eberhart** writes that once a week he goes fishing on a half-day boat tour out of California's Los Alamitos Bay. He also enjoys gardening and teaching Bible classes.
- **Lawrence Macrorie** and his wife, Constance, celebrated their 50th wedding anniversary in a vow exchange planned by their children. Among those in attendance were sons **Michael '75** and **Christopher '81**.

1953

- **Marjorie (Henderson)** and **Everett "Bud" Burchell** write that when they were students, they met regularly in the library. After they graduated, libraries continued to be an important part of their lives. Bud is currently serving his second term on the Gilroy Library Commission, working on its library expansion. They have decided

to give to the Whittier College library expansion project because of all their library associations.

1954

- **B. Allen Bertoglio** and his wife, Mary Louise, will celebrate their 52nd wedding anniversary this June. He retired from the Covina-Valley (Calif.) Unified School District and now teaches math for the Tri-Community Adult Program.
- **Ethel (Bingham) Polizzotto** lives in Escondido, Calif., and writes that she continues to enjoy retirement and activities with friends.
- **Russ Bonham** took a one-month trip across the Atlantic and up the Amazon.
- **Bob Capps** and his wife, Tonia, cruised to the Caribbean, Alaska, the Mexican Riviera and the Baltic Sea during 2001. One of the three cruises they have planned for 2002 will be to

the Hawaiian Island with classmates **Don** and **Marj (Conley) '54 Aikens**.

- **Marjorie (Conley) Aikens** writes that she and her husband, Don, did a lot of traveling last year. Two of their most interesting trips were a week in Cuba with an emphasis on Cuban culture, and a tour of WWII European battlefields, museums and military cemeteries in Belgium, Holland and France.

- **Dick Covington** writes that he "recycled" in 1990 after 20 years at Western Washington University. Since then he has been involved in various community services and is enjoying life.

- **Kathleen Davis** works part-time at the Kaiser Clinic in Whittier. She still rides, and writes "I haven't fallen off my horse recently." Last summer she took a three-week vacation to South Africa.

- **Inez (DiScala) Dahl** writes "retirement in the great Northwest is fantastic." She attends Friends Church and enjoys spending time with her grandchildren.

- **Joy (Escher) Bloom** writes that she enjoyed spending eight months last year caring for her new granddaughter in her daughter's medical office.

- **Richard Ferguson** works part-time in the Grand Teton National Park but says "not enough to interfere with hiking, fishing and cross-country skiing." He uses some of his Whittier College training on the local parks and recreation board.

- **Dorothy (Graves) Palmer** writes "I am 89 years young." She is a retired school teacher living in Downey, Calif.

- **Aletha (Gray) Hotaling** writes that her husband of 47 years died of a stroke, but she is grateful they had the opportunity to enjoy a long cruise only months before, leaving her with good memories.

- **Dwight Hoelscher** writes that retirement is great. His latest travels include Hawaii, Alaska, June Lake and Palm Desert.

- **Patricia (Josten) Moritz** writes she is a single woman again, living in Arcadia, Calif., and would love to hear from old friends.

- **Bette (Jordan) Barmore** writes that she and her husband, Dale, had an interesting year, celebrating their 50th wedding anniversary and traveling to Maine for a family reunion. She is also the president and

CEO of California's P.E.O. Home, which has campuses in Alhambra and San Diego.

- **Phyllis (Kauffman) Bettelheim** took two great trips last year—Thailand, Cambodia and Vietnam in the spring and Spain and Portugal in the fall.

- **Bob** and **Carol (Evans) Keck** still live in Whittier and write that they enjoyed seeing classmate **Russ**

Bonham and his family, and several other alums at the dedication of the Bonham Track last year. Bob celebrated his retirement by taking a trip to Minnesota with their 10-year-old granddaughter, and did some High Sierra backpacking with their daughter and two grandsons.

- **Bill Kleese** lives in Riverside, Calif., and writes that he is getting his garden ready for another spring tour. He also remains an avid antique collector.

- **Beverly (Kohn)** and **Tony Pierno** write that they enjoy their desert home in Indian Wells, Calif., and encourage visitors. The highlight of last year was the birth of their granddaughter.

- **Robert Liverman** writes that since retiring from Illinois State University he has taken up water color painting and attends classes at the senior center.

- **Ray McMullen** and his wife, Nancy, traveled to Kenya last year with their children and grandchildren. He enjoyed seeing the families' first experience with wildlife. They also took two trips to France and one to Russia, "adding to our understanding of the world."

- **Sybil (Morrow) Sides** retired from social service work and volunteers with children's programs and the Humane Society.

- **Boone Owens** spent six months last year at the University of Minnesota on a battery materials project. After another few months in Arizona, he plans to be back home in North Carolina this spring.

- **Phyllis (Parsons) Evans** does volunteer work at the Arroyo Grande Community Hospital in Grover Beach, Calif., Citizens in Action and the local performing arts center.

- **EdaBeth (Patterson) O'Connell** and her husband, Jim, live in Ireland and returned to the United States early last year to visit family.

- **Shirley (Pickens) Shuff** writes that she spends as much time as possible traveling, with trips during the past year to Africa, Egypt, Disneyworld, New England and a cruise on the St. Lawrence Waterway.
- **Louie Pontrelli** retired as an adult school administrator in Alhambra, Calif., and now volunteers at the Whittier Historical Museum and the Homestead Museum. He enjoys traveling around the United States and Europe.
- **Shirley Pope** writes that she and her husband, Bill, took a six-week trip to Italy, Belgium, Holland and the United Kingdom before hurrying back to Anchorage for the gardening season.
- **Sally (Scott) Feistel** writes that she still enjoys living on California's Monterey Peninsula and continues to be involved with special afternoon tea parties.
- Last year, **Bruce Sheperd** and his wife, Julie, celebrated their 50th wedding anniversary and vacationed in China.
- **Ruth Ann (Roewekamp) Hudson** writes that she took a wonderful trip up the coast to Vancouver, stopping in Monterey and Carmel, Calif., to visit family.
- **Jack Spiri** lives 7,000 ft. up in the Rockies in a town of 800 people, and writes that he loves telling his friends in California that he sees more deer and elk than cars.
- **Virginia Weaver** works at The Wacky Wicker in San Diego, Calif. Last summer she and her son attended her daughter's wedding in Santa Cruz, Calif., then spent three days enjoying Yosemite before returning home.
- **Don Wells** and his wife, Marilyn, moved to their ranch in Bend, Ore., after retiring eight years ago. Since then he has become an avid volunteer with several national and community organizations. Besides playing tennis, racquetball and handball, he is on two winning softball teams, one that took the Gold Medal at the World Senior Games in 1997.
- **Jody (White) Rice** writes that her husband, Harold, died two years ago. She continues to live in Utah and volunteered for the Olympics. During the games she was at Soldiers Hollow, the site for the cross-country Nordic combined and the Biathlon.

