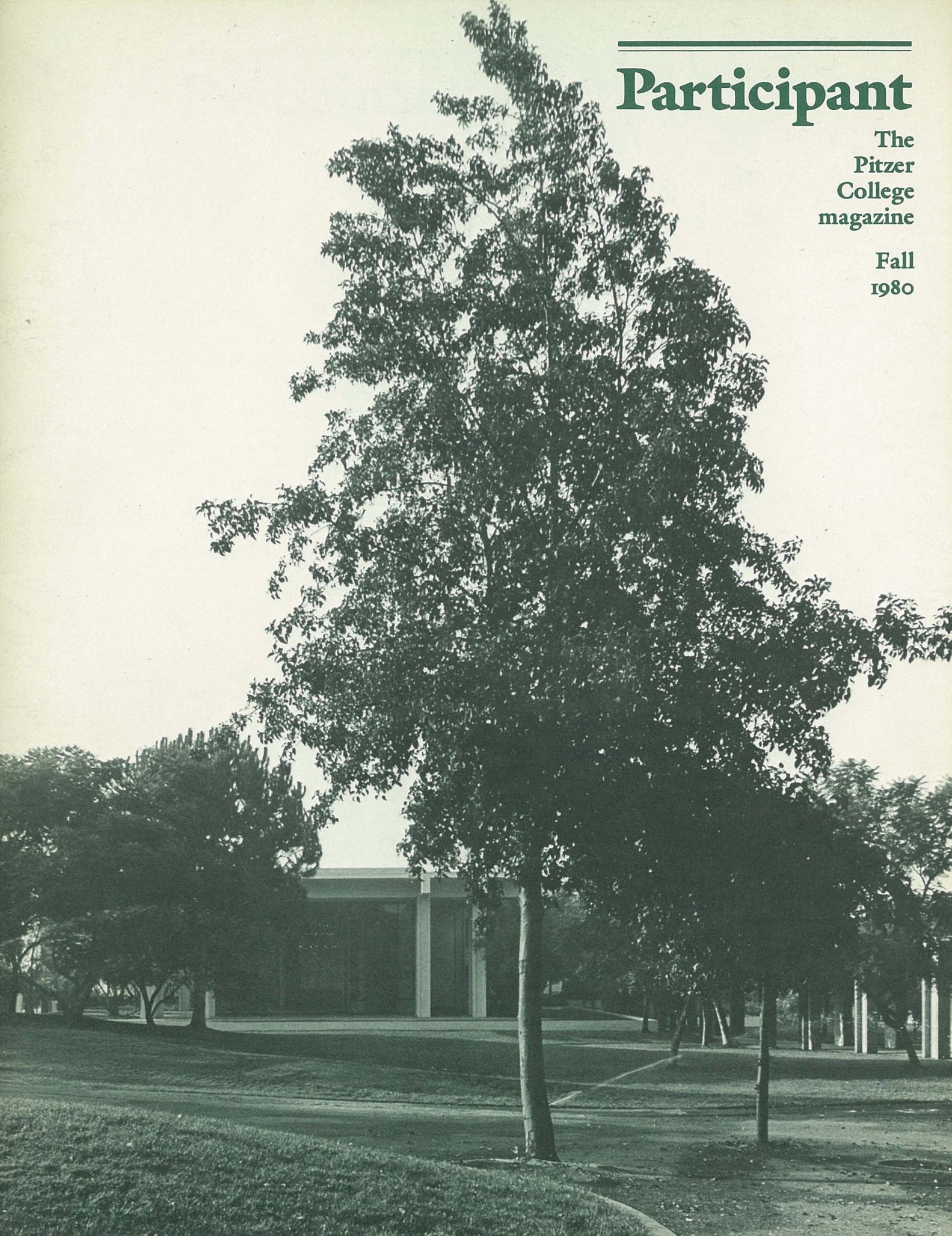

Participant

The
Pitzer
College
magazine

Fall
1980



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The *Participant* is planned around general themes related to education, and features articles about the faculty, students, alumni and programs of Pitzer College. The magazine is mailed on a complimentary basis to parents, alumni, and other friends of the College.

