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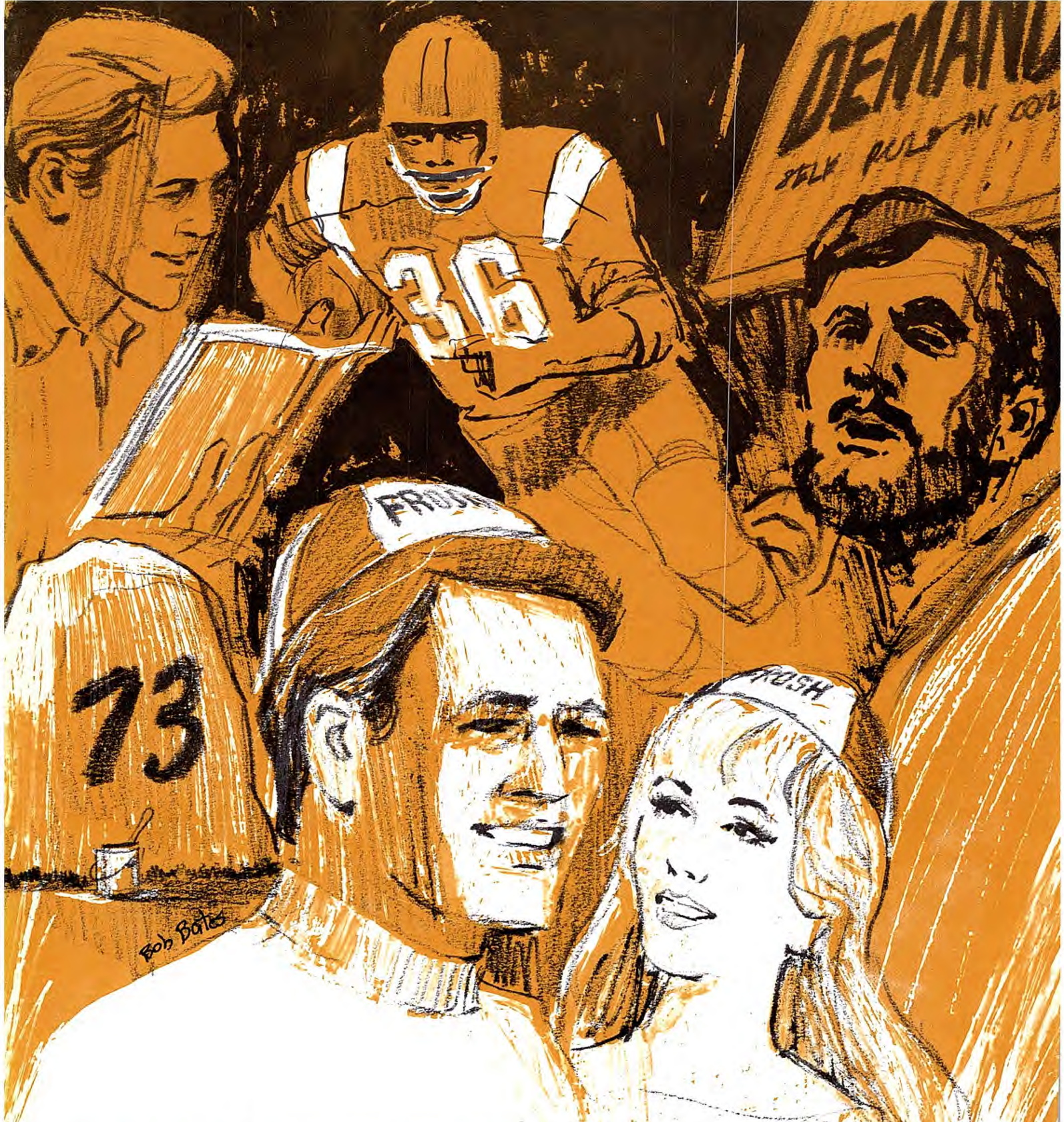
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THE WHITTIER ROCK

The Alumni Magazine of Whittier College — FALL 1969

Volume XXVIII, No. 3

Whittier College Alumni Association

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THE ROCK

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ALUMNI PRESIDENT'S REPORT



These are exciting days at Whittier College — days with many things happening, days of changes of a significant nature, changes which mean an expanded and emerging Whittier College.

Foremost, of course, is the retirement of Dr. Paul S. Smith, whose 47 years at Whittier College have touched the lives of nearly all of the school's 12,000 alumni. Whether as classroom lecturer, fatherly counselor, college president or determined fundraiser, Dr. Smith's influence has been felt by nearly everyone who has come in contact with Whittier.

However, there is no one, least of all Dr. Smith, who would say that Whittier College in 1969 has arrived at its pinnacle and should rest on its achievements. Marvelous though the physical achievements in renovating the campus have been, the college

stands on a threshold of new development today.

Dr. Smith can be proud—and the Whittier College community thankful—for the excellent financial health and the bright new buildings which Dr. Smith has provided for Whittier in his 18 years as president.

Now he has moved his office off the campus to the Whittier Civic Center area, where he will devote his attention and energies to development of the Richard Nixon Institution of Human Affairs.

Meanwhile, back on campus, Dr. Harold Case has brought his expertise gained as president of Boston University, where he served for 18 years, to Whittier in the role of Acting President. As such he will serve until a permanent president is chosen, whether that is six weeks, six months or a year.

Dr. Case, who was prevailed upon to set aside the more relaxed pace of retired life to serve Whittier, already has jumped into his new assignment with vigor and determination. His presence has been felt on campus by students, faculty and the community and Whittier College can look forward to a continued era of strong leadership.

It is the subject of a permanent successor to Dr. Smith which is of great interest to the alumni as a whole.

For some time now, the Whittier College Alumni Assn. officers and directors have been concerned that the alumni is not forgotten in the development of the college. On campuses throughout the nation, in California and, indeed, at Whittier College requests — and demands — have been made of college officials by students and faculty to allow them to participate in decision-making.

An Academic Senate was formed at Whittier College for the first time last year; students have asked for a voice in evaluating teachers, and to sit

REPORT cont.



HOWARD SEELYE '48

on the Academic Senate. Both groups have asked for a voice in running the college through participation with the Board of Trustees.

I am pleased to report that through strong representations made by alumni officers, your association has been invited to participate in the shaping of the future of Whittier College. I hope that this will continue in the future, to the betterment of all concerned.

At present, a committee has been formed to select a new president to succeed Dr. Smith. It is made up of members of the Board of Trustees, the Faculty Senate, the Associated Students and the Alumni Association. Students and alumni are represented by two members each.

Serving the alumni are your president and the president of Whittier College Associates, Wayne Harvey. Students are represented by the student body president and associated women's students president. Tom Bewley serves in a dual capacity, as chairman of the committee as well as president of the Board of Trustees.

The role of the committee is that of preparing recommendations of candidates for the presidency to the trustees, with whom the final decision rests. Meetings have been held regularly throughout the summer and will continue to be held on an accelerated schedule this fall.

Work of the committee and the groups its members represent has been harmonious and it has been evident that all share the same concern—that Whittier College must have the best man for the job, one whose talents embrace academic, administrative and financial fields.

Up to the date of this publication, much preliminary work has been done and a long list of possible candidates has been researched, discussed, inter-

viewed and, so far, rejected as a body. The committee's work has been complicated by the fact that there are at least 200 known openings across the nation for college presidents—and some believe as many as 400 openings may in fact exist.

This rather long and involved explanation is made so that the alumni members may know that its association is deeply involved in the selection of a president. I am happy that alumni have been included as representatives on the committee and it appears that the broad-based committee approach chosen by Tom Bewley for this search was a wise decision.

On several other matters, I am pleased to report that Darrell Ryan, who has served ably for the past three years as Alumni Director, has agreed to stay with Whittier College after almost slipping from our midst to University of Hartford in Connecticut. It was on Darrell's last day on the job that he accepted an offer for an expanded position as Director of College Relations, a post which will encompass the alumni office, college development, news and publications and the college public relations department.

While Darrell will step upstairs, the post of Alumni Director has been filled by Ted Robison, class of 1966, who comes back to Whittier after a stint as a teacher at Pioneer High School in Whittier.

These two moves are sure to strengthen alumni operations at Whittier and when tied more closely to overall college development, should improve coordination of these vital college functions.

With the student enrollment at 2,200 for this year, new lights on the football field, a beautiful new science building to equip and a Nixon Institution to plan, things are happening at Whittier College.

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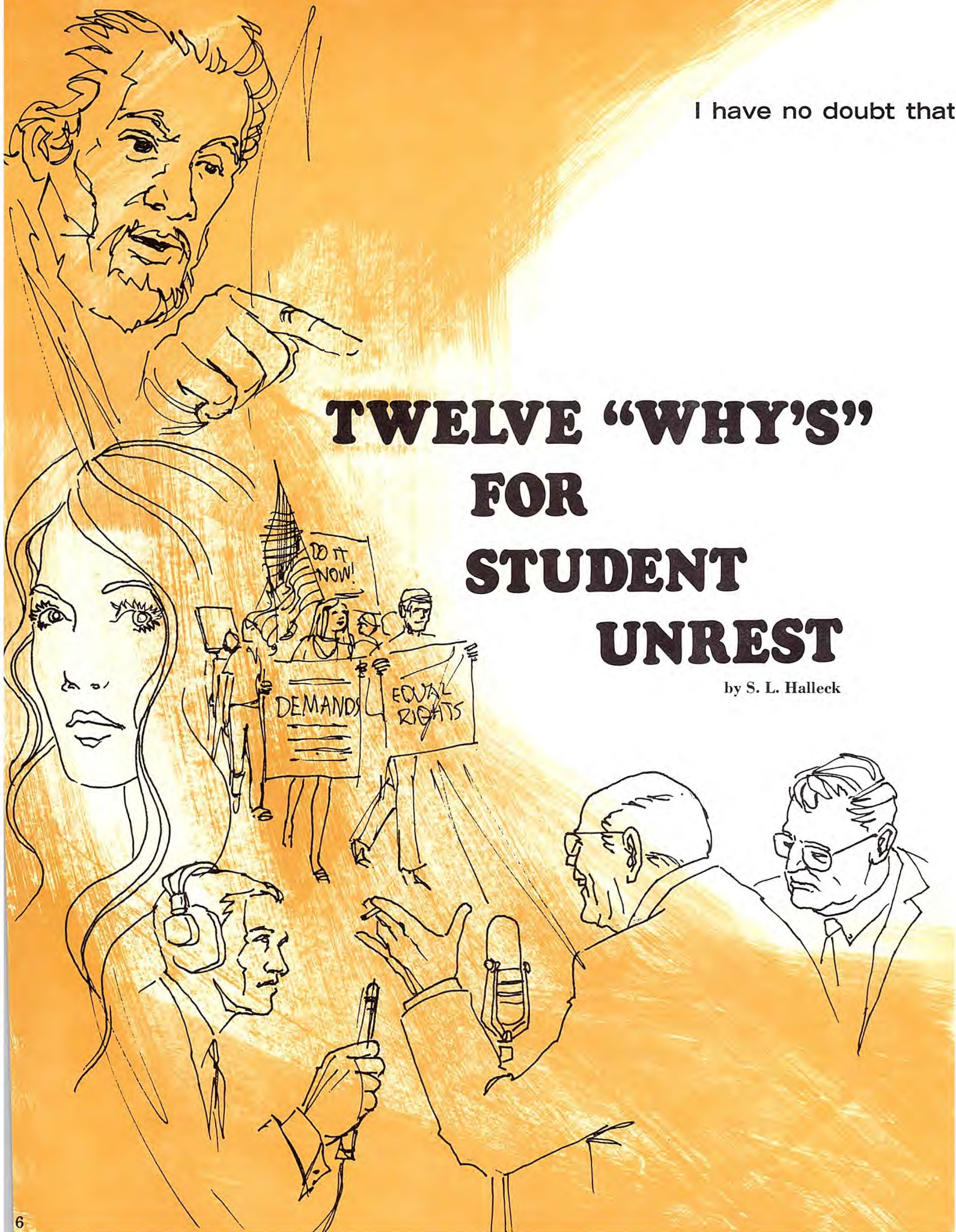
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I have no doubt that

TWELVE "WHY'S" FOR STUDENT UNREST

by S. L. Halleck



diplomats have always lied to one another, but what is new about this world is that children can now watch them lie in living color.