1955

- **Shenora (Kirishian) Adishian** writes that she has been retired for many years but is busier than ever with family, teaching Sunday school and volunteering at her grandchild's fourth grade class.
- **Pat Cheatley** was incorrectly referred to as female in the last issue. We apologize for the error.
- **Jerry and Cecilia "Muffy" (Leggett) '57 Betker** celebrated their 47th wedding anniversary. They live in Lake Tahoe and enjoy winter sports and volunteer activities. Jerry also started a new company, Tahoe International Marketing.
- **Bill Greene** writes that he finally retired and will be dividing time between Utah and Mexico, where he has had a home since 1966.
- **Ann (Howard) Cowan** and her husband, Jim, are retired and stay busy with church activities and travel.

Some recent trips have included Spain, Portugal, Australia, Kenya and a river cruise in Europe from Budapest to Amsterdam.

1956

- **Carol (McClellan) Gearheart** is a retired teacher who enjoys spending time with her grandchildren. She writes "our hobby is doing what we want to do when we want to do it."
- **Donna Lou (Nelson) Van Buren** is a missionary professor at Union Theological Seminary in the Philippines. She has also performed missionary work in Mexico. She's an active community volunteer and enjoys reading, writing letters, hiking and travel.

1960

- **James Allen, Jr.** retired as director of officials for the National Soccer League to become a "gentleman"

farmer in Sharpsburg, Md. He and his wife, Susan, also spend time at their place in Vermont, working boarder collies on sheep and taking part in herding trials. Allen still does some travel for the U.S. Soccer Federation, instructing and assessing referees.

- **Joan (Betts) Wanamaker** retired two years ago and is currently working on the development of a charter school in Modesto, Calif., for homeless children. She has enjoyed trips to Moorea Island in French Polynesia, Greece and Texas to visit family.
- **David Bolick** writes that he is happy to get out of the snow in Nevada and is enjoying the balmy weather of Monterey Bay, Calif.
- **Bill Donner** retired from the Temple City (Calif.) High School athletic department. He and his wife, Kay, enjoy golf, fishing, gardening and woodworking.
- **Carol (Dorn) Yeakley** retired after teaching parent participation

Poets Share a Passion

Poets **William Peel '56** and **Rich Adams '67** have more than just Whittier College in common. They share a true passion for cars—from one of the first to one of the finest.



PHOTO COURTESY OF WILLIAM PEEL '56

William Peel '56 and his wife, Ann, display their restored "Tim Lizzy."

Peel's love of the gas engine takes him back to the beginning, the Model-T, the old "Tim Lizzy." Designed as a transportation tool for the average man, it was the first car to be built on a production line in 1908. Peel is currently restoring his second "T" and a vintage gasoline pump.



Rich Adams '67 (inset) with his passion—the Ferrari.



PHOTOS COURTESY OF RICH ADAMS '67

Adam's fascination runs to the European engineered, custom-built Ferrari. In 1947, when Ferrari first began building cars under his own name, he built only a handful each year, mostly racing cars. To this day, only a few thousand Ferraris are produced each year. Adams bought his first one "at the ripe old age of 29," and another that was owned by Desi Arnaz. "Having owned three Ferraris so far in my life has been a true privilege," he says.

But their passion doesn't end with buying, selling and restoring. Peel and his wife, Ann, participated in an extensive Model-T tour with the national organization last summer and says "we intend to do a lot more of that in the future." Adams has been a member of the Ferrari Owners Club for more than 15 years, having held a number of positions. "I originally joined because of the cars," he says, "but remain a member because of the people."

pre-school classes for 20 years at Grossmont Adult School in La Mesa, Calif.

- **Dagne (Edmondson) Sharts** lives in Simi Valley, Calif., and writes that she keeps busy by being a grandparent and working part-time at a local department store.

- **Sally (Gafford) Martin** and her husband, **Bruce '57**, live in La Habra, Calif., and enjoy visiting their granddaughter whenever possible.

- **J. Edward Gaylord** writes that his recruiting business has changed its focus from recruiting management-level accounting professionals for Silicon Valley companies to a specific speciality—attorneys, particularly patent attorneys—for law firms and companies worldwide.

- **Wayne Harvey** writes that he continues to enjoy retirement in the California desert. He is an avid cyclist, having cycled more than 16,000 miles in the past two years. His most recent trip was from Mendocino to Ventura (Calif.) along Highway 1.

- **David Heyes** retired as a senior engineering geologist from the California Department of Transportation and lives with his wife, Kaye, in Fremont, Calif. He works part-time and enjoys traveling, fly-fishing, skiing and trailer camping.

- **Marilyn (Jimerson) Anderson** retired from singing and has spent the past 10 years selling real estate for Pardee Homes.

- **Marilyn (Jones) Forst** retired from teaching and serves as president of the Hemet Unified School District and a delegate for the California School Board Association. She also owns a boutique.

- **Daunn Lovejoy** writes that she attended the International School of Nurses convention in Denmark, and visited Oslo, Norway, and Stockholm, Sweden. She also sang with a choir at Carnegie Hall.

- **Theodore Thatcher** writes that he "finally retired and is enjoying life to the fullest!" He has 11 children scattered from France to California.