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Cover: The campus at an uncharacteristically quiet moment.

Photographed by David Good '80.

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Pitzer College is a liberal arts college with curricular emphasis in the social and behavioral sciences. It is a member of The Claremont Colleges: Pomona, Claremont Graduate School, Scripps, Claremont Men's, Harvey Mudd, and Pitzer.

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From the Editor

Six years ago, the Pitzer campus was as quiet during the summer as our cover photo would imply. By summer, 1980, the campus was crowded with about 900 students, ranging in age from six to 82 years, and including about 540 foreign students from half-a-dozen different countries. It was so crowded, in fact, that Pitzer's President found that the only place he could schedule a staff meeting was in the Pit — after the Summer Music Camp students had gone for the day.

In 1974-75, Pitzer decided to develop its summer programs. It didn't make sense to leave an approximately \$11,000,000 facility idle for one-fourth of the year, particularly when summer offered such an opportunity for additional service to the community and to students, and an opportunity for

faculty to broaden and diversify their expertise.

In 1975, the Summer Economics Program in London got underway. In 1978, the Japanese student programs began, for Japanese English teachers, for students in the homestay programs in Claremont homes, for students from Tsuda College for women, and for an International Business Seminar. In 1979, Elderhostel initiated its first West Coast program on the Pitzer campus. In 1980, in response to a definite need in the community, the Pitzer College Summer Collegiate Camp and the Summer Music Camp were established. Also in 1980, the National Association of Banking Women came for one of the sessions in their degree program. President Ellsworth commented, "For the community beyond the immediate town and gown the service may not

be as visible, but the total experience puts Pitzer in touch with the world community as well."

Plans for summer, 1981, include expanding the Summer Collegiate Camp by doubling the enrollment and inaugurating two-week theme live-in camps in the residence halls, and an International Prep Camp for high school students interested in college study in the United States. James B. Jamieson, executive vice president and professor of political studies, with the capable assistance of Linda Pitchford, is coordinator for all the summer programs.

Special thanks are due to faculty and staff members involved with all the programs, who were most generous with their time and assistance in preparing this issue, in particular Pitzer's extremely busy Vice President.

From the President's Desk

The President's job is comparable to that of the roof, which we all take for granted until it leaks: the President's summer tasks are a bit like checking the roof during the dry season in order to anticipate the effects of the winter rains. The smooth running of the campus during the academic year depends in a large measure on the effectiveness of summer planning.

The most essential item on the agenda for summer, 1980, was the initiation of a long-range curriculum and budget planning effort, in consultation with the Dean of Faculty and the Treasurer. Pitzer has laid an excellent foundation during its first fifteen years despite the necessity of program limitations based on financial feasibility. Now, despite the difficulties of inflationary times, we are ready for a new stage of growth, building on this solid foundation. To maintain and enhance Pitzer's educational program we must now involve our entire constituency in plans for the future, and be able, by long-range planning, to seek the funds to implement the programs we need to establish and enrich.

Equally important, this summer, was seeking out new faculty and staff members and reassigning and reallocating the duties of faculty and staff. The result is an essentially new team which I am convinced is one of the finest in the country. Pitzer's greatest asset is its people. Elsewhere in these pages our new faculty and staff members are introduced.

One very significant summer occupation is catching up on reading, in a wide range of teaching, business, and scholarly interests.