S. L. Halleck is director, Student Health Psychiatry and professor of psychology at the University of Wisconsin. This text was given at the March, 1968 conference of the American Association for Higher Education, and published in "Stress and Campus Response." It is reprinted with permission.

Students can no longer be taken for granted. It does not matter that a great majority of students remain largely content, conservative, and apathetic. A determined minority of restless college students have forced us to examine and sometimes change institutions, rules, and values that were once considered inviolate. The most significant aspects of student unrest can be described as follows:

1. Some students reject the political and economic status quo and are making vigorous attempts to change the structure of our society. These are the student activists.

2. Some students reject the values of their society as well as the values of their own past and are developing a style of life that is contradictory to the Western ethics of hard work, self-denial, success, and responsibility. These students sometimes participate in efforts to change the society but for the most part they are withdrawn and passive. They can be described as alienated.

3. Both activist and alienated students tend to come from affluent middle- or upper-class homes. They are sensitive and perceptive individuals. They are also highly intelligent.

4. Both activist and alienated students have difficulty in relating to the adult generation. They are articulate, irreverent, humorless, and relentless in their contempt for what they view as adult hypocrisy. Such youth are highly peer-oriented. They turn to one another rather than to their parents when shaping their belief systems or when seeking emotional support.

5. Alienated students and, to a less extent, activist students find it difficult to sustain goal-directed activity. Their capacity to organize for any kind of action is limited. They often fail at work or school. Even their political efforts seem highly disorganized.

6. Alienated students live at the edge of despair. Although they seem at times to be enjoying life, there is always a sense of foreboding about them. Often they become depressed and suicidal. Activist students are more emotionally stable but are also prone to deep feelings of helplessness and self-pity.

There is no dearth of explanations of the above phenomena. Some explanations seem to be based on opinions that support the prejudices of differing political viewpoints. Others are more scientific and are presented with analytic objectivity. No hypothesis thus far advanced can be considered a sufficient explanation of student unrest. At best, each is only a partial explanation.

Certain propositions often made about students are not hypotheses but value judgments. The unsupported statement that the behavior of our restless youth represents a healthy and sensible response to the corruptions of our world is exhortative rather than explanatory. Such a position is embraced by those who are discontent with the status quo, and wish to emphasize and exploit student restlessness as a phenomenon that justifies their own grievances. Similarly exhortative are unsupported statements that students are more emotionally disturbed than they used to be. Implying that students act as they do because they are mentally ill serves to demean their behavior by casting doubts upon the validity of the messages that behavior is designed to communicate.

A more interesting proposition concerning student unrest is that it is neither new nor exceptional. Precedents can be cited in our history when students were even more restless than they are now. Periods of unrest do seem to run in cycles, and it is conceivable that we happen to be in an active phase of a predictable cycle. This proposition is reassuring to those who look forward to a quiet future. Its weakness, however, is that it assumes that those forces that make for cyclical behavior will remain relatively constant. My own opinion is that the world is changing so rapidly that using historical precedents to predict future behavior is a risky business. We can deplore student unrest or we can welcome it, but we cannot ignore it or simply wait for it to go away.

Those who are critical of student activism and alienation are most likely to seek its causes in factors that they believe have created a moral weakness in our youth. They believe students are restless because they lack discipline, values, or purpose.

Sometimes even benevolent authority relies on faith, mystique, or untruth to retain its control.

These deficiencies are believed to originate within the disturbed family, particularly that family which has been influenced by affluence, liberal thinking, and modern psychological notions of child rearing. While these hypotheses may also appeal to those who are sympathetic toward students, they are primarily critical in the sense that they imply that something is wrong with those students who protest or withdraw.

Perhaps the commonest explanation of student unrest is that it is the result of too much permissiveness in rearing children. The proponents of this view argue that some parents have, through painstaking efforts to avoid creating neuroses in their children, abdicated their responsibility to teach and discipline their children. In doing so they have reared a generation of spoiled, greedy youth who are unable to tolerate the slightest frustration without showing an angry or infantile response.

Although the permissiveness hypothesis has been used in the crudest manner to berate and deplore the behavior of youth, it cannot be lightly dismissed. There is considerable evidence that activist and alienated students are members of well-educated families, deeply committed to liberal doctrines. In such homes children are given unusual freedom to criticize, debate, and question. Restless students also have frequently attended primary and secondary schools dedicated to the ideal of progressive education, schools that, in their efforts to maximize freedom and creativity, seek to minimize discipline and frustration.

It can, of course, be argued that children raised in permissive homes will be better citizens than those raised in stricter homes. Restless students do seem to be more open to ideas, more involved with social issues, and more flexible than their peers. The critics, however, can point to other characteristics of restless students that seem to be related to their permissive upbringing, and that are not so salutary. The response of such students to discipline, for example, is, in no useful sense, adaptive. Arbitrary regulations enrage them. Even rational forms of discipline, such as the need to master basic concepts before moving on to more abstract ideas, bother them. Restless students also react inappropriately when their demands are not immediately accepted. They are prone at such moments to protest violently, to give up and withdraw, or to wrap themselves in a cloak of despair. Much of their abrasiveness and much of their ineffectiveness can be explained by their uncompromising demands for

immediate gratification. This inability to tolerate frustration or delay must be considered a weakness or defect.

A second hypothesis focuses on the concept of responsibility. Many who are concerned about the dangers of permissiveness also believe that our culture has been "psychologized" to the extent that youth become unwilling to assume responsibility for their own behavior. The expansion of the social and psychological sciences has confronted the public with elaborate deterministic explanations of behavior. When a behavior is totally explained, there is a tendency for people to act as though they are no longer responsible for that behavior. They confuse the theoretical issue of scientific determinism with the society's practical needs to have its citizens remain accountable for their own actions.

When the sociologist documents the impact of poverty and discrimination upon Negro youth, he is conducting a logical and scientific exercise. The subjects of his research, however, are tempted to utilize his findings to support an individual and collective feeling of responsibility. The Negro adolescent who participates in a riot, for example, might sincerely believe he could not do otherwise, being moved by forces over which he has no control. Psychological explanations are also utilized to avoid accountability. It is becoming more common to hear criminals say, "I should not be held responsible for what I have done because I am neurotic or mentally ill."

Psychiatry, particularly Freudian psychiatry, has been maligned as a critical agent in producing a climate of nonresponsibility. While there is nothing in the theoretical doctrines of psychoanalysis that favors abdicating personal responsibility, it does seem that the psychiatrist's ability to expand and legitimize the mental illness role has had an impact on the manner in which people view the question of responsibility. Behavior once considered bad is now considered sick. Sickness implies that one cannot help himself or that one is not responsible for his actions. The proponents of the nonresponsibility hypothesis would argue that by expanding the sick role to include forms of behavior that were once considered in terms of good or bad, the healing professions have helped create a social climate in which more people manage to avoid accountability for their actions. Youth growing up in such a society are tempted to behave in a pleasure-seeking, anti-social, and irresponsible manner. Many feel that this is exactly what restless students are doing.



The evidence that activist and alienated youth are deeply influenced by a climate of irresponsibility is inconclusive. Some activist students are often impressively willing to hold themselves accountable for their actions. On the other hand, most alienated students are not. They tend to seek medical or psychiatric excuses from their obligations at the first sign of stress. They also have a discouraging tendency to break laws and to insist that their own personal needs and problems are such that they should not be held accountable for these actions.

The situation with regard to use of marijuana is a case in point. Thousands of students use this drug illegally yet it is practically impossible to organize students to do anything to legalize the sale of marijuana. When students are occasionally arrested for smoking marijuana, they almost always avoid punishment by becoming informants and thus not only avoid legal accountability but seem unable to adhere to their perceived obligations toward their deviant subcultures.

It is almost as if they say, "Because the world is so bad and because it has treated me so badly, I cannot be blamed for my actions. There is no point in holding me accountable for things I cannot help doing anyway."

A third hypothesis that appeals to critics of student unrest is based on the alleged hazards of growing up in an affluent society. It is sometimes argued that affluence that is unearned, and that is unaccompanied by a tradition of service and commitment, creates a sense of restlessness, boredom, and meaninglessness in our youth. The child raised in an affluent society has difficulty finding useful goals. He does not learn to use work or creativity as a means of mastering some aspect of the world. He therefore, according to this argument, is trapped in a never-ending search for new diversions and new freedoms, which sooner or later begin to feel sterile and ungratifying.

Man seems less likely to be troubled if he is distracted by some monumental task that dominates his life goals. In a relatively poor society, the very need for survival creates a structured and seemingly purposeful life. In an affluent society, man has the time and freedom to contemplate the meaning of his existence. Many restless students do come from affluent homes and many have decided that their lives are devoid of meaning. Sometimes it seems that their provocative behavior is designed primarily to invent new struggles and even imaginary hardships that will free them from their lethargy

and help them atone for their guilt over having it so good.

The affluence hypothesis has certain undertones of criticism directed toward the parents of restless students. Affluence, after all, does not always produce protest or indolence. Traditionally, many of our most useful public servants have been products of wealthy homes. The critics of student unrest would reserve their harshest barbs for those newly affluent parents who have themselves become so caught up in a materialistic pleasure-seeking life that they have failed to meet their responsibility of teaching children the kinds of values that would lend meaning to a young person's existence.

A number of explanations of student unrest focus upon the disturbed family. According to this hypothesis, activist and alienated students behave as they do because they are responding to an unresolved conflict within the family unit. It is usually suggested that the restless student has been subjected to too much pressure by his parents or is "acting out" a need of his parents. A more general approach to the problem focuses on a family structure in which the father is a weak or shadowy figure. This approach emphasizes the breakdown in authority of the paternal figure, the confusion of sexual roles in our society, and the break with tradition that such confusion produces.

The evidence for the existence of a high degree of pathology in the families of restless students is inconclusive. Sociological studies of students and their families do not support any family pathology hypothesis. In fact, such studies suggest that activist students, at least, come from rather stable families. Psychiatrists, on the other hand, find some evidence of serious familial conflict in most of the families of restless students they treat. It must be emphasized, however, that the psychiatrist deals with only a small proportion of such students.

If family disorganization is an important cause of student unrest, the manner in which it exerts its influence must be complex and subtle. Sociological techniques are simply too superficial to get at the complexities of the problem. The findings of psychiatrists are based on depth explorations, which may be valid for some families but which cannot be generalized. Neither sociologists nor psychiatrists can provide valid answers. The most we can say is that some aspects of student restlessness may be directly related to family pathology. Certainly, it is conceivable that in today's highly charged social

"We must re-examine our time-honored reverence affluence bores, that power corrupts,

climate, even minimal family disturbance may be translated into highly provocative behavior.

The next group of hypotheses place the student in a favorable light. They view him as a victim of man-made circumstances and maintain that student unrest is a legitimate and rational effort to change these circumstances. The student is viewed as either a helpless victim of a world he never created, or as a hero seeking to cleanse the world of the evils of previous generations. To be useful, these hypotheses must not simply define what is wrong with the world, but must suggest how various factors have made students more capable of perceiving and acting upon the injustices and irrationalities of our world.

The first of these "favorable" hypotheses focuses on the cold war. This generation of students has grown in an age when the world has been divided into two large camps that have been competing with each other ideologically and politically; and since the Russians launched their first satellite, the competition has also been educational. Students today are trained in a school system that emphasizes the competitive acquisition of knowledge as a source of power and stability. By the time they leave high school they are better educated than any previous generation of students; but they are also more overworked.

All of this emphasis on education and competition is not easily sustained after the student arrives at the university. By this time he is at least partially burned out. The personal benefits of intensive studying and searching for a profitable career begin to appear less attractive in an affluent world and particularly in a world that seems to be making it increasingly difficult for a young person to become an integral part of the economic system. As the student comes to view the implications of our competitiveness with Communism as a never-ending phenomenon, he also begins to question the social value of his efforts. Even if he maintains his enthusiasm for academic work through the undergraduate years, by the time the student reaches graduate school, he increasingly asks himself whether the competitive search for knowledge is worth it. At this point he begins to view our competition with the Communist world (and sometimes competitiveness itself) as a form of mass paranoia and he views the university as an agent of the government that contributes to the perpetuation of the paranoid system. He reacts by protest or withdrawal.

The second "favorable" hypothesis focuses on the



for affluence, power, and bigness and face the possibility that and that big institutions diminish the stature of man” S. L. Halleck

war in Vietnam. Although student unrest began long before the war in Vietnam ever escalated to massive proportions, there can be little doubt that in the past few years this conflict has been the major factor influencing the behavior of students. The war is particularly unpopular on our campuses. A large proportion of students, perhaps the majority, see it as a misguided effort. A significant minority see it as wholly immoral. Much of the restless behavior of students can be directly related to their efforts to do something to stop the war or to their sense of total frustration when they feel powerless to stop it.