- **Weldon Wankier** stays busy running a ranch and raising quarter horses.

- **Marty and Vera (Klure) '59 Peterson** live in La Habra, Calif., where she works part-time in the PTA thrift shop and he substitute teaches during summer school.

- **Bill White** retired after 35 years of school administration in California and Washington. He also retired from a second career in real estate. He enjoys traveling in Europe, Canada and the greater Northwest.

- **Marilyn (Wrench) Boccuzzi** writes that she and her husband were on a flight from Connecticut to Seattle on Sept. 11, which was grounded in Chicago for five days, causing them to miss their Alaskan cruise. They say the experience, however, has not curtailed their travel since then.

1962

- **Christopher Cross**, former president of the Council for Basic Education, joined the Center on

Education Policy as a senior fellow last December. He is now researching and writing about the evolution of the federal role in education. The center is a national independent, nonpartisan advocate for improved public schools and receives its funding from charitable foundations.

1963

- **Raymond Erickson** is a professor of music at Queens College and the Graduate School of the City University of New York. Last October he was decorated with the Officer's Cross of the Order of Merit (Bundesverdienst-kreuz 1.Klasse) of the Federal Republic of Germany in a formal ceremony in New York. In

making the award, the German Counsel General cited his sustained commitment to enhancing German-American collaboration.

- **Helen (Hunnicut) and Mel Flint '62** are both champion sharpshooters, being among the top small-bore rifle competitors in the United States. They have 69 national records between them, and traveling to competitions has taken them all over the country. Last summer they were featured in a full-page story in the sports section of the Yucca Valley (Calif.) *Hi-Desert Star*.

1964

- **Patricia Hakimian** is principal of College School District in Santa Ynez, Calif., a small district with around 570 students.

- **Roy Johnson** stays busy with Scouts, storytelling and Sons of Norway activities. Last year he completed 88 storytelling performances. He also works as museum conservator at the Camp Parsons Boy Scout Camp Museum.

- **Richard Johnson** is an attorney specializing in real estate and commercial finance law, representing developers and financial institutions in commercial real estate transactions. The firm in which he was a partner integrated into Barnes & Thornburg last June.

- **Gordon Wilkins** retired in February after 29 years with Avon Products. He had worked in their offices in Hong Kong, London and New York, and says he will now divide his time between New York and Europe.

1966

- **Dennis and Carolee (Callicott) Robertson** have lived in Lakeview, Ore., for 20 years. He has been teaching math for 35 years, and for 10 years she has taught French and taken groups of parents and students to Europe every other year. Both are active in the church, where Carolee is the choir director and Dennis chairs the Missions Committee.

- **Linda Crowley** was named Teacher of the Year for the Los Nietos School District in Santa Fe Springs, Calif., in recognition of her 17 years of service and teaching excellence.

Celebrating Youthful Accomplishments

William E. Kelley

'60 has been named national director and CEO of the Congressional Award Foundation, a Washington, D.C.-based organization dedicated to recognizing the volunteer and personal achievements of young people aged 14 to 23. Kelley is responsible for leading a staff of 11, delivery of the program to young people directly and through partner organizations, leading the organization's fund raising efforts and its relations with Congress.

Kelley will oversee the Congressional Award program that presents certificates and medals to young people who have designed a challenging four-part program composed of voluntary community service, personal development, physical fitness and adventure. Many participants find their work in scouting, 4H or other organizations also may qualify for the Congressional Award. More than 10,000 youth across the country participate in the program, which was established by Congress in 1979. The gold medals are presented in Washington, D.C., in July, usually by the Senate majority and minority leaders.

"We are poised to deliver this program to many more youth across the country and from all walks of life," Kelley said. "I am thrilled to have this opportunity to work with Congress and our private sector partners to deliver America's award for youth."

Prior to taking this position, Kelley was an executive in the Washington office of Smith, Bucklin & Associates, an association management company. In addition, he is chairman-elect of the Greater Washington Society of Association Executives and a retired U.S. Navy captain.



William E. Kelley '60

PHOTO COURTESY OF CHRISTOPHER O. BANKS

- **Diana (Lai) Thayer** writes that she was permanently paralyzed from a stroke she suffered in 1997. She retired after 30 years of teaching at Arroyo Seco Jr. High School in Valencia, Calif., but has returned to teach math part-time.
- **Janie (McMillan) Reitherman** is recovering from throat cancer.
- **Pat (Pettigrew) Harvey** writes that now that her husband, Dick, has retired from the Whittier College political science department, he has been helping her baby-sit their two youngest grandchildren. They would love to hear from former students and friends.
- **Stephanie (Walker) Mendez** writes that she and her husband, Mike, retired and moved to Santa Fe, N.M., last summer.
- **Frances (Webb) O'Conner** underwent knee surgery and writes "Wow, now I don't walk like a dude or a penguin." She also joined relatives for a 10-day cruise to Mexico.

1967

- **Jim Colborn** works for the L.A. Dodgers as their pitching coach. He writes this is "just a continuation of my baseball involvement—about all I do."
- **Chuck Elliott** lives in Whittier with his new wife, Joanne. He is a former community news editor for the *Whittier Daily News*, and currently the media coordinator at Whittier College. He also authored the photo-illustrated history book *Whittier College: The First Century on the Poet Campus*.
- **Mary (Lavedock) Thronson** retired after 31 years in public education and now teaches in a Christian school in Arroyo Grande, Calif.
- **Jean (MacQuivey) Foot** lives in Australia and writes that she raises hundreds of baby birds for release and also cares for sick or injured birds. She also volunteers at a center for the local wildlife rescue organization, where orphaned or injured wildlife are treated.
- **Robert Parke** is a colonel and physician filling a senior medical position on the staff of Headquarters, Air Force Material Command, at Wright-Patterson Air Force Base in Ohio. He writes that he is still enjoying the Air Force after 25 years, but is looking forward to eventually

Tribute for a Flutist

By Catherine (Gasper) Jessup '63



Louise (O'Guinn) Moon '62

Photo courtesy of Louise Moon '62

A collective sigh swept through the audience when Jonathan Shames, conductor of the Olympia (Wash.) Symphony Orchestra, announced that **Louise (O'Guinn) Moon '62** was retiring after 33 years as principal flutist. Shames made the announcement during the orchestra's Oct. 14, 2001, concert, part of that group's 50th anniversary season. "I have come to rely on her wonderful musicianship and wonderful taste in playing and beauty in every aspect of music making," said Shames during his tribute to Moon, "as well as the most marvelous and collegial personality that the whole orchestra relies on a great deal."