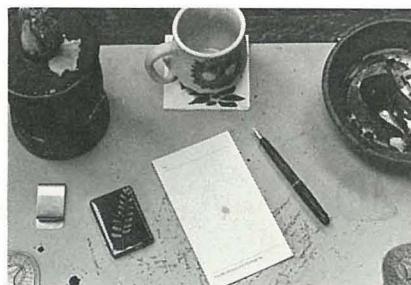
During the year, I accumulated a long reading list, suggestions from students and colleagues, from trustees, from friends. At moments when I had time to retreat with my family to the beach and to the wilds of Ontario, Canada, I read more than forty books, including Gide's *The Counterfeiters*, Faulkner's and Kafka's short stories, Rousseau's *Reveries* (a birthday gift from the faculty executive committee), Hesse's *Siddartha*, Mark Twain's short stories, Milton's *Areopagitica*, Rona Barrett's *Class Reunion* and William Goldman's *Tinsel*.

Finally, there's the process of getting caught up on paperwork, simply finding the bottom of the desk, preparing for the classes I plan to teach in the fall and in the spring, and getting ready for Orientation and the start of the new academic year.



Frank L. Ellsworth

3



"...simply finding the bottom of the desk..."

Photo: K. M. Morsberger.

Summer in London

Economics and Memories

by Marian McNamee '83

Marian McNamee '83 has a concentration in economics, which she decided to pursue after participating in the Summer program. She is an avid photographer, some of whose work was on exhibit at Pitzer last spring.

Harvey J. Botwin, professor of economics, has taught at Pitzer since 1967 and initiated the Summer in London Economics program in 1975. He did his undergraduate work at the University of Miami and his graduate work at Princeton University. He has been a Foundation for Economic Education Fellow, Bank of America Headquarters, (San Francisco); Visiting Research Associate, International Labor Organization (Geneva); and has taught at the University of Miami and at Princeton University.

To some of us Europe meant Eurail and a backpack, and books somewhat guiltily stowed in a trunk and left in storage in England. To others, a tour of French cathedrals seemed a more palatable first taste of the continent. Still another contingent had come for Punk Rock, and they spent their time between concerts, Jim Morrison's grave, and obscure novelty stores. There was at least one beer connoisseur. And then there was the student who couldn't be swayed from her plan to hang her school pennant in a famous English pub, and to take home a Paddington bear. Professor Botwin lived for ice cream. In Paris we met, with our various plans and ambitions, not the least of which was to learn economics.

The theme of the Summer in London Program is interdependence, and, as we knew, this meant the study of the causes, prognoses, and problems, the benefits and costs of economic and political interdependence. "Observing and living in a society more dependent than our own," as the brochure put it, we learned a basic fact about economic interdependence the first twenty-four hours in Paris. If you don't know the language you are going to get very hungry, and also you are going to order some very odd meals. We discovered, too, that we as a group were interdependent.

For all of us, Bruce Bader '82; Bruce Brown '83; Linda Kimura, Pomona '81; Kristi King '81; Lee Kleinman '81; Marian McNamee '83; John Reed '83; Mitch Rubin '83; Jerry Simon, Claremont Men's College '82; Cheryl Stanley, Scripps '81; Cindy Stone '81; and Jeanine Thoemmes '82, the first days in Paris went by rather quickly, with general getting-acquainted-and-seeing-the-sights taking top priority. The Jeu de Paume, the Eiffel Tower, the Rodin Musée were all favorites, and of

In Paris we met, with our various plans and ambitions, not the least of which was to learn economics.

course how could anyone leave Paris before seeing the Louvre? A trip to the Organization for Economic Cooperation and Development (OECD) was arranged by Professor Botwin, courtesy of Mlle. Angèle Génicot. The trip included a full and informative day of lectures about economic issues and their relation to current events. By the last night in Paris, everyone was feeling thoroughly acclimatized and hungry for something of a celebration. We chose a Greek restaurant as the hot spot, and when the waiter grabbed me to put out a fire in my hair, which had caught when I passed a candle, I was convinced.

The next day found us in Brussels, the home of nothing famous except Belgian waffles, mussels, the Mannikin Pisseur, and the European Economic Community (EEC), the official name of the "Common Market." Thanks to the mussels, Brussels was the brightest spot on the trip as far as stomachs were concerned; the presentation at EEC headquarters involved our heads! Luckily, the three days in Brussels

were quiet, and that provided a needed incentive to study, as we were plunged into "The International Economy," a course in international trade, international finance, and multinational corporations, with the EEC as a major example of economic interdependence.