The draft and the inequities engendered by the II-S deferment also contribute to unrest. The major issue here is fear. The average male student is plagued with fears that he will fail in school, will be drafted, and will run the risks of being killed in a conflict he may not consider vital to our interests. A second issue is guilt. The university student knows that he is spared from military service only because he is richer or smarter than someone else. While he may believe that the war is immoral, he also knows that his privileged status is immoral. When he accepts the II-S status he suffers guilt. Much of the activism on our campuses is a means of atoning for that guilt. Much of the alienation on our campuses is a means of denying the relevance of the society that created such guilt.

Students also feel some shame in not participating in those aspects of military service that might make them feel more masculine. It is rare for anyone else in peacetime to embrace military service eagerly, and a normal late adolescent has justifiable concern with interrupting his career to face the harshness of life in the service. The unpopularity of this war gives the student a cogent reason for avoiding military service; but it does not resolve his nagging fears that he is somehow or other being cowardly or less masculine by being treated specially.

It is also true that the antiwar climate on our campuses makes the student progressively more disinclined to serve in this war the longer he remains on campus. Education breeds a dislike of violence. Furthermore, whatever romantic thoughts a young man may have about the war at the age of eighteen are somewhat attenuated with a year or two of maturation. Students spend many hours arguing about the war, the draft, and means of avoiding the draft. This preoccupation creates a highly tense situation in which the student feels supported only by his peer group. He begins to relate to subcultures

that become progressively more separated from the rest of the nation and particularly from the adult generation.

A third hypothesis favorable to students is offered by those who believe that student unrest in an appropriate response to the deterioration of the quality of life in America. Overpopulation, which results in crowds, traffic jams, and mass-production businesses, has taken much of the joy out of life in our towns and cities. Personal care or service is hard to find in any shop, restaurant, or hotel. People begin to feel faceless and insignificant.

Students, it can be argued, are among the first to sense the painful anonymity associated with bigness. This is a particularly serious problem on overcrowded campuses where students are painfully isolated from their teachers and other adults. A sense of student-faculty intimacy and a sense of scholarly community are sorely lacking on any of our large campuses. Students find it difficult to develop a sense of identification or loyalty toward a monolithic and impersonal university. In their complaints that they are treated like numbers or IBM cards they strike a poignant note for all of us.

Overcrowding is only relative and would not be so destructive were it not for the manner in which we have incredibly neglected the planning and development of town and country. Our cities grow with no respect for the land. Beauty and wilderness are easy prey for the builder and contractor. Clean air and clear streams are almost a thing of the past. An adolescent who grows up in a world in which he must sit back and watch beauty fade while pollution advances comes to despair of the future. One way of looking at student unrest is a massive reaction to the destruction of that kind of world and way of life that their forebears enjoyed but that will be denied to them. It is not uncommon to hear a student say to an adult, “In your world life had some hope and meaning, but in the world you have left for me, these qualities are gone.”

A fourth hypothesis comes out of political hopelessness. Many individuals see our mass society as immutable to change. It has been argued that our society is so complex, our systems of checks and balances so intricate, and our interplay of pressure groups so self-equalizing that really effective change is no longer possible. Our business-oriented economy has so indoctrinated us into the role of credit-bound consumers that we are all beholden to a way of life that may not be in our best interests. An increasing number of radical students are convinced that the

We must recognize that there is some truth to the most critical as well as the most sympathetic hypotheses.

forces of government, industry, and education are totally interdependent and allied to one another for the purpose of warding off any reasonable attempts to change the society. They believe that our country has developed a system of life that simply absorbs legal efforts to change our society, even protest, in a manner that ultimately preserves the status quo. In this regard it is somewhat distressing to note the manner in which hippies and protestors have not only been institutionalized as part of our folklore and humor but have been exploited by the advertising industry, an institution they initially intended to destroy.

Guided by the philosophy of Herbert Marcuse, many students are convinced that constructive change within our society is not possible by working through the system. They do not have any sort of vision as to what will replace the old order, but they are convinced that our society is fundamentally irrational and must be destroyed. They do not reject illegal acts or even violence as agents of destruction.

A fifth hypothesis favorable to students centers on civil rights. The civil rights movement not only increased youth's awareness of an historical injustice that made it difficult for them to be proud of this country, but also served as a training ground for future radicals. The new campus protest began at Berkeley when students demanded the right to work freely on their own campuses on behalf of oppressed Negroes. Many campus radicals shaped their images of the Establishment and of unreasonable authority on the basis of their early work in the civil rights movement. Students throughout the country have developed an amazing empathy and identification with Negroes. Their commitment to the Negro cause has taught them the psychological meaning of oppression and has encouraged them to seek out and attack sources of oppression in their own lives.

I should like now to present three hypotheses—or, perhaps, *groups* of hypotheses would be more accurate—which are neither favorable nor unfavorable to students. Some explanations of student unrest focus upon impersonal processes. The causes of unrest, according to these hypotheses, are not to be found in the actions or philosophies of other men, but are believed to reside in changes in our highly complex society, which seem to create the need for new modes of psychological adaptation.

The first of the “neutral” hypotheses focuses on modern technology. Man has always lived with hope, particularly with the hope that his efforts in

the present will be rewarded with gratification in the future. A certain degree of predictability in the future enables one to make commitments to goals and to other people. To the extent that we live in a society in which past, present, and future lose their interrelatedness, the power of hope to shape man's behavior is diminished. New means of adapting to the world must then be found and the manner in which people relate to one another must be profoundly altered.

Postwar America has been characterized by a massive and continuous growth of technology. Our society is one in which the conditions of everyday life are constantly changing. Moreover, the rate at which technology changes our lives is itself increasing. No one can predict what life will be like in twenty years, ten years, or even five years. Today's knowledge, today's work skills, and today's values may be totally irrelevant to tomorrow's world. Kenneth Keniston has described the manner in which some youth, who, when exposed to an ever increasing rate of technological growth, come to perceive that the values of the past will be totally inappropriate for the world in which they will be adults. Moreover, they feel powerless to anticipate or direct the future. In this environment, hope no longer sustains. It is adaptive to be cool, to learn to live in the present.

What are the advantages and disadvantages of living in the present? The advantages are more or less obvious. One is more flexible and, superficially at least, more comfortable. It is not necessary to delay gratification nor need one allow himself to be tortured by the mistakes of the past nor to be deluded by unrealistic hopes for the future. The disadvantages of life in the present are more subtle, yet more powerful. To live in the present one must narrow his commitments. He must travel lightly and be ready for anything. More intimate relationships are unlikely since they cannot be sustained by reference to past experience nor to promises of a better future. Passion and romantic longing must be avoided because they may breed pain or impair one's flexibility. In short, if carried to extremes, life in the present is a selfish life incompatible with the growth of that intimacy and passion that man has always found essential to a fulfilled life.

Distrust of the future and a determination to live in the present seem to be characteristic of both activist and alienated students. The student activist seeks immediate change and has difficulty in developing the patience or optimism for long-term

planning. The alienated student adopts the philosophy of the hippie. Believing that the only certainty in life is change, or uncertainty itself, he adapts by "doing his own thing" and behaves as though he is responsible only to himself.

A second group of hypotheses in our "neutral" category attempt to relate the growth of new media, particularly television, to the troubling behavior of students. It can be argued, for example, that simply by being available to publicize the activities of protestors and hippies the media exaggerate the importance of these groups. The television camera forces all of us to take seriously forms of behavior that might have been dismissed lightly in earlier decades. Conceivably, the media may be creating a climate of expectation in which youth are subtly seduced into dissenting roles that may not represent their actual interests.

It is also true that many television commercials, radio ads, and most modern music are directed toward the youth market. The self-consciousness of youth is thereby heightened. They are made more aware of their potentialities and sometimes develop an exaggerated sense of their own power.

Another attempt to relate changing media to student unrest has been implied in the writings of Marshall McLuhan. McLuhan believes that electronic media are bringing us all closer together in a more truly communal and shared society than ever existed. Our youth, who have grown up with the new media, are ready for such a society. Elders, who are committed to sustain the institutions of the past, are not. Much youthful rebellion can then be visualized as an effort to make older people see that the world has changed and that many of the values of the past are now irrelevant.

Although McLuhan's hypothesis has some attractiveness, it does not seem as plausible as those that focus upon the psychological impact of the content of media. Frederic Wertham believes that the massive degree of violence that young people see on television makes them more violent and less responsible. Vance Packard, for example, has argued that chronic exposure to the values implied in TV commercials could create a generation of unrealistic, demanding, and present-oriented youth. I would like to propose my own hypothesis of student unrest based on the manner in which the media influence the character structure of youth by prematurely confronting them with the harsh truths and realities of life.

As an animal whose growth and development re-

quires him to be dependent on others for a long period of time, man learns to rely on others for an optimal amount of structure and order in his life. It is obvious that authority is not always benevolent, not just; and yet it is true that no man can be at ease if he does not commit a part of himself to some authority, whether it be his church, his family, his government, or an ideology. Nor can one come to develop a firm sense of who he is without making such commitments. It is at least partly through experiencing limitations that are imposed by others, by respecting others, and by emulating those who are respected that one finds his own identity. The process by which one comes to terms with authority is not always deliberate nor rational. Sometimes even benevolent authority relies on faith, mystique, or untruth to retain its control.

This is especially relevant to the situation of young people. The most well-meaning parents must on occasion deceive their children because they know that children would find many of the hard and cynical facts of life unbearable. Until recently it was possible for young people to begin to experience the world as adults know it only after they have reached adolescence. Most of the time the adolescent absorbed this new knowledge gradually and painlessly. Even when he did feel that his parents had been hypocritical or had deceived him, his awareness of their dishonesty came so gradually that his resentment and rebelliousness were restrained. Today it is different. One of the significant developments in postwar America has been the influence of mass communication media, particularly television, which are capable of disseminating information to all age groups immediately.

Even before adolescence, television acquaints youth with the cynical facts of life at a time when such truths may be indigestible. Other media communicate knowledge so quickly now that there is little opportunity for anyone to live comfortably with myth or self-delusion. Beliefs that were once casually accepted are vigorously scrutinized. The belief that there is equality for all Americans can hardly be sustained when one has a front row seat from which he can observe the Negro's unsuccessful struggle to maintain a decent life in this country. Blind faith in the veracity of leaders of nations is quickly lost when one can watch the proceedings of an organization such as the United Nations in his own living room. I have no doubt that diplomats have always lied to one another, but what is new about this world is that children can now watch

I doubt that man can live without intimacy, without compassion, without faith, without autonomy, without privacy, and without beauty

them lie in living color.

The hypocrisies of older generations have always been with us. What is new today is that it is ridiculously easy to expose them. The effect on our youth of premature emergence of truth has been to create a deep skepticism as to validity of authority. Neither the family, the church, the law, nor any institution demands the automatic respect it once did. There may be other factors contributing to this decline in respect for authority, but in my opinion it is best understood in terms of the psychological impact of our new media.

A third "neutral" hypothesis has to do with the reliance on scientism. Today's restless youth have grown up in a world that has sought answers to the questions of life not in religious faith but in science. Many of us believe that science provide all the answers. We ask that the speculations and opinions of the social sciences contain the same hard truths as more rigorous findings in the physical and biological sciences. In my work with students, I am often impressed to find how easily they believe or once believed in the perfectibility of man. Hostility is seen not as an innate quality of man but as a response to frustration. The teachings of the social psychologist that aggression is a learned phenomenon have gained prominence over Freud's more ominous warnings that aggression is innate.

This generation of students seems to have grown up with the belief that origin sin, in the religious sense, or Thanatos, in the psychoanalytic sense, does not exist. Much of this belief has been reinforced by the mode of their existence. Many are affluent and have grown up in suburban communities where, except for what they see on television, they are shielded from the tragedies of life. The realities of their own lives convince them that whatever calamities are imposed upon others are not inevitable. Statements such as "life is a vale of tears" or "the mass of men lead lives of quiet desperation" seem absurd to them. In their adherence to scientific rationality they also cannot accept guilt. They are convinced that in a perfectible world man should be joyful and guiltless.