The program that day was already emotionally charged, as it was given in honor of the orchestra's past conductors. But when Shames announced that the second half of the program, Beethoven's 7th Symphony, would be played in Moon's honor, the audience and orchestra responded with a standing ovation.

"The response from the audience and the orchestra was overwhelming," wrote Moon in a letter after the concert. "I was very touched and just kept telling myself, 'don't break down and cry—you still have to play the Beethoven!'"

Moon joined the Olympia Symphony Orchestra, regarded by many as one of the finest community orchestras in the United States, as principal flutist in 1968. She particularly cherishes the "shared musical memories" that she has with her son Erik, who played the cello with the orchestra from 1983 to 1997. Moon says she also cherishes the decades of behind-the-scenes support she has received from her husband, **Victor Moon '62**, whom she refers to as the "quintessential music audiophile of all time."

Although Moon has retired from her position with the orchestra, she remains active as a performer and an educator. She is on the music faculty at St. Martin's College in Olympia and has a private studio where she teaches piano and flute to 55 students. In addition, she is a member of the Bel Canto Trio—two flutes and a cello—which maintains an active performance schedule.

Catherine (Gasper) Jessup '63 works as a career counselor in the School of Nursing at the Oregon Health and Sciences University and teaches private piano students. Prior to moving to Portland, Ore., she spent 25 years on the East Coast working in arts management.

retiring with his wife, Bev, to their property in Cape Cod.

- **Nick Vaters** has a general law practice in Temecula, Calif., where his wife works as his secretary.

1969

- **Wendell Allen** and his wife, Denise, live in Ventura, Calif., where he works as the controller at Elixir Technologies Corp., an international software developer and distributor. He is also president-elect of the Rotary Club of Ventura Marina and will be attending the Rotary International

Convention in Barcelona, Spain, this summer.

- **David Bebell** retired to Castle Rock, Colo., last summer.
- **Doug Clark** retired from local government after nearly 30 years and now serves as vice president for the consulting firm of PMW Associates. He writes that after years of being a city manager, "I love having my own schedule, few night meetings, and no city council to call my own."
- **Tom Dovidio** is an attorney in Diamond Bar, Calif. He had an appellate opinion concerning legal malpractice published by the 4th District

Court of Appeals for its value as precedent.

- Last October, **Erich Janke** accepted the position of property manager for First State Insurance Service, a subsidiary of The Hartford Insurance Company, and will move his family to Glendale, Calif., this spring
- **Martha (Pierce) Wilson** retired after 25 years of teaching art and social studies in the Montebello (Calif.) School District. She lives in Los Angeles and says she is "pursuing my own art and writing."
- **Sandy (Tahmouh) Hansen** is a consulting teacher with the Rowland (Calif.) Unified School District as part of their California Peer Assistance and Review Program. She assists new and veteran teachers in instructional strategies.
- **Susie (Veatch) Pettis** writes that life is enjoyable, she only works three days a week and has no plans for retirement. Currently she is sponsoring her nephew's venture to compete in "extreme skiing."

1975

- **Thomas Akehurst** was named president of Warren Rupp, Inc., the business unit of IDEX Corporation, last fall. He and his wife, **Debra (Young) '77**, and family plan to relocate to Mansfield, Ohio, where the company is headquartered.
- **Deborah Coates'** first book, *Cat Haiku*, was published by Time Warner last September and will also be published in England by Random House. The book is a collection of humorous Japanese-style poems written from a cat's perspective.

1980

- **Kenneth Kanouse** teaches science in a middle school in Grants Pass, Ore. He was married last June and bought a house with a vineyard that makes "a fine cabernet."
- **Alphonso Pepito** is a superintendent training specialist with the California State Parks in Monterey County.
- **Michael Vacchio** set up his own law practice in Whittier last summer after spending 17 years with a firm in Los Angeles. His practice focuses on environmental litigation, both private party and government enforcement matters, as well as internal company investigations and the attendant ex-

ternal follow-up proceedings. "I love looking out my window and seeing the college students on campus," he writes. "It brings back many fond memories."

1981

• **Jeanette Wong** is director of academic advising at Azusa Pacific University.

1982

• **Sepi Karandish** was incorrectly referred to as a male in the last issue of *The Rock*, and we wish to apologize to her for the error.

1983

• **Morgan Rusler** writes that he and fellow classmate **Michael Edwards** starred in "A Servant to Two Masters," which received a Best Ensemble Garland Award for its performance last fall at the Long Beach Performing Arts Center. A special benefit performance raised money for the victims of September 11. Recently he shot an episode of the television series "The Guardian" and a scene with Tom Hanks from the upcoming movie "Catch Me if You Can." Rusler also had roles in "Shafted!" and "The Tomorrow Man," both out on video.

1985

• **William Ayares** writes that he "continues to travel the world" and recently visited his 53rd country.

1986

• **Kris (Muller) Pearson** is an accountant with Bartlett Regional Hospital in Juneau, Alaska. She and her husband, Sven, are still working on completing the house they started building in 1991. She writes "progress really slowed with the birth of our two girls."

1988

• **Cindi Carrell** writes that she and her husband, Jeff, are involved in a major kitchen remodeling project on their home in Portland, Ore. She started her own public relations/communications company in January of 2001.

Speaking of Success...



COURTESY OF SINARA (STULL) O'DONNELL '69

Sinara (Stull) O'Donnell '69

Sinara (Stull) O'Donnell '69 moved to Springfield, the third largest city in Missouri, a few years ago to be near her parents, who retired to the Ozarks. Since her arrival, she has started her own business, SinaraSpeaks, in which she devotes her time to writing and speaking about career success.