When we finally arrived in England, most of us were ready to settle in at the London School of

Economics and relax, even with what turned out to be a very full schedule. But we quickly adopted the British custom of taking time for tea. As a special treat, we'd go to Harrod's for all the pastries we could eat. And we studied at Regent's Park . . . when it wasn't raining.

Professor Botwin was also our tour guide and social director, organizing Dim Sum lunches for the



*Above left: Impromptu "classroom": on the lawn at Cambridge.
Photo: Cindy Stone '81*
*Above right: Boarding a hovercraft to cross the English Channel.
Photo: Marian McNamee '83*

group and marching us all to the restaurant: Mother duck, umbrella in hand, leading her quacking brood at a very brisk pace. Of course, that

... the classes took on a particularly Botwinian flavor.

was only one aspect of Professor Botwin. As we became better students, studying a little more regularly after establishing a routine in London, the classes took on a particularly Botwinian flavor. Every morning, classes were spiced with headlines, clippings, and information from publications from all over the world.

In London, our schedule was designed to meet two requirements, the first being that we maintain an overseas version of academic discipline to keep us aware that we were earning two college credits for the summer's experience. The second, and very important priority was that we learn about Europe by as much firsthand experience as possible. This was part of our assignment for "British and American Society," a course in which we looked closely at British political and economic institutions as compared with our own. To facilitate this, normal academic procedure was reversed: classes were held over the weekend, leaving free time to observe London during business hours, as we visited, both as a group and on our own, the London Stock Exchange, the Bank of England, Parliament, and, one day, Cambridge.

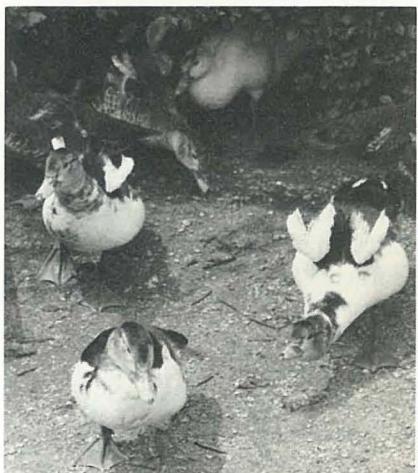
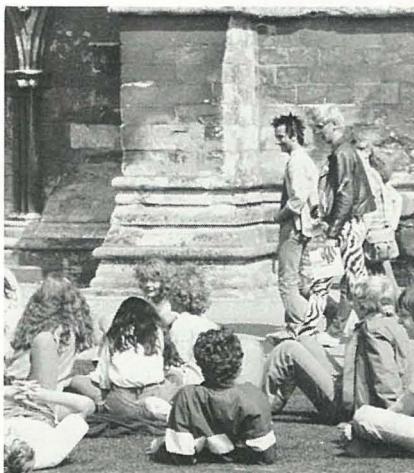
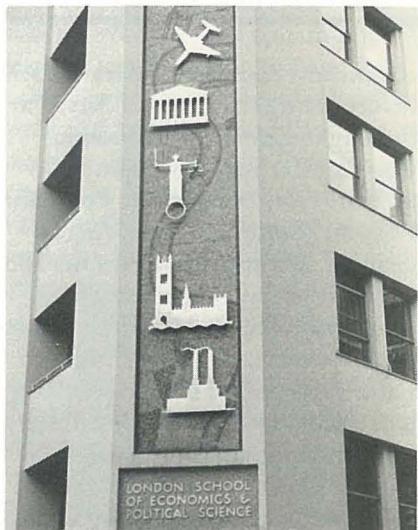
In the middle of the fourth week of the program, there were no classes so that we could travel. Of course, by this time, the money situation required some attention, and our final exams were only a week or two away. These constraints dictated that some of us would-be excursionaries

had to treat ourselves to an intimate week with our books instead.