When a person raised with such beliefs encounters the harsh realities of life, he has little to fall back upon. If he perceives his own aggressive tendencies, he is frightened by them and attempts to deny them. He may project his anger upon those whom he feels are frustrating him or he may simply deny that such anger exists. When he perceives the evil of others he is mortified. In his conviction that

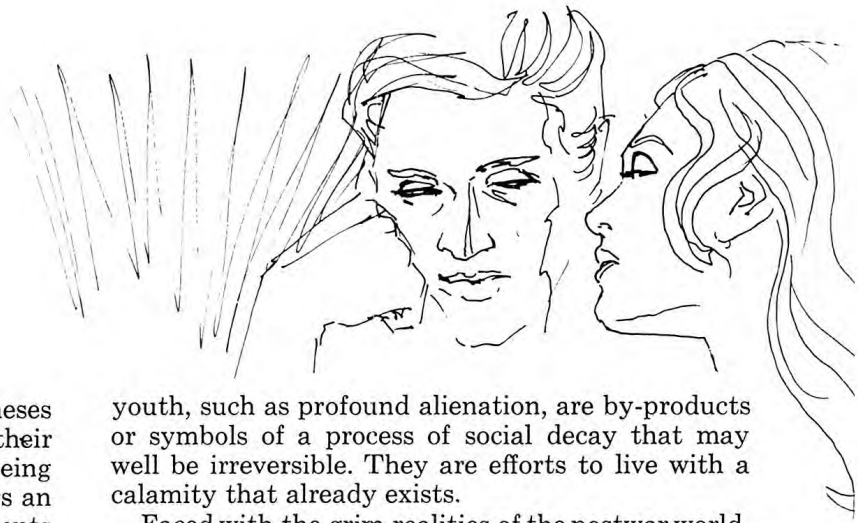
there are rational solutions to any problem, he cannot help but be intolerant of the irrationalities of those who prevent progress. In his belief that life and especially the sexual aspects of life can be enjoyed without guilt, he becomes highly disturbed when he discovers that he cannot escape his past and that a certain amount of guilt is inevitable. He even becomes plagued with additional guilt over the realization that he is guilty.

The restless student is one who has taken literally the message of science, rationality, and perfection. He is more open to action and change than were earlier generations of students. At the same time, however, he is not equipped to understand or deal with the depth of that irrationality in man that resists change and leads man to seek his own destruction. Too often such a student finds it necessary to construct devil theories of history, in which the existence of evil is attributed to only a few who block the progress of the many. He has sacrificed the comfort and patience that comes with the idea of accepting original sin. Sometimes the student becomes totally overwhelmed with the irrational aspects of the world and reacts by totally abandoning his earlier beliefs. In their disillusionment some alienated students seem to be turning away from the promises of scientism and searching for solace in the most dubious forms of mysticism, magic, and astrology.

Hopefully this review of twelve hypotheses — or, rather, groups of hypotheses — has been more than an exercise in cataloging. By emphasizing the diversity of explanations of student unrest, I have attempted to demonstrate the intellectual futility of searching for simple explanations of highly complex phenomena. As citizens, we may wish either to support or to attack the causes that the restless students have dramatized. But as scholars concerned with educating and understanding and helping students, we need a more objective approach. We must recognize that there is some truth to the most critical as well as the most sympathetic hypotheses.

Some of the hypotheses suggest guidelines for action. The critical hypotheses remind us that youth are not always as wide or powerful as we might suspect. Like adults, their actions are determined as much by personal weaknesses and selfishness as by sensitivity or idealism. While youth certainly do not need more paternalism and coddling, they still need our understanding and guidance. They can still learn much from adults who are committed to the pursuit of ideals in a climate of tolerance, compas-

t ideology,
and still be man.



sion, and responsibility. The critical hypotheses need not be used only to berate students. If their validity is appreciated they can be helpful in freeing adults from that unreasonable guilt that impairs an honest confrontation with the issues the students have raised.

The sympathetic hypotheses emphasize the unusual degree of stress this generation of students has experienced. Those hypotheses that invoke the war, overpopulation, and pollution as sources of stress forcefully remind us that student unrest is often an appropriate response to what sometimes seems to be a hopelessly troubled world. Other hypotheses raise many question for those entrusted with the management of our universities. Does the emphasis on education as a means rather than an end have any meaning in an affluent society? Should youth be encouraged to remain in a passive role as students throughout the first third of their lives? Are there means of bringing young people into important roles in the power structure of our universities and our social system before they reach the age of twenty-five or thirty? Is the II-S classification anything more than a bribe that weakens the moral position of dissenting students and creates havoc on our campuses? Should it be abolished? To what extent can we continue to depersonalize and enlarge our campuses without creating a generation of alienated youth who feel no sense of identity, no sense that they have a voice in what is done to them, and no sense of commitment to anything but their own interests?

It is my belief that the neutral hypotheses are the most intriguing and the most powerful valid explanations of student unrest. At the same time they are the most difficult to live with optimistically. If progress itself, in the form of technology, science, or new media is the most severe stress in the lives of our young people, then we are faced with a seemingly impossible task, namely how to control progress and change rather than allowing these forces to control us.

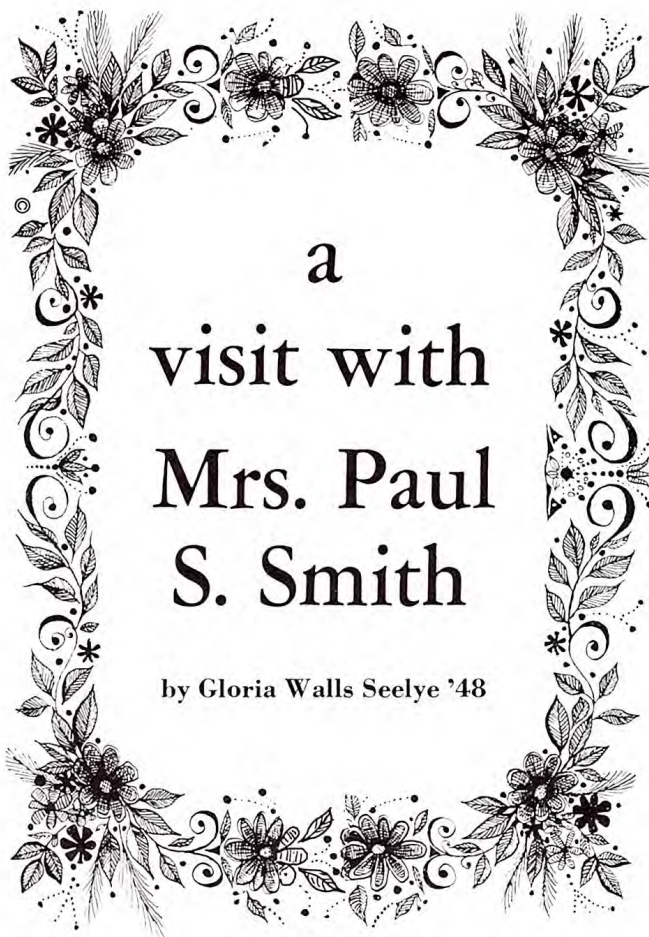
Students have demonstrated to anyone who is willing to read their message that a complacent drifting into the future, an unchecked growth of technology, science, and media cannot take place without profoundly altering the nature of human existence and the character of man. Some of the behaviors of youth, including many forms of student activism, are efforts to warn us of overwhelming danger. They are adaptive insofar as they seek to ward off social calamity. Other behaviors of our

youth, such as profound alienation, are by-products or symbols of a process of social decay that may well be irreversible. They are efforts to live with a calamity that already exists.

Faced with the grim realities of the postwar world, how will man continue to survive with dignity? Most of our counselors, scientists, and theologians have faith in man's infinite capacity to adjust. They seem convinced that man can mold his personality, can adopt new values, and can learn to live in a flexible and uncommitted manner. Some find cause for optimism in the possibility that man might learn new methods of child rearing so that he may overcome the psychological lag between his needs and the demands of the new world. I wish I could share this optimism, but I cannot. It is not likely that child-rearing methods can be changed quickly enough to keep up with the rate of technological change. It is also possible that some of man's psychological needs are immutable. I doubt that man can live without intimacy, without compassion, without ideology, without faith, without autonomy, without privacy, and without beauty, and still be man.

The only effective solution would require a drastic revision of many of the traditions and structures of our society. Our first need is to study and to plan, to determine what kinds of technological progress are consistent with making man a better human being and what kinds are not. The latter must ultimately be rejected. We must find a way to communicate those values that are essential to man's survival to our children in an open and questioning but noncynical manner. We must reexamine our time-honored reverence for affluence, power, and bigness, and face the possibility that affluence bores, that power corrupts, and that big institutions diminish the stature of man. In a nation struggling with an unpalatable war and an excruciating racial problem, these problems may seem premature, vague, and almost grandiose. Where can one begin?

If we do nothing else, we must at least begin to study the impact of technological progress upon man's personality. Only a handful of scientists and philosophers are seriously concerned with the study of man's psychological future. No university or government agency has ever created a department or institute to study this problem. This need is immediate and critical. Only man's intellect and reason can protect him from himself, if we equivocate, or if we merely drift, man's tenure on earth will have been truly absurd and meaningless. —



Who can name all the near 200 trees on the campus? Who oversaw refurbishing the college dorms during the summer? Who supervised and selected the new plantings for the college?

You'd never guess the answer unless you were an intimate friend of Lillian Smith — wife of a college professor for 29 years, wife of the college president for 18 years and now the wife of the new chancellor of Whittier College.

Mrs. Paul S. Smith dearly loves this institution



to which she came as a new bride in 1923. It has been her life and she speaks fondly about the students — almost as if they were her children.

She pointed out the new chain link fence and plantings which now set off the science building from the street, the first day the campus doors opened in September. You can be sure she had her hand in that.

She was worried about the recovered couch and drapes which had been promised by Sept. 10th for Wanberg. Summertime is no vacation — it is a very busy time for Mrs. Smith.

Her big project over the years — her own thing — has been to beautify the campus. She received a special note of credit in S. A. Watson's new book on "Trees of Whittier." The former professor of biology at Whittier called on Mrs. Smith to help name the campus trees.

Her real green thumb was put to a test when the Smiths moved into the lovely Aubrey Wardman hacienda atop the hills just three years ago. Willing to the president of the college, the spacious Spanish home boasted a full rose garden. It has been nurtured by Mrs. Smith who supervises all of the pruning and watering — a gardener comes once a week.

Evidence that the rose garden receives tender loving care was found in abundance throughout the lovely home following the reception for Dr. and Mrs. Harold Case as they arrived for the opening of the fall term to take over the role of acting president. More than 200 faculty and board of trustee members, plus their spouses were present for the affair.

A rosebud arrangement greeted guests in the entrance hall, a lovely full bouquet occupied a place of honor in the parlor and a single pale pink rosebud graced the powder room.

Mrs. Smith was wearing the same pale grey-pink print brocade dress she had worn for the party when it came time to pose for interview pictures. She was reticent — never having been asked for an interview before. But, gracious and with her usual verve, she was happy to talk of her role as wife of a



17



college president.

"Being the wife of a college president puts you out where all the action is," she said with emphasis. "And I even sleep well at night. If a college administration goes on reasonably well and if the institution is notably progressive and its leadership forward looking and aggressive, then you sleep well at night!"

And she was sparkly the next morning after the party for the 200. It began at 7 p.m. and the last to leave were after 11 p.m. "The Wardman house is wonderful for entertaining."

She has no "live-in help" but does bring someone in for special affairs. It does require lots of dusting but not much else, she adds.

"Living in the Wardman house is a lovely experience," says Mrs. Smith, as she prepares for her fourth year. Until a permanent new president is named the Smiths will occupy the premises. "Many told me time and time again that I wouldn't want to live in the house when the late Mrs. Wardman gave it to the college."

"It is big but the exercise of all the stairs has been great for me."

She loves to entertain there. Her traditional fall reception for the faculty used to be somewhat of a chore in their home on Bronte. It meant moving some furniture and praying that the weather would stay nice as the group spilled out into the yard. "It's so comfortable to entertain in the big house."

Traditionally at Christmastime she entertains the faculty wives. She decorates the house, they have dinner, a gift exchange and sing hymns. It's a special party.

"We have entertained or been entertained by the President of the United States, members of both houses of Congress, notable literary and financial personages, educators and churchmen and all the rest." Their most recent houseguests were Astronaut and Mrs. Frank Borman.