Billing herself as "the comedy catalyst," O'Donnell speaks nationwide on such subjects as humor in the workplace, customer service, stress and communication. Her speaking clients have included the International Association of Fairs and Expositions, the Missouri, Nebraska and Kansas bankers associations, Precious Moments and the Missouri Human Resources Association. More than 150 articles by O'Donnell have been published in such magazines and newspapers as the *Wall Street Journal On-Line*, *Success*, *Circle K*, *Splash* and *USA Today*.

"It is as though all the work I did in speech and drama at Whittier is finally coming to fruition," O'Donnell said. "On the platform, I call upon resources that were honed in four years of competitive speaking on the forensics team. I use acting skills to portray a variety of characters. I probably honed my humor at Whittier, too, since the dorm rules we had then are still worthy of laughs."

- **Beth (Fitzpatrick) Maldonado** is the coordinator of the Employee Assistance Program at Children's Hospital in Los Angeles.
- **Sheri (Solomon) Proctor** and her husband, Andrew, live in Monrovia, Calif., and write "it's the perfect town to raise a family."
- **Joel Whisler** was named El Monte (Calif.) Union High School District Teacher of the Year. He has taught at El Monte High School for seven years and directs 175 students in four choirs.
- **Colin and Pam (Wong) Hunter** live in Seattle with their two daughters. He works at AT&T Wireless and she works for Boeing.

1990

• **Leah Henry-Beauchamp** is an associate professor of education at Montclair State University in New Jersey.

1991

• Last spring, **Douglas Booth** received his master's degree in resource conservation from the University of Montana in conjunction with the Peace Corps. As a Peace Corps volunteer, he lived in San Cristobal Verapaz, Guatemala, for two-and-a-half years. He now works as a wildlife biologist for the U.S. Forest Service in Reno, Nev.

- **Darrell Nabers** is working on a master's degree in e-commerce. He and his wife, Jennifer, live in Berkeley, Calif., where he is the dean of faculty at the East Bay Science and Arts School.
- **Barry Simpson** writes that he moved his family back home to Bishop, Calif., to take on the job of principal-superintendent of the Round Valley School District.

1992

• **Jessica (Linsman) Archambault** is a manager with World Savings Bank. She writes that last spring she completed her bat mitzvah, then was married in the fall. Several alums attended the wedding, with **Michelle (Linsman) Ang '94** serving as her matron of honor.

1993

- **Sabrina (Kiechler) Hess** and her husband, Damon, bought an emu farm on Mt. Hood in Oregon, and are teaching their young son "the Hess family tradition."
- **Elizabeth "Libby" Moore** lives in Portland, Ore., and teaches first grade. She was married last August and writes "it was awesome seeing some of my Athenian sisters at my wedding."

- **Tammi (Rogers) Van Horn** works as a project manager and Six Sigma Quality Blackbelt for General Electric (GE) in Boulder, Colo. Six Sigma is a business process that GE uses to focus on developing near-perfect products and services.
- **Laticha Scott** works as a substance abuse specialist for the homeless and chronically mentally ill. She writes that she is still actively pursuing her dream to become a news reporter where she can use her psychology experience in a media format.
- **Martin Stuart** is the in-house counsel for the Green Bay Packers, Inc.
- **Rana Tawil** attends medical school at St. George's University in Grenada, West Indies.
- **Yvonne (Torres) Quintana** is the director of compensatory education at La Serna High School in Whittier. After receiving her master's degree in 1999, she began working on an administrative credential.
- **Jeff Walter** lives in Portland, Ore., and works in marketing at Hewlett Packard. He completed his MBA in Portland State's evening program.

1994

- **Joseph Aliani** is a chiropractor in Long Island, N.Y.
- **Sarah Ashley (Blakeley) Shields** writes that she and her husband bought 14 acres of land near Amherst, Mass., with plans to build a house. She studies medicinal herbs during her daughter's naps, making face creams and salves from garden plants.
- **Glenn Bybee** and his wife, Marilyn, celebrated their seventh wedding anniversary and adopted their second child from China this past year. He teaches math and science at Bret Harte Middle School in Los Angeles.
- **Jill (Clark) Meiburg** returned with her husband, Thomas, to the upper west side of Manhattan after a three-and-a-half-year stay in Germany. She was promoted to senior manager, corporate communications, at Deutsche Telekom, Europe's largest telecommunications company. She is the company's press spokeswoman in the United States and manages international projects in the areas of brand marketing and sponsoring.
- **Lawrence Collins** left his job in the legislature and moved to Marfa, Texas, a small town on the Mexican

border. He is spending this year running a heritage program for the Rio Grande at Del Ross State University.

• **Ellen (Delacey) and Aaron Hathaway '93** lives in San Francisco. She says she enjoys being a full-time mom to their two children.

• **Jennifer Dorrance-Brown** is an account manager with Philips Medical Systems for Washington and Alaska.

• **Harry Estes** teaches science at Whittier High School and will receive his master's degree from Whittier College this spring.

• **Carol Kim** is a systems analyst with Worldcom Communications in Denver, Colo. She enjoys rock climbing, snowboarding and traveling, most recently to China, Peru and Mexico.

• **Melissa (Leuenerger) Fisher** writes that she was admitted to the patent bar last spring and will be attending law school next fall. She and her husband are also buying a new house in Del Mar, Calif.

• **Sean Lilly** writes that he and Kendra took a long vacation to Jamaica last year.

• **Michelle (Linsman) Ang** has returned to teaching kindergarten after taking a year off to spend time with her young daughter.

• **Debbie (Martin) Clark** lives in New Hampshire with her husband, Stanford, and their daughter. She works part-time as an associate agent for Allstate Insurance.

• **James Meyers** is the legal advisor for the Dutch leasing and trade firm De Lage Landen. He is also co-founder and charter member of PUFF, the Philadelphia Urban Farming Foundation, a civic group that reclaims unused city space for productive gardening purposes.