This summer in London, lavish in rare and useful, sad, sweet, or silly impressions, is already sliding into memories. What will we remember? Perhaps a little Greek restaurant in Paris, perhaps random lyrics to Punk Rock songs, perhaps economics. Probably the only thing we'll *all* remember will be to recommend the Summer in London program very strongly to anyone who asks us about it.

For Professor Botwin, each summer in London recalls his early days at Pitzer. For him, he says, the real Pitzer experience is seven thousand miles away, with a small group of students and "office hours" every day from nine a.m. to midnight. Already, he is planning and looking forward to Summer in London, 1981.

For him . . . the real Pitzer experience is seven thousand miles away.



Above left: Sightseeing: Punk Rockers and Salisbury Cathedral.
Photo: Marian McNamee '83

Top right: The London School of Economics.
Photo: Harvey Botwin, professor of Economics.

Bottom right: "... leading her quacking brood at a very brisk pace . . ."
Photo: Marian McNamee '83

Bottom right: "... leading her quacking brood at a very brisk pace . . ."
Photo: Marian McNamee '83

Pitzer's Newest Summer Program: Summer Collegiate Camp

by Jo Ann Inga '81

Jo Ann Inga, a senior at Pitzer with a concentration in sociology, was a counselor at Pitzer's Summer Collegiate Camp '80. For four and a half years, she was a Residence Hall Counselor, California School for the Deaf at Riverside, and for three years was an Interpreter for the Deaf at Riverside City College. She is now employed in that capacity at the University of California at Riverside, and as a Program Assistant to the ESL program at Pitzer.

Rosemarie Krance, Coordinator of the Summer Collegiate Camp for 1980, has been Secretary to the Vice President at Pitzer since November, 1979. Previously she was Assistant Manager for Taylor & Ng in Palo Alto; and Crafts Supervisor for the Idlewild Presbyterian Church in Memphis, Tennessee. She attended nursing school at the University of Illinois Medical School in Chicago.

Pitzer College Summer Collegiate Camp is Pitzer's first attempt to bring a campus experience to people who are much younger than traditional students. The idea of opening the campus to youngsters ranging in age from six to twelve years had been discussed for nearly two years, and this year the Office of the Vice President initiated Summer

Begun on a trial basis, the camp was so successful that plans are underway to continue and expand the program.

Collegiate Camp under the direction of Rosemarie Krance. Begun on a trial basis, the camp was so successful that plans are underway to continue and expand the program.

Originally, the nine-week-long camp was intended to attract youngsters from five surrounding school districts. However, it became necessary to limit contacts to the Claremont and Upland school districts when the number of phone calls reached 475 the first week the announcement was made in those cities. There was a limit of forty campers per week, but some weeks climbed to more than sixty campers before registration could be closed. Some children were enrolled for the summer while others were enrolled for only two weeks.

The camp was designed with a different theme each week. Classroom lessons, field trips, and crafts were all planned to expand on the theme and to provide as many new experiences as possible. By far, the most popular week was Computer Week. Campers were taught how to communicate with and play games on the computer terminals located at both Pitzer and Claremont Men's Colleges. Peter Nardi, assistant professor of sociology, and Steve Gassner '83 were

counselors so that classroom lessons were reinforced with field trips and crafts. Counselors for the program were Art Brown '80; Lisa Campanelli '80; John Dunlap, Redlands '81; Diane Desatnick, UC Riverside '81; Robin Galbraith '80; Jo Ann Inga '81; M'Leigh Koziol '80; Joanne McGrady '81; Grace Morsberger, UC Santa Barbara '82; John Waldman

By far, the most popular week was Computer Week.

8

on hand to teach and to program the games.

Another popular week was Theatre Arts Week when students acted in some rather unorthodox productions of *Hansel and Gretel*. Perry