They have added many personal things to the Wardman home even though they have tried not to change things. "It was lovely the way the Wardman's decorated it and if it was good enough for

them it's good enough for us."

They did add some wrought iron railings on the stairways — for safety, sheer curtains between the drapes and have updated some of the rusty plumbing and added a new furnace. The house is 42 years old.

Mrs. Smith found an old picture of Founder's Hall, when it was the only campus building, done in soft pastels and "wadded up" in the basement of the house. "I kept it under a rug for a year and then had it framed." One's eyes are drawn immediately to it — in the sitting room off the main drawing room. Delicately inscribed in the corner is the artist's name — Lydia M. Jackson — 1914.

On another table is a spray of black coral, a present from the parents of a Whittier student, presented to the Smiths when they visited alumni and students in Hawaii two years ago. She spoke of its poisonous prick and the difficulty she had bringing it back on the airplane.

In another room a pot of large beautifully hand-carved flowers occupy a special window spot. A father of another student created it.

A small table in the dining room now bears a special collection of plates. They are new ones — with pictures of President Richard Nixon — bought in Washington, D. C.

Spread out on the dining table are the newest proud possessions. Large black and white and color photographs will keep the memory of Dr. Smith's White House sermon on July 20 very much alive. One in particular shows Dr. Smith at the podium and it is easy for Mrs. Smith to point out the notables — the Nixons, the Bormans, the Agnews and even the late Senator Dirksen in the front row.

The Smiths usually breakfast together. He rarely comes home for lunch. If they are not entertaining someone for dinner, they are attending some civic function. Sometimes they drop in at the Campus Inn. "I have eaten scores of meals with hundreds of students."

"Almost without exception I have left the table saying 'If these are bad kids they sure have fooled me!' At any rate being with young people day in



and day out keeps one very young and all the more allays the notion of a troublesome generation gap."

She speaks of her personal friendship with the collegians. "As they marry I have tremendously appreciated invitations to their weddings — often in the Whittier College Memorial Chapel." She had just received two warm thank you notes from August weddings. A demitasse spoon with an engraved WC has become their traditional gift.

She quite often has had to be a mother to students. She recounted the midnight call from three boys who had gotten themselves into a scrape. Dr. Smith was out of town — but she told them to come on up anyway — and they spent several hours talking into the night.

In the new position of chancellor they may miss the intimacy of knowing the students so well but they are hopeful that the new position will be an easy transition toward retirement. "I think it is the perfect solution for slowing down somewhat. We are looking forward to broadening our interests. Right now is the great organizational period."

Dr. Smith's new office in Whittier Square looks out over the campus. It only has carpeting and drapes but should take shape during the month. Dr. Smith is presently trying to organize all of his effects and Mrs. Smith is thinking about furnishings.

During September they traveled to Washington, D. C. to attend the U.S. Bicentennial committee session — planning ahead to 1976. There have been no real vacations and no sabbaticals during the 18 years as Whittier College president. They did spend six weeks at the Copenhagen campus, attended a Mexico City convention a few years ago and enjoyed the Hawaiian trip.

They anticipate more time for their grandchildren in the future. Daughter Eleanor married Sid Shutt, in 1950, soon after they both graduated from Whittier. Their family, which includes Stevie, an 8th grader, and Joanne, 16, resides in nearby Brea.

Joanne and her close friend, Janet Reese (daughter of the Lloyd Reeses, also Whittier grads) trav-

eled across the country this summer on a Highway History Tour. They were lucky enough to arrange to be at the White House festivities when Dr. Smith spoke in July. It turned out to be the highlight of their tour.

There are so many wonderful memories that music evokes for Lillian Smith as she sits down at her piano or organ. Her first date with Paul was to a music concert. She recalls one of the most moving musical experiences she ever had happened in Mendenhall. Carrie Jacobs Bond talked about and played her works. Her concluding "End of a Perfect Day" has become one of Mrs. Smith's favorites.

She was not a birthright Quaker — she played the organ at the Methodist church for years. She joined the Friends when she became a student at Earlham College. She spent her second year at Mills and then returned to graduate from Earlham. She taught school for one year before her marriage. Paul had an offer from Iowa and Whittier and it's very likely that Lillian was instrumental in the decision which brought them to this city.

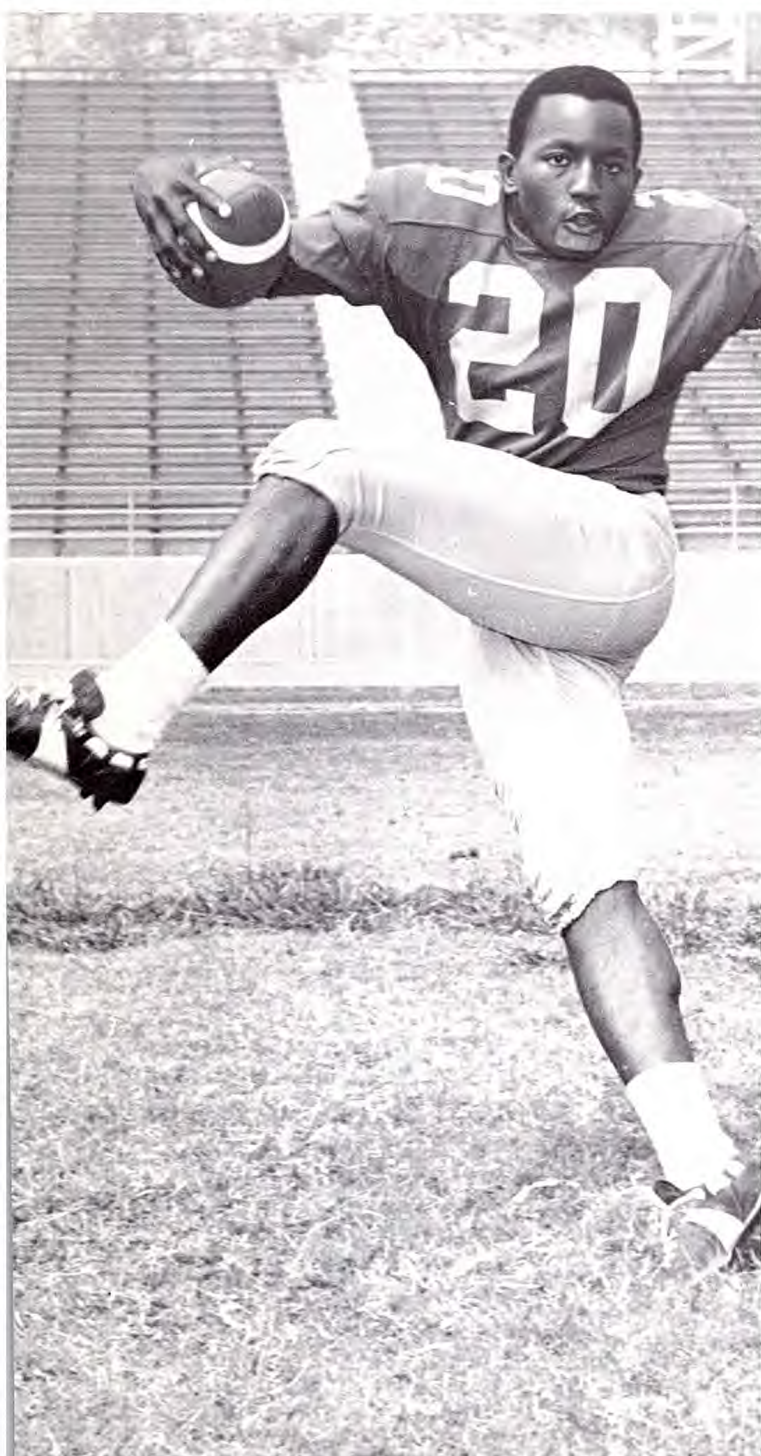
Her brother, Howard McMinn was a botanist at Whittier College in the early days and even set up the department in the basement of the old science building. He was the person who talked her into coming to school for the year in California.

It was the friendly Quaker way that caused her a bit of embarrassment when she arrived at WC in '23 as the youngest faculty wife. In those days all the women sat around crocheting or doing handwork. She spoke to the woman sitting next to her in the friendly way — using her first name. She received a very polite — Mrs. Smith — right back. Laughing over the incident Mrs. Smith says that today the faculty wives are a very friendly group and always call each other by first names.

Rounding out her memories and souvenirs of 46 years of close association with the college is a personal note which arrived this summer from the institution's most famous alumni.

It was a personal thank you to the Smiths for the White House sermon — in the friendly Quaker manner—to Paul and Lillian—signed Dick Nixon.





SPORTS

One NAIA All-American and four all-district 3 selections played out their collegiate eligibility at Whittier College last fall, but coach John Godfrey hopes he has scraped up enough holdovers and transfers to produce an interesting 1969 football season.

Gone but not forgotten are Dave Newell, All-American center; halfback Ross Stewart, who gained nearly 2,500 yards in three years; cornerback Charles Warrington and guard Ernie Omri, both all-district nominees, and split end Wally Wooten, who caught 101 passes in two seasons and erased Ken Gregory's single game reception mark with 14 against Cal Poly (Pomona).

Godfrey, dean of the Southern California Intercollegiate Athletic Conference coaches, admits the losses were heavy. There are 20 letter winners, 13 transfers and several promising sophomores who could develop into a contender for Whittier's eighth conference title in 10 years.

Currently, the two most prominent names in Poetville are fullback Lionel Pointer, a two-year letterman and No. 4 rusher in the SCIAC and 220-pound tackle Greg Sherrill, a two-way performer. Both were second team all-conference last year.

Another two-year letterman is John Mele, who has quarterbacked the Poets to two consecutive league championships. Mele, however, expects competition from former St. Paul High star, Dave Wargo, transferring to Whittier from the University of California at Berkeley.

Poet signal caller of the future apparently will be freshman Wayne Estabrook, all-San Gabriel Valley League choice, who directed California High into the CIF playoffs last year.



PREVIEW

By JOHN STREY Whittier Sports Information Director

Pointer's running mate in the backfield could be either junior Jim Satterberg or senior Dave Broomhead. Satterberg, formerly of Sierra, has improved steadily and is on the verge of putting it all together. Broomhead stakes his bid on the strength of his knee, which underwent surgery during the off-season.

Despite Wooten's departure, Godfrey is not hurting for receivers. Lettermen Steve Colflesh and Dennis Coville, both hobbled by injuries in 1968, figure to catch most of Mele's passes with another ex-cripple, Tom Castro, hoping to shake off a gimpy knee.

But the success of the Poet offense depends on how solidly Godfrey can put together an interior blocking unit, since Sherrill is the only experienced lineman available. Veteran tackles Larry Willey and Dan Denley probably will be on the defensive unit.

Other returning lettermen are Butch Manzo and Phil Adamson, defensive ends; Steve Hall, part-time offensive end; Rick Magner and John Bernal, guards; Don Uyeshima, Ruben Zertuche and Dennis Bonfantine, linebackers; Leo Camalich, Chris Claydon, Bob Friery and Greg Lawrence, defensive secondary.

Junior College transfers, the life-blood of most collegiate football teams these days, also will make or break Whittier's hopes. Godfrey lured 13 to Poetville and some of them have tools for stardom in small college football.

From Rio Hondo came linebacker Roland Kim, who played at Monte Vista High; center Bob Coats, ex-California star and Gary Lundahl, former Santa Fe halfback and receiver.

Orange Coast contributed tight end Craig Allen and linebacker Mike Ober, while East Los Angeles sent tackles Will Etheridge and Dave Freeman. Taft dispatched defensive end Leon Geiggar and Cerritos produced a trio consisting of cornerback

Dave Karls and guards Chris Sage and Pat Kriska.

The biggest man on the Poet roster is 6-7 and 265 pound tackle Doug Mooers, who transferred to Whittier from the Air Force Academy via the University of Southern California.

Godfrey's coaching staff remains intact with Bill Workman working the backs, Bill Carr the line, and Bob Smith, the junior varsity. Tom Woodson, an all-SCIAC guard last year, has been added to the force to assist Carr up front. All aides played under Godfrey at Whittier.

The Poets have scheduled their customary back-breakers for the first five outings, beginning with Cal State Hayward on Sept. 20, and following with U.C. Davis, U.C. Santa Barbara, California Lutheran and California Western.

Occidental opens the SCIAC campaign on Oct. 25 and Pomona, Claremont-Mudd and Redlands follow in that order, interrupted only by Cal Poly Pomona on Nov. 1.