• **Geoff Price** completed his MBA at the University of La Verne and is starting his seventh year with Penske Truck Leasing. On the weekends, he and his wife, Courtney, work on restoring their 88-year-old Craftsman bungalow in Fullerton, Calif.

• **Jennifer (Prottas) Lowe** is a licensed marriage and family therapist/clinical art therapist, and the director of a young children's day treatment program. She and her husband, Eric, have taken several trips abroad, most recently to London and Paris.

• **Erin (Ross) Fry** teaches junior-high-school English and history. She has also published a book of plays and a couple of magazine articles.

She lives with her husband and two children in Fullerton, Calif.

• **Bob Sabey** lives in Chino Hills, Calif., and works for Ortho-McNeil Pharmaceuticals.

• **Chris Schmidt** teaches in the athletic training education program at Azusa Pacific University. This summer he will begin working on his doctorate in human performance at the University of Southern Mississippi.

• **Cristine (Stamper) Estes** writes that she's primarily a stay-at-home mom to her three sons, but also works part-time as a substitute teacher.

• **Jeffrey and Shauna (Stanley) Lindstrom** are in the second year of their Peace Corps tour, living in Vladivostok, in the Russian Far East. Shauna teaches English at a lyceum and Jeff teaches politics at Vladivostok State University of Economics and Service. He is also the managing director of Model United Nations of the Russian Far East.

• **Shea Staszak** lives in Fullerton, Calif., and works as a claims adjuster for Infinity Insurance.

• **Christine Stolo** teaches first grade at Orangethorpe School in Fullerton, Calif., mentors beginning teachers and coordinates the After School Intervention Program.

• **Neil and P.J. (Gardner) '95 Switzer** bought a townhouse in Mesa, Ariz., last year. Neil worked as a house manager for a movie theater last summer, but is now recovering from back surgery. P.J. works in the computer lab at an elementary school.

• **Julie (Terral) Seewald** writes that since her husband, Nicholas, is in the Navy, deployed on a ship participating in the war, she and their children have relocated to the San Diego area. She teaches second grade and says she enjoys living back in her hometown.

• **Justin Wallin** received his MBA from the University of Southern California and works on the marketing team at Gateway.

• **Vanessa (Woodruff) Ross** teaches children with autism at a school in Baltimore, Md. She had heart surgery in January and writes that she and

her family are adjusting well and hoping for a quick recovery.

• **Loren Woirhaye** writes that he's "living somewhat rustically" in Topanga Canyon, Calif. He still makes fine carpentry and builds classical/flamenco guitars when time permits.

1995

• **Lori Bridda** teaches high school history in Brooklyn, N.Y., and is working on a master's degree in secondary education at City College.

1996

• **Kimberly (Bates) and Robert Matura '94**, live in Scottsdale, Ariz. She is a graduate student at Arizona State University working on a master's degree in social work.

• **Michael and Christina (Valencia) '97 Schwalbe** live in San Diego, Calif. He is a pharmaceutical chemist for Magellan Laboratories, a biotech company.

1997

• **Bonnie (Bautista) Magallanes** works for the city of Alhambra as a social worker and lives in West Covina, Calif., with her husband, Ben.

• **Yvonne (Cutler) and Andrew Huffaker '96** live in La Habra, Calif., with their young son. Andy teaches fourth grade at Wallen Andrews Elementary School in Whittier while working on his credential at Whittier College. Yvonne works part-time as an office administrator and wedding coordinator.

1998

• **Bryan Atwater's** first name was spelled incorrectly in the last issue of *The Rock*. We apologize for the error.

• **Jennifer (Farrell) Elliott** and her husband, William, live in Peoria, Ariz., where she works in sales at Cigna Healthcare.

1999

• **Kelly Kinnard** and her husband **John Givler '97**, live in Napa Valley, Calif., where she coordinates the running events for Clif Bar, Inc. and is in training for her seventh marathon. He works as a Web developer for the

University of California at San Francisco.

• **Yumi Yamazaki** works as a recruitment and admissions counselor at the University of Illinois at Chicago.

• After graduation, **Jennifer Stetson** worked at Warner Brothers On-line as an applications developer for their entertain.com Web site and a Web technologist for Toys.com. When those went under, she began consulting on technology projects for several clients.

2000

• **Vanessa Arevallo** teaches sixth grade while attending Whittier College, working toward a teaching credential.

• **Ann Hickey** is a graduate student at USC studying sports psychology.

• **Mala Williams** is the band director at St. Marks Lutheran School in Hacienda Heights, Calif.

• **Ean White** and his fiancée, **Leanna Wilson '01**, have moved to Washington, D.C., where she is pursuing her master's degree in public policy at Georgetown University, and he is finishing up law school at the American University.

VITAL STATISTICS

MARRIAGES

Chuck Elliott '67 and Joanne Marie Young, on July 4, 2001.

Heidi Barker '94 and Greg Moawad, on Jan. 26, 2002.

Jill Clark '94 and Thomas Meiburg, on May 5, 2001.

Kimberly Bates '96 and **Robert Mutura '94**, on Oct. 7, 2000.

Jennifer Farrell '98 and William Elliott, on March 31, 2001.

Nidia Gonzalez '98 and Ramon Ahumada, on Aug. 4, 2001.

Kelly Kinnard '99 and **John Givler '97**, on Sept. 9, 2001.

BIRTHS

To **Norma (Robles) '85** and Juan Manuel Samayoa, a son, Giovanni Gabriel, on Sept. 29, 2000.

To **Kris (Muller) '86** and Sven Pearson, a daughter, Catrina Emily, on April 27, 2001.

To Kimberly Ann and **Robert Brake '88**, a daughter, Abigail Elizabeth, on July 7, 2001.

To **Lisa Diaz '88**, a son, Matthew Jessie Shaugabay, on March 2, 2000.

To **Beth (Fitzpatrick) '88** and Rafael Maldonado, a son, Nicholas Gabriel, in March of 2000.

To Brenda and **Adam Elberg '91**, a daughter, Paige Isabella, on Feb. 16, 2001.

To Tami and **Bob Kittle '91**, a daughter, Jordan Lee, on July 8, 2001.