Last year's Whittier eleven opened with a 13-7 conquest of San Fernando Valley State then lost four straight games when their defense collapsed. After righting the ship on a 42-0 thrashing of Cal Poly, the Poets clipped Pomona, Redlands and Claremont to repeat as conference champion.

The Schedule:

Sept. 20—Cal State Hayward	7:30 p.m.
Sept. 27—At U.C. Davis.....	7:30 p.m.
Oct. 4—U.C. Santa Barbara.....	7:30 p.m.
Oct. 11—At California Lutheran.....	2:00 p.m.
Oct. 18—California Western.....	7:30 p.m.
Oct. 25—At Occidental.....	2:00 p.m.
Nov. 1—At Cal Poly Pomona	7:30 p.m.
Nov. 8—Pomona	7:30 p.m.
Nov. 15—At Claremont-Mudd	2:00 p.m.
Nov. 22—Redlands	7:30 p.m.



OLD ACQUAINTANCES

'20

Josephine (Frazier) Richards is now retired and living with her husband, Frank, also retired, in Yucca Valley, California. The Richards recently took a trip to the Caribbean and they have also been enjoying many other trips throughout the United States and Mexico in their camper.

'24

Walter Jessup is now enjoying travel and retirement after 39 years of teaching, plus a year of banking. Walter is at home in Whittier.

'25

Dr. Albert R. Behnke Jr., who is known as the father of American diving medicine was honored recently by the Undersea Medical Society. He received the first Albert R. Behnke Jr. Award for "outstanding contributions to advances in manned undersea activity." Dr. Behnke is best known for his advances in the field of SCUBA diving. His efforts in the past years have made it possible for SCUBA divers to descend to 400 feet and more without experiencing nitrogen-narcoses. Dr. Behnke has also

broadened the horizon further for SCUBA divers by developing new methods for treating decompression illness.

Clifford W. Beal, after 33 years with the California and Hawaiian Sugar Company as a Research Chemist, has retired. Mr. Beal will take the usual retirement trips and then reside in Rodeo, Calif.

'26

William Jones recently retired from his position as the University of Oregon dean of administration. He will be leaving Oregon after 25 years of service and plans on accepting a teaching and administrative position at Emory and Henry College, Emory, Va. where he will fill a chair appointment as the Earl G. Hunt Distinguished Professor of Government.

'27

Ruth Price retired as of June, 1969 from the Hawthorne School District as director of curriculum. Ruth now hopes to do some traveling throughout the United States. She is residing in Los Angeles.

'28

Elizabeth (Sheldon) Douglass is teaching a special class in the Monrovia Unified School District. She is also a member of the Epsilon Psi Chapter of Delta Kappa Gamma.

Dr. E. Ezra Ellis, who began his ministry as a Methodist clergyman and continued it as minister of the First Friends Church of Whittier for many years, has joined the faculty of the United Church of Religious Science. He will instruct courses for new ministers of the denomination at the Religious Science Institute in Los Angeles.

'31

Miriam (Thompson) Heyler has been teaching in the elementary schools in the Los Angeles School District. Her son Bill is now an attorney and both daughters have entered the teaching profession, with Sharon teaching the fourth grade in Palo Alto and Marilyn teaching science in Orange.

Norma (Forman) Righter and her husband recently celebrated their 40th wedding anniversary with an open house for 200 friends. The Righters are at home in Santa Ana.

'33

Vivian (Van Hellen) Jordan is now living in Whittier and is enjoying her role as an active member of the First United Methodist Church of Whittier and as the wife of the church's senior minister, Dr. Thatcher Jordan.

'34

K. S. Carnine is currently the executive director of the Sacramento City Teachers Association and has also served as president of the California and National Association of Executive Directors.

'35

Roberta (Gates) Wilson and her husband Jack have a beautiful place in the Antelope Creek trailer park in northern California, with all kinds of accommodations for camping, fishing and boating. Their creek enters the Sacramento River 400 feet downstream. Their daughter Marcia, with husband Mike and grandchildren Terry and Toni, live there too.

Cecile (Tuttle) Woods is glad to be back after four years in West Pakistan where she was head of the lower school at the International School for Manglee Dow Contractors where they taught kindergarten through high school to some 600 youngsters.

'37

Catherine (Henry) Castle had a marvelous 3 years stationed in Stuttgart-Vaikingen at the USEUCOM Headquarters where her husband was the American Red Cross Field Director with 5 sub-offices scattered throughout the country. Catherine kept busy teaching kindergarten half day and in her spare time, did quite a bit of traveling in Europe and also was involved in various organizations, doing some volunteer work. Catherine and her husband are now home and she is teaching the fourth grade in Alameda and he is field director at Treasure Island.

'38

Dorothy (Sayers) Ludwig is doing substitute teaching in Portland and her husband Robert is manager of Lansing B. Warner, Inc., an insurance company. Their son is head claims adjuster for an insurance company in Portland. The Ludwigs are residing in Lake Grove, Oregon.

'39

Lt. Col. Doris Williams received her promotion during August. She is still chief of the air traffic control branch at Ho, 5th Air Force, Fuchu Air Station just outside Tokyo. She will be returning to the states soon but hasn't received her assignment yet.

Alonzo Valentine, principal of Excelsior High School in Norwalk is leaving

the district after 12 years of service as chief administration, and 11 years as a teacher, counselor and curriculum director of the area's oldest secondary school. Alonzo will be accepting the position of Director of Adult Education and Continuation in the San Juan Capistrano School District.

Robert and Nellie (Bishop '35) Counts are both teaching in the Whittier area. Their son Curt was married in December and their daughter, Kathy, married in May. Their oldest daughter, Susan is married and living in San Francisco where her husband is attending Hastings Law School.

Fred Boerner and his wife Betty Ann are still operating their International Truck dealership in Huntington Park, hoping to soon be retired so they can enjoy their grandchildren.

Wilfred Holdridge has been assigned to the principalship at Corona Avenue School in Bell. He was previously employed by South Gate schools. He and his wife, Kathrynne are longtime Huntington Park residents.

'40

Carl Pettit recently moved from California to Louisville, Kentucky, where he has accepted the position of corporate manager of manufacturing for Thomas Industries which makes commercial and home lighting fixtures. Carl was previously with ITE Imperial as manager of manufacturing.

'41

Bill Lion and his wife Jane (Tregay) are at home in Antelope Valley where Bill and his brother run the Lion Construction Company. They have three children; John, who is married and lives in Pomona where is a journeyman steel worker; Steve, recently married and living in Los Angeles while working as an electrical apprentice; and Larry who is a sophomore at Antelope Valley College.

Gertrude Massagner was a Bible teacher in Columbus, Mississippi for two years. She previously spent 7 years in Cuba as a Methodist missionary, and was also a teacher of English as a second language to Cuban refugees for 9 years. Gertrude was honored in "Who's Who in Education '64, '65," and received the merit award in 1965. She is currently on Sabbatical leave to do more writing.

'42

Arax Arklin owns and operates Bellaire Preschool in Granada Hills, which she started in 1960. It has a very well satisfied clientele of 2½ to 6 year olds. Arax and her brother, Hank Arklin, recently elected to the California State Assembly, devoted much of the past year to his campaign to help pass conservative legislation.

Laura (Von Briesen) Long has been teaching kindergarten and first grade classes in the Palm Springs Unified School District for the past twenty years. Her son, David, is 22 years old.

Dick Dowell is now the project director for the Friendly Visitor Project — YWCA. It is a project under Title III of the Older Americans Act. His wife and he are now residing in Scottsdale, Arizona. Their son, David, 21, graduated this year from the University of Calif. at Davis, and has now received his commission as a 2nd Lt. in the Army, stationed at the Presidio of San Francisco. He has been accepted for law school at Hastings, and will enter there in October.

Carl Randolph, executive vice president of the United States Borax and Chemical Corporation, was elected president of the Los Angeles-based firm by its Board of Directors in July. Carl has been with the corporation since 1957. He and his wife, **Jane (Taber '43)**, are at home in La Habra.

Jack and Barbara (Brown) Harrington are enjoying their new home atop the hill in Palos Verdes. Jack is employed at North American-Rockwell, Los Angeles division, as a senior design welding engineer and Barbara is still teaching her first graders at Silver Spur School in Palos Verdes. Their son Lee, 23, completed Navy Officer's Training in Newport, Rhode Island last March. He and his wife have spent the past six months in Athens, Georgia, where Lee has been in Navy supply school and he is soon to be stationed in Long Beach. Joyce, 20, is currently attending Whittier College and is a junior. The family is also busy planning a November wedding for Donna, 19. Jack and Barbara returned recently from a wonderful tour through Spain, Portugal and Morocco.

Captain John Scott was recently promoted to Rear Admiral of the Navy. He was also awarded the Legion of Merit Award for his outstanding service and dedication in his position as director of Navy Supply Corps Personnel. John and his wife (Velma Ramsey) are now residing in Mechanicsburg, Pennsylvania. Their younger daughter, Debbie is beginning her freshman year at Whittier College.

'43

Thelma Sprague was a recipient of an Allstate Foundation Scholarship (full tuition for five units plus texts) so she commuted from her San Diego home four days a week for six weeks to Cal State at Long Beach. This will be her tenth year for the San Diego Unified School District for which one has written two guides for sophomore English curriculum. Thelma has also been busy as president of the Alpha Sigma chapter of Alpha Delta Kappa, an honorary teacher's sorority, and has been enjoying her hobby of photography with her own darkroom.

'44

William Lassleben has been elected as president of the Rio Hondo Junior College Board of Trustees for the 1969-70 year. He served as vice-president last year.

Virno Panicacci is still operating a delicatessen in the city of Bell, is president of the Bell Lion's Club, and is City Councilman of Bell Gardens.

'48 James "Don" Simpson was recently appointed by the Cerritos College Board of Trustees as assistant superintendent-business manager for the college. He previously served as a business administrator in the Norwalk-La Mirada Unified School District for the past 19 years. He and his wife, Vivian, reside in Fullerton.

'49 Bill and Bea (Goode '51) Moore are both teaching. Bill teaches biology, science, and coaches both varsity and jr. varsity basketball at Burroughs High. Their son Mark, 16 and 6' 6 1/2", plays on the varsity team. Bea is vocal music teacher for Indian Wells Valley School District. She just wrote and directed a children's musical for summer recreation. The Moore's daughter Melanie, 14 and 5' 10", may become a model for the family's new part-time business called Mojave Desert Dress by Moore. The family is at home in Ridgecrest, California.

'50 Joseph Steffen is teaching physical education and coaching varsity football and wrestling at Kaiserslautern High in Germany. Previous to this assignment he spent three years in Japan and one year in Ankara, Turkey.

Lt. Robert H. Williams was recently promoted to Captain in the Long Beach Police Patrol Division. He previously served as a juvenile officer since joining the department in 1950.

Stanley Oswalt has been hired as superintendent of the new Rowland Unified School District. Stanley, who has been superintendent of the Rowland Elementary District since 1963, will be given a three-year contract.

Elinor (Funk) Anderson has retired after teaching school for 27 years.

Dwight and Zona Beck and their son Steve, 14, are living in Ventura where Dwight is teaching in the Ventura Unified School District.

Elwyn Dyer is now district sales manager for ISI Corporation and also serving as president of Rancho Alamitos Rotary Club. Elwyn and his wife Jeanne and two children, Cynthia and Bradley, are at home in Los Alamitos, where Jeanne is teaching school.

Dorothy (Jessup) Eaton directed the YMCA girl's camp for the Yolo County YMCA and north-east branch of the Sacramento Y at Camp Lake Valley this past summer. She is currently continuing her teaching of primary math at Mistletoe School. The Eaton's eldest daughter Karen is in the nursing program at Shasta College.

James Relf is residing in Fairfax, Virginia, where he has worked with the

Department of State since 1952. His most recent position was Deputy Director, Operations Center, Department of State and he has been assigned to spend a year at the National War College for 1969-70. James has specialized in German affairs over the years.

Dr. Yorimi Matsumoto, appointed associate professor of physiology, is now at Emory University, Atlanta. He was previously an assistant professor of biophysics at the University of Illinois and earlier a physicist at the Naval Research Laboratory in Washington.

Gene Marrs, a businessman in uptown Whittier since 1950, has been elected president of the Whittier Uptown Association. Gene is currently a partner in an insurance agency. He also served as president of the chamber of commerce in 1964, president of the Whittier College Alumni Association, and the East Whittier Kiwanis Club. He and his wife (**Suzanne Smith '49**) are at home in Whittier.

Patricia (Hayes) Havens was president of the Simi Valley Historical Society during 1968-69. During her two year term they established the Simi Valley Historical Museum in the former branch library building. She plans to teach a fourth-fifth grade combination in Simi during 1969-70.

James Kerr is the newly appointed principal of Santa Fe High School. He has also served the Whittier Union High School District since 1952 as an English and social studies teacher, curriculum coordinator and assistant principal at La Serna High School.

Marion Barish is general manager-executive vice president of Coast Photo Service headquartered in Salinas, California, with one division in Fort Leonard Wood, Missouri. The Barishs have four boys and three girls, the oldest boy is a junior in high school and the youngest girl is 2 years old.

'52 Ellis Wheadon is an engineer in advance battery research for Delco Remy in Anderson, Indiana. The Wheadons have four children; Bob, 18, Cindy, 16, Larry, 14, and Shari, 12.

Joe Caneer has a new job with Security Pacific Bank and is membership chairman on the board of the new East Whittier YMCA.

Max Wendel is research consultant for the Los Angeles County district attorney's office, where he is setting up statistical data collection system in the office. Max is residing in Fair Oaks.

Mary Virginia (McGuire) Thomas and husband are at home in Denver with their daughter, Mary Ann, 17.

'53 Ken Greenbaum owns and operates Ken's Suburban Furniture in Bellevue, Washington, and recently acquired another branch store in Northgate. Ken is also serving as president of the East Side Reform Temple Sinai, chairman of the board of the Northwest Retail

Furniture Association, the only member from the Pacific Northwest on the board of the National Retail Furniture Association and past president of the Overlake B'nai B'rith.

'54 Dr. Robert Liverman has joined the staff at Illinois State University as an associate professor in the department of health and physical education for men. His specialization is the teaching of physiology of exercise and research techniques.

'55 William Jackson has been named manager, OPD Plans and Objectives, at IBM Corporation. In his newly established function, he will be responsible for developing and recommending OP business strategies and objectives, review of plans, and the formation and implementation of the planning process. Jackson has been with IBM since 1960.

Della (Kelley) Newton and her husband Milton just opened their new apartments in La Habra—the Villa Monaco on Walnut.

'56 Donna Lou (Nelson) Van Buren and her husband Paul are in their third year as agricultural-educational missionaries for the United Methodist Church in Polomolok, South Cotabato, Philippines. Paul is director of the new high school Valencia Academy, while Donna Lou teaches English and history. Their two children are Mark, 4, and Lisa Michelle, 2.

'57 Verlyn and Karen (Land '59) Stalians are at home in the Covina area where they have lived for the past ten years.

After Doris got her master's degree at Cal State Los Angeles, she taught high school, but six years ago she retired to have the last two of their four children, two boys and two girls. This year she has held offices as first vice president in the Junior Woman's Club, first vice president for PTA, and Girl Scout Leader. Doris also plans on soon working in adult education on an experimental teaching program for adults. Verlyn is very busy running several businesses in El Monte. They have both recently returned from a much needed rest in Hawaii attending the Rotary Convention.

'58 Gilbert Ruiz has been appointed one of the 16 new deputy district attorneys as announced by Los Angeles County District Attorney Evelle J. Younger. Gilbert was engaged in private practice previously.

Bob Bland, assistant basketball coach at Cerritos College for the past two years, has been appointed basketball coach at Rio Hondo Junior College. Bob is at home in Cerritos with his wife and their three children; ages 10, 8, and 4.

Robert Roemmele is now in his third year of teaching chemistry at Lowell High School and he will become department head of science. His wife Katherine (Reedall) is on a leave of absence from the East Whittier School District. The Roemmes are at home in Fullerton with their daughter, Katherine Ann.

Dick and Marilyn (Yates '59) Herr are at home in San Clemente where Dick has just served as "Head Start" director for the summer and is now principal of the Capistrano Intermediate School in Capistrano. Most activity outside the home has been spent in church service and their family is enjoying traveling. The Herrs have three children; Bobby, 7, Kevin, 5½, and Kimberly, 2.

Ronald Zimmermann has been appointed assistant general manager of corporate data processing of Bethlehem Steel Corporation. He is advancing from assistant manager of the order division of the sales department. Ron is also president of the Hanover School PTA, coach of the Northeast Little League, and member of the Moravian Church and Bethlehem Club. The Zimmermanns are at home in Bethlehem, Pennsylvania.

'59 Pat Sowers is returning to her fourth year of teaching at Keams Canyon, Arizona, in an amalgamated public and boarding school on the Hopi Indian Reservation. Pat finds her work very interesting and especially enjoys getting a first hand look at the Hopi and Navajo cultures.

Judith (Sawyer) Arndt and her husband are residing in Long Beach with their daughter Cynthia, 3.

Lucy (Smith) Fields has been doing some substitute teaching in the primary grades and is also a member of AAUW. Her husband Max is personnel supervisor at the Title Insurance and Trust Company. The Fields have one daughter, Wendy, 3½.

Jana (Mortrude) Hohe and her husband and son are residing in Rodgen, West Germany, where Jana is teaching with the United States government.

Doris (Molumby) Olsen and her husband and family are at home in Boulder, Colorado, where Arthur is continuing his optical engineering at Ball Brothers Research Corporation. Doris is enjoying her home life with their two girls, Karen, 4½, and Jackie, 3.

Paul and Lorraine Aschenbrenner recently returned from two years of work with the American Friends Service Committee in a community development program in Mexico. They lived in the village of San Luis Coyotzingo, where Paul served as director of a unit of community development workers. The AFSC has been in San Luis Coyotzingo since 1965, when the villagers asked for help in improving agricultural techniques and learning better methods of animal husbandry, beekeeping, the use of improved seeds, fertilizers and insecticides.

'60 Bette (Blank) Harper and husband George have returned to Whittier after he completed his two years at Fort Myer, Virginia. The Harpers have three daughters; Lou, 8½, Ann, 5, and Tricia, 3½.

Patricia (Ashcroft) Watje is teaching the third grade in Riverside. Her husband Raymond is with Toxo Spray-Dust in Tustin.

'61 Dr. Lorayne Horka-Follick was received into the Omicron chapter of Phi Delta Gamma (women's interscholastic honorary fraternity) at the University of Southern California during the spring of 1969. The Dr. Follicks will be vacationing in Mexico during the latter part of August.

Gary Goodson has been promoted from assistant principal to principal of Longden Elementary School in Temple City. Gary previously taught for seven years in the East Whittier elementary schools. He and his wife Marian have two children, Michael, 5, and Julie, 3.

Herb and Mickey (Myrtle Smith) are still making their home in Beni, Bolivia, South America. They recently managed to construct their own home, somewhat like a cabin, the major part being constructed out of aluminum. They were also excited about the arrival of a little Brahman Heifer calf. The workers in this area have been making concerted efforts to make some form of contact and communication with the Pacahuara tribe, feared by both Brazilians and Bolivians.

Peggy (Sprout) Olivier and family are enjoying their new home in Pleasanton, California. Peggy is working part-time as a freeland consultant in home economics education. Her husband Art is a foreman electrician with the new company of DM Electric in Dublin, California.

'62 Robert Scott recently resigned his position as band director at Excelsior High School and will be joining the faculty of Northview High School in Covina. Excelsior High School honored Scott with the dedication of their 1969 annual to him.

William Alexander is director of Western Public Library, including 909,000 volumes, and an art gallery and museum, and is also a member of the Rhode Island Library Association's Executive Committee. Bill is teaching an extension course for the University of Rhode Island. Linda (Thormodsen) is enjoying her role as a housewife.

Leroy Fetterolf is participating as staff engineer to the software systems design department within the TRW Systems, Inc. He and his wife Jan are at home in Los Gatos with a new son.

Dr. Robert Freiwald graduated from USC School of Pharmacy in June, 1966 with a Doctor of Pharmacy. While at school he was a member of Rho Chi national pharmacy honorary society and received the Merck Sharp and Dome Book Award for scholarship achievements

upon graduation. Robert has been working as staff pharmacist at Long Beach St. Mary's Hospital since October, 1966. He is residing in Long Beach.

John Moore is on leave of absence from the La Puente Union High School District and is a full time graduate student in the department of instructional technology at USC. He and his wife Linda toured 28 states and provinces in Canada during the summer of 1968 plus graduate study at the University of Connecticut.

Gus Velasco has been named director of the new Santa Fe Springs Neighborhood Center to be opened on Pioneer Blvd. in Pico Rivera. Gus has been a full-time teacher in the Los Nietos Elementary School District, teaching Spanish and ceramics to 7th and 8th grade students. In addition he has worked extensively with the YMCA. Gus and his wife Annie reside in Santa Fe Springs. They have four children; Renne, 8, Paul, 7, Jaim, 3, and Gustavo, 2.

'63 Rita Corpin is in her sixth year with the Garden Grove Unified School District as a high school teacher of world history. Traveling is her hobby; she visited Europe for the first time in the summer of 1967 and then again in 1969. Her trip included England, Holland, Germany, Austria, Italy, Switzerland, and France.

Christopher Cross was recently appointed as special assistant for student affairs for the Department of Health, Education, and Welfare. He will be responsible for the establishment of effective communications between the department and student communities. He will also work with student groups in designing student-community involvement programs. Prior to joining the department he was director of special projects at the University of the Pacific. For the past two years Cross served as a national director of the American College Public Relations Association. He and his wife (Heather Wood) are residing in Alexandria, Virginia with their two daughters.

'64 Bernard and Vickie (Ekdahl) Bisho have been residing in Hawaii where Bernard has been activated with the Hawaii National Guard troops, and he is stationed at Schofield Barracks-Hawaii. He played for an all-Army volleyball team and made trips to Korea, Japan and the midwest with the team. The Bishos plan a trip to the mainland at Christmas time.

Roger B. Johnson, now painting under the name of R. Bradford Johnson was one of the most awarded artists in the Orange and Los Angeles counties. He is currently residing in La Habra with his wife Sara, and is the owner of the Apollo Art Gallery where he shows his own work along with several other excellent artists. His work has also been shown in Carmel at Zantman's Galleries and in Laguna at the Sleepy Hollow Art Center. He has been acclaimed for what has been

called "the latest inevitable stage in the development of the American art scene—Post-Americanism." His subject matter comes from his own personal love of our vanishing American heritage.

Karen (Laliker) Harris is still teaching kindergarten at Mariposa school in Brea. Her husband Fred is a stockbroker for California Pacific Securities in Tustin.

Virginia (Zane) Haldane and husband Glenn are expecting their first child in December. Glenn is presently employed with Standard Oil Company of California and is the supervisor of the Chevron Travel Club. Virginia has been teaching 1st and 2nd grades with the Novato Unified School District for the past four years. The Haldanes are at home in Mill Valley, California.

Sandra Morrey is returning to Germany to teach elementary school for the Department of Defense in a new location in the southern part. Her traveling includes European ski areas, Russia, Middle East, and an African photo safari in the near future. Sandra is thoroughly enjoying the living and traveling opportunities.

David Carter spent two years in the Army after graduation which was served with the Waterways Experiment Station in Vicksburg, Mississippi. He continued there two more years and these two years encompassed work in Panama and Colombia, and above the Arctic Circle. David took a leave of absence in 1968 and then entered graduate school at the University of Sheffield, England and obtained his master's degree. He is currently at USC working on his Ph.D. under a National Science Award Fellowship.

Randall DeLave is with "Uncle Sam" at the Pentagon. Upon his discharge in November, he plans on returning to Los Angeles and he is interested in public relations with an airline.

'65 Margo Broadbent, since graduating, has gone back to school to the University of Missouri at Kansas City, School of Dentistry, and graduated in January, 1968 with a certificate and B.S. in dental hygiene. She is currently employed by three dentists.

Barbara (Lyon) Crandell and her husband David are especially happy because Barbara just won a Volkswagen. She entered the "Paint Your Wagon Contest" by painting in the Volkswagen on the Wink entry blank and her design was chosen as one of the Los Angeles first place winners! Barbara and David are at home in Malibu with their son Norman.

'66 James Looney and his wife Claudia are both fulltime program directors for the North Orange YMCA and YWCA. Jim is in charge of special programs, community counseling, school clubs and camping for the YMCA. Claudia is heading up "Summer Fun" at the

YWCA which replaced the day camp program. Spare time for the Looneys is spent indoors with art projects and reading, outdoors with the family favorite, golf.