To **Jennifer (Kuhl) '92** and **Diamad "Deri" Bash '96**, a daughter, Erin Mae, on March 22, 2001.

To **Sally (Salas) '92** and Eugene Kuerner, a daughter, Gracyn Aracelly, on June 4, 2001.

To **Susan (Turner) '92** and Jim Rose, a son, William O'Conner, on April 30, 2001.

To **Katrina (Green) '93** and David Leonard, a daughter, Alexis Malia, on Feb. 23, 2002.

To **Kendall (Todd) '93** and Mike Rowley, a son, Aiden Christopher, on Jan. 12, 2001.

To **Eden Beck '94**, a daughter, Sasha Riley Parker, on Sept. 30, 2001.

To **Ellen (DeLacey) '94** and **Aaron Hathaway '93**, a daughter, Zada Elizabeth, on June 8, 2001.

To **Meghan (Fichtel) '94** and Engels Almeida, a daughter, Eryn Lynette, on Oct. 24, 2000.

To **Laura (Hitchingham) '94** and Andrew Thompson, a son, Jack, on May 23, 2001.

To **Tanya (Holtzclaw) '94** and **Andrew Adair '94**, a daughter, Addyson Catherine, on Nov. 30, 2001.

To Kim and **Josh Isaac '94**, a son, Jacob Meier, on Dec. 18, 2000.

To **Carson (Jordan) '94** and Andrew Hill, a son, Carter Mason, on June 27, 2001.

To **Melissa (Leuenberger) '94** and Steve Fisher, a daughter, Alyssa, on Mar. 7, 2001.

To Courtney and **Geoff Price '94**, a son, Maxwell Scott, on July 26, 2000.

To **Vanessa (Woodruff) '94** and David Ross, a daughter, Michele Heather, on Sept. 14, 2001.

To **Yvonne (Cutler) '97** and **Andrew Huffaker '96**, a son, Gavin Miles, on March 6, 2001.

To **Janine (Kramer) '96** and Dave Madera, a daughter, Isabella, on Sept. 7, 2001.

To **Amber Reynolds '97** and Mike Paim, a son, Ethan Warren Anthony, on Dec. 25, 2000.

IN MEMORIAM

1926

Marjorie (Harding) Van Dyke, notified in September of 2001.

1932

Shelia Bauer, notified in December of 2001.

1933

Mark Jacobs, Jr. died July 1, 2000. He taught chemistry, physics and physical science in a career that spanned 30 years.

Kayle David Snyder died Dec. 9, 2001. He was a retired teacher and owner of the San Gabriel Furniture Company for 27 years.

1937

Elvin Hutchison died May 24, 2001. He was a retired teacher, school administrator and professional football player and official.

1939

Alma Ruth (Show) Hilgenfeld died Nov. 20, 2001. She was a retired teacher who remained active in community service organizations.

1940

Jane Booth died in February of 2001.

1941

Lewis Wessels died on April 28, 2001.

1942

Fred Mooney died Dec. 29, 2001. As a student, he was a member of the Lancer Society, the Acapella choir and the *Acropolis* staff. Survivors include his granddaughter, Sarah Hayman '02.

May Lu Wilson died Dec. 6, 2001.

She was a retired biochemist.

1944

Bette Guithues died June 16, 2001.

1946

Vivian Megs, notified in July of 2001.

1947

James Bardwell died May 3, 2000.

Gordon Callahan, notified in September of 2001.

Keith Strong died Aug. 8, 2001.

1948

Wyne Porter died July 5, 2001. He was a retired clinical audiologist.

1949

Thomas Hall died Jan. 14, 2002. He was a member of the Orthogonian Society and remained active with Purple & Gold, which honored him with a service award. Hall had a long career in education as both a teacher and a principal.

1950

Jean (Newman) England died July 30, 2001. She was an Athenian and the daughter of Wallace "Chief" Newman, head football coach at Whittier College from 1929-1950.

Thomas Tucker died on July 7, 2001. He had a long career as a teacher and school principal in the Mountain View (Calif.) School District. He was a Franklin, captain of the track team and held the long-jump record for 14 years.

1951

John Palmer died in December of 2000.

George Stumpf, Jr. died on Aug. 28, 2001.

1952

Barbara (Connolly) Stoll died Dec. 30, 2001. She had served as president of East Whittier Junior Women's Club and was a member of the P.E.O., the National Charity League, the Whittier Spastic Children's League and St. Matthias Episcopal Church. She was also involved with Purple & Gold. She is survived by husband, Al '49.

Nelda (Connally) Siegmund died Nov. 11, 2001.

Helen G. Smith died Sept. 2, 2001. She is survived by her husband, Robert '52.

1953

Velda (Lankford) Johnson-Parker, notified in December of 2001.

1954

Joan (Reece) Seymour died Nov. 1, 2001.

1957

Blanche (Sexsmith) Patton, M.Ed., died Dec. 12, 2001. She had two sons who graduated from Whittier, John '53 (now deceased) and Richard '62.

1959

Max McCartney died Oct. 4, 2001. His career as an administrator and coach in college and professional football spanned 42 years.

1960

Martin Ansell died in June of 2000.

1962

Lee Tussing, notified in December of 2001.

1966

Lawrence Yount, notified in November of 2001.

1965

Peter Biehl died March 31, 2002. In 1993, his daughter Amy, a Fulbright

scholar, was murdered in the township of Guguletu, South Africa. Biehl and his wife, Linda '65, publicly forgave her killers, who were pardoned by South Africa's Truth and Reconciliation Commission five years after her death. They also established the Amy Biehl Foundation to carry on their daughter's commitment to Guguletu. The foundation focuses its grass-roots programs on improving health, education, income, recreation and security in the impoverished area through such efforts as after-school programs and a bakery that provides jobs for the community, whole-wheat bread, and commission money for distributors. Peter Biehl once said, "Community responsibility is important. Not everyone can be a Martin Luther King, but everyone should do something."

1967

Robert Garrett died Jan. 6, 2002.

1971

Kathleen (Feather) Deckard died Dec. 21, 2001. She had been a teacher for 27 years.

1972

Melanie (Mustavich) Deihl died Oct. 13, 2001. She was a retired kindergarten school teacher.

Reinhard Meier, notified in January of 2002.

FACULTY, STAFF AND FRIENDS

Patricia Pandrow Lewis died in March of 2002. She taught in Whittier's education department from 1970 through 1988. She received her bachelor's degree from San Jose State University and her master's and doctorate from the University of New Mexico. In addition, she completed coursework at Cornell, Denver and Indiana universities. Survivors include her son, John '80.

Helen O'Brien died on Feb. 2, 2002. She had been married for 59 years to Robert O'Brien, sociology professor at Whittier from 1954 to 1975, before his death in 1991. She was an active member of the Whittier College Women's Auxiliary.

CALENDAR

OF EVENTS

May

SATURDAY 18

8 p.m., Chorale Bel Canto presents Stravinsky's "Symphony of Psalms," Shannon Center

THURSDAY 23

5:30 p.m., Baccalaureate, Shannon Center

7 p.m., Alumni Association hosts dinner for graduating seniors and their families, Campus Inn

FRIDAY 24

9 a.m., Commencement, Memorial Stadium

SATURDAY 25

3 and 8 p.m., The Brothers Cazimero, Shannon Center

June

SATURDAY 22

3 p.m., Mele Hula, Shannon Center

MONDAY 24

Sports Camp begins.
7 p.m., Whittier alumni will gather in Central Park in Uptown Whittier for an old-fashioned potluck picnic and a free concert. Pink lemonade supplied. Look for the college banner.

THURSDAY 27

7 p.m., Alumni Association potluck picnic and concert in Parnell Park in Whittier. Look for the college banner.

July

SATURDAY 6

7:30 p.m., Alumni will gather at the Los Angeles County Arboretum in Arcadia to hear the California Philharmonic perform the music of Andrew Lloyd Weber.



Mele Hula, a celebration of Hawaiian song and dance, performs in the Shannon Center at 3 p.m. on June 22. Mele Hula is the newest venture by slack-key guitarist Barry Flanagan (formerly of Hapa), in collaboration with Amy Hanaiali'i Gilliom and Ernie Cruz, Jr. The show and group have been praised for "pulse and energy that make it entirely of today," yet connected "firmly to the Polynesian past, featuring poetic ballads about the sea, the lushness of the land, and favorite chiefs—all told through graceful hula, stirring chant and melodies rich in harmony backed by virtuoso guitar."

PHOTO: GREG PHILLIPS

August

THURSDAY 1

7:05 p.m., Alumni Night at Edison International Field. New York Yankees vs. the Anaheim Angels.

SATURDAY 31

Orientation for First-Year students begins.

September

THURSDAY 5

Fall semester begins

October

SATURDAY 5

Noon, Join Whittier alumni for Family Fun Day at the Races at the Santa Anita Racetrack, including a picnic-lunch and fun and games for the whole family.

FRIDAY 18

Mid-semester break

November

FRIDAY-SUNDAY 1-3

Homecoming Weekend

Festivities include inductions in the Purple & Gold Hall of Fame, Society brunches and receptions, the game against the University of La Verne and reunions for the classes of '37, '52, '57, '62, '67, '72, '77, '82, '92 and '97.

December

FRIDAY 6

Fall semester ends

MONDAY 9

Reading Day

TUESDAY-FRIDAY 10-13

Fall semester finals

QUESTIONS ABOUT EVENTS

For information on alumni events, please call (562) 907-4222.

For information on events at the Ruth B. Shannon Center for the Performing Arts, please call (562) 907-4203.

For information on athletic events and programs, please call (562) 907-4271.

For information on music department events, please call (562) 907-4237.

Whittier College

More than
entertainment...

Dear Wang Xiaohan,
I like your performances
I liked your Chivawa song, I also
liked your Rachmaninoff song. It was
really cool when you played
the Kreistleriana. When you played
Kreistleriana, you played it very
very fast. When you played the
fast songs, did your hands
hurt? I hope not. Well, I hope
we meet you again.

Dear Wang Xiaohan,
I liked your performance.
I like the teacher one.
Because, when you told
us to close our eyes.
Then you played the song,
I heard the water. Thank
you Wang Xiaohan. I
think you are a
great musician.

Jan. 18.02

Sincerely, Monica
Room 5
Teacher Mis. St etzel

Mckibben School

Sincerely,
Clinton Castillo
from
Mickibben
School

...A lasting
impression

On Friday, Jan. 18, Wang Xiaohan, a finalist in the 11th Van Cliburn International Piano Competition, conducted an outreach program for 450 Whittier-area school children. The letters above are just two of the many he received after the program.

The Shannon Center provides educational outreach programs free of charge to local elementary school children with the generous support of corporate sponsors, individual donors and foundation grants. By the end of the 2001-2002 academic year, more than 3,500 children will have been given the opportunity to attend our programs.



Wang Xiaohan in rehearsal.



Box Office:
(562) 907-4203
Fax:
(562) 907-4902

6760
Painter Avenue
Whittier
CA 90608

Ruth B. Shannon Center for the Performing Arts

Whittier Coach George Allen to Be Inducted into Pro Football Hall of Fame

Whittier College is proud to salute the memory of George Allen on his selection to the Pro Football Hall of Fame.

Allen, who was a winning coach at Whittier from 1951-56 and led the Poets to the SCIAC Championship in 1952, never had a losing season as coach of the Los Angeles Rams and the Washington Redskins. Several of his Whittier players plan to be on hand at the induction ceremony in Canton, Ohio, on Aug. 3

For those who can't make it to Ohio, Jennifer Allen recently published the memoir *Fifth Quarter: The Scrimmage of a Football Coach's Daughter*.

George Allen wasn't the only Whittier football coach to go on to lead NFL Teams. San Diego Chargers coach Don Coryell was football coach at Whittier College from 1957-59 and won three conference championships. Jerry Burns, Allen's backfield coach for a few years, coached the Minnesota Vikings.



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