Kathleen (Bradley) Counts is chairman of the special education department at El Monte High School where she teaches emotionally disturbed boys. Her husband Horace is currently export sales manager at Stoddy Company in Whittier.

Rod and Cheryl (Mattoon) Snowden are currently spending six months in Fort Walton Beach, Florida where Rod is on special assignment for Hughes Aircraft as site administrative manager at Elgin Air Force Base. They have two sons: Ricky, 2, and Michael, 4 months.

Jeffrey Shepard, also a graduate of Harvard Law School, was awarded one of four White House Fellowships in the Los Angeles area. The four are among 18 fellows who will serve as assistants to Cabinet officers and members of the White House staff. They were selected from more than 1,000 applicants.

James Goodwin will be taking his bar examination. He completed his schooling at the University of San Diego. The Goodwins currently live in San Diego and have two daughters, Patricia and Lisa.

Edward Garrett received his D.D.S. Degree from the school of dentistry at the University of Southern California June 5, 1969. The award for excellence in the field of Pedodontics was presented to him by the American Society of Dentistry for Children at a Special Awards Breakfast. Dr. Garrett will be practicing in the San Gabriel area.

Janie Jones will be attending the University of South Carolina as an assistant while working towards her Ph.D. degree in comparative literature with emphasis in theatre. She will teach public speaking. For the past two years Janie has been active in San Bernardino theatre groups while directing the Eisenhower High School Little Theatre. During the summer of 1968 she did summer stock on Hilton Head Island in South Carolina.

Roger Busico was one of four F-100 Super Sabre pilots who recently leveled a Viet Cong storage facility during an air strike marked by precision teamwork. He has also been decorated with the Distinguished Flying Cross for air action in Vietnam. Lieutenant Busico distinguished himself by extraordinary achievement as an F-100 Super Sabre pilot near Pleiku, February 23, 1969. His precise ordnance delivery—within 200 meters of friendly troops—completely silenced all hostile ground fire. Roger was presented the medal during ceremonies at Tuy Hoa AB, Vietnam, where he is a member of the 308th Tactical Fighter Squadron.

'67 Katy (McFarland) Szal and her husband Roger are going to Cambridge, England in November where Roger will spend a year doing post-doctoral research at Cambridge.

Cliford Bisjak is completing his first

year at Pacific School of Religion on a B.D. program. Plans are to enter the United Church of Christ ministry in the summer, 1970. He and his wife Waldina are residing in Chino Valley, Arizona.

Janine (Newsom) Miller is enjoying her role as a housewife and the mother of Julianne, 15 months. Her husband works in the marketing department of Shell Oil Company.

David Stark is presently working on his master's degree in accounting at the University of Nevada.

Rob Hughes is the "struggling young actor." Since graduation, his talent and drive has kept him active in his acting career. He has done summer stocks all over the country and this fall will be seen on TV in autumn episodes of "Here's Lucy" and "Lassie". He wants to do some directing eventually, and with Isaac Dostis, a director he met in New York, he operates a new acting studio and workshop in Los Angeles. He and his wife **Patricia (Mitchell '66)** are the parents of two children: Maureen, 3, and Derek, 6 months.

'68 Barbara McCann has been awarded the silver wings of an American Airlines stewardess and has been assigned to flight duty out of New York City.

Judi Miller just returned from New Zealand where she taught third grade from September, 1968, to May, 1969. She came home via Australia, the Far East, Hawaii and Canada.

Rick Weaver has won the distinguished black belt of karate from the International Kenpo Karate Association. He has studied the sport for five years. Rick is currently working on his masters' degree in political science at Whittier.

Wesley Kruse has taken a management position with the European-American Banking Corporation on Wall Street in New York City. The bank is a specialized bank, and deals mainly in the financing of international trade.

'69 Lynn Kraemer has been accepted for Army OCS training after graduating. He is stationed at Fort Leonard Wood, Missouri, for basic training in artillery.

Carole Cornelius will be working as a speech therapist in the Arcadia Unified School District elementary schools. Carole spent the summer in Washington, D.C. doing some graduate work at George Washington University.

Lorraine Erickson spent her summer with her parents in New Jersey, but this fall will be in Nashville, Tennessee to begin a special economic development program there. The students in the program are mainly foreign government officials and foreign professors so she feels the program should prove quite interesting. If all goes well Lorraine should be receiving her master's degree at the end of next August.

Joseph Barboo is in the Navy as an aviation electronic technician (navigation) and is hoping to go overseas soon.

Ed Shackelford and his wife Luanne are joining the staff of Campus Crusade for Christ International and have been assigned to work in the Oregon district with the Campus Ministry next year. Campus Crusade for Christ is an interdenominational Christian student movement presenting Jesus Christ to the students, laymen and military of this nation and the world. The Shackelfords have just completed eight weeks of training at Arrowhead Springs, the crusade's headquarters in San Bernardino.

Lee Haight has been awarded the \$500 Kenneth Leventhal & Company Scholarship for study as an accounting major in the University of Southern California's Graduate School of Business Administration. Lee was selected by a faculty committee of USC's department of accounting and taxation. He will be enrolled in a one-year master of business administration degree program and ultimately anticipates a career as a certified public accountant.

newlyweds

Class of '61

Jo Ann Walch to Robert A. Schwartz, July 26, 1969, at home, Portland, Oregon.

Class of '62

John P. Moore to Linda H. Nelson, May 18, 1968, at home, University of Southern California.

Class of '66

David Carlson to Joyce Caccamist, June 21, 1969, at home, 612 N. Wilcox Dr. #9, Montebello 90640.

Ron Brown to Donna Peterson, June 14, 1969, at Our Redeemer Lutheran Church in Garden Grove.

David R. Budley to Helen L. Blackman, May 31, 1969, in New York City.

Carolyn Williams to Eric Shafer, June 28, 1968, at home, P.O. Box 7841, So. Lake Tahoe, Nevada.

Class of '67

Marjorie Ann Huckfeldt to Bruce Allee, at home, 13456 E. Camilla, Whittier, 90601.

M. C. Donaldson Jr. to Sandra Ann Walters, August 9, 1969, at home, 383 Bay Shore Ave. #402, Long Beach.

Jeanette Stone to Robert I. Boyd, Jr., July 3, 1969, at home, 11711 E. Florence, Apt. 30, Santa Fe Springs 90670.

Barbara Susan Smith to Lt. Daniel R. Clark, June 21, 1969, at home, 1313 Campbell St., Sp. No. 101, Rapid City, South Dakota.

Judith Osborne to Douglas Armstrong, August, 1969, at home, 200 S. Glenn Dr., Camarillo, California.

Gilford C. Bisjak, Jr. to Waldina Agnes Fahy, February 15, 1969, at home, P.O. Box 121, Chino Valley, Arizona 86323.

Katy McFarland to Roger Szal, September 14, 1968, at home, Cambridge, England.

Audrey J. Thedaker to Michael Chamberlain, at home, 542 W. Dryden, Glendale 91202.

Martha Ellin Mason to James Phillip Nevins, Jr., at home, Guadalajara, Mexico.

Liane Abreu to Dr. John L. Spolyar, July 26, 1969, at home, 777 Tayler, Apt. 203, Alameda 94501.

Class of '68

Robert Fry Engle III to Marianne Eva Eger, August 10, 1969, in Ithaca, New York, at home, 258 Marlborough St., Boston, Massachusetts.

Pamela S. Fink to Dale Allen Pew, June, 1969, at home, 2627 Broadway, Apt. 59, Anaheim 92804.

Richard Irwin Gilchrist to Nina Ann Newsom ('69), June 21, 1969, at home, 1097½ Roebing Ave., Los Angeles 90024.

Jack Neil Swickard to Sharon Lee Schynkel, August, 1969, at home, 145-B Mesa Dr., Costa Mesa 92627.

Robert A. Schenet to Judith A. Anderson ('69), July, 1969, at Point Loma Community Presbyterian Church in San Diego, at home, North Hollywood.

James Gardiner to Judith Jean ('69), August, 1969, at home, 7182 Heil, Apt. 4, Huntington Beach 92647.

William H. Herman to Christine Coral Campion, at St. Marys' Catholic Church, Whittier, at home, Whittier.

John Robert Armstrong to Susan Gail Terry ('69), August 3, 1969, at home, 577 Couper Dr. #6, San Luis Obispo 93401.

Patricia Donaldson to William Joseph Wheatley, May 3, 1969, at home, 14835 Vanowen St. #10, Van Nuys 91405.

John Langenes to Judith Anne Hathaway, June 7, 1969, at home, 3660 East Third St., Apt. A-23, Tucson, Arizona 85716.

Class of '69

Marjorie Shively to Steven A. Wood ('70), June 21, 1969, at home, 12710 Wardman, Apt. B, Whittier 90602.

Wendell Allen to Mary Robins ('70), June, 1969, at home, 13644 Earlham Dr., Whittier.

William D. Sucksdorf to Mary Susan Veatch, June 8, 1969, at home, 8 Lockley Ave., Lobby B, San Francisco 94122.

Gregory Erroll Bell to Anita Denise Wyne, June 1, 1969, at home, 12610 E. O'Melia, Whittier 90601.

Vincent Fraumeni to Penny Carns ('68), June 14, 1969, at home, 217 N. Sunset, West Covina.

Elizabeth Ann Keiser to Don Galen Warhurst, June 14, 1969, at home, 1162 Baughman Dr., Claremont 91711.

Eva Rota Gulbis to Gregory Colin Lathrop, June, 1968, at home, 1510 W. 6th St., Austin, Texas.

Dale R. Rollins to Sharon A. Gilbert, at home, 7741 S. Newlin #A, Whittier 90602.

Sharon Yvonne De Maria to Charles Peter Chase, at the Our Lady of Mount Carmel Church, Montecito.

Anne Clark Bingham to Jerry Richard Kreucher, at home, La Habra.

Class of '70

Margaret Severy to Daniel Richard Johnston, June, 1969, at home, Evanston, Illinois.

Douglas Lee Grisham to Susan Mary Smith, May 30, 1969, at home, Whittier.

newcomers

Class of '58

Mr. and Mrs. Robert H. Roemmele (Katherine Reedall), Firethorne, Fullerton, a daughter, Katherine Anne, March 14, 1969.

Class of '61

Mr. and Mrs. Daniel Robinson (Barbara Buehling '65), 2756 Brea Blvd., Fullerton, a son, Christopher John, May 17, 1969.

Class of '62

Mr. and Mrs. R. Leroy Fetterolf, 1654 Hyde Dr., Los Gatos 95030, a son, Perry Lee, May, 1969.

Dr. and Mrs. Douglas M. Whitley (Faith Campbell), Cote D'Azur Villas, 649 Paseo de la Playa, Apt. 104, Redondo Beach 90277, a daughter, Anne Lorene, August 12, 1969.

Class of '63

Mr. and Mrs. Mike Nevins (Judy Boos), 114 Chicago St., Huntington Beach, a son, David Allen, June 22, 1969.

Class of '65

Mr. and Mrs. Thomas Roberts (Susie Elliott '67), 16011 Haldane St., Whittier 90602, a son, David Glenn, March 17, 1969.

Class of '66

Mr. and Mrs. Edward Tate (Gwen Webber), 7440 Cozycroft Ave., Canoga Park 91306, a son, Edward "Ted" Lewis, July 14, 1969.

Mr. and Mrs. Gary Brooks (Jane Beymer), 52 Sixth St., Hermosa Beach 90254, a son, Michael Gary, June 23, 1969.

Mr. and Mrs. Curtis Cross (Christina Tietze), 5820 East Ocean Blvd., Long Beach 90803, a daughter, Camille Marie, May 30, 1969.

Mr. and Mrs. Hal Hamilton (Gloria Lindsey), Rt. 5, Box 56, Chehalis, Washington 98532, a daughter, Holly Jayne, August 1968.

Mr. and Mrs. Dennis Robertson (Carolee Callicott), 5709 Ben Alder, Whittier 90606, a daughter, Janelle K., July 28, 1969.

Mr. and Mrs. Ted Robison (Janet Cole), 10824 La Batista, Fountain Valley 92708, a daughter, Deborah Ann, June 22, 1969.

in memoriam

Class of '24

Ruby Buck Hughes, February, 1969.

Class of '31

Virginia Pardoe Adams, October, 1968.

Class of '38

Robert H. Lester, October, 1967.

Photo credit for the B.S.U. article in the summer issue should have gone to Pete Hymans and Paul Kirk.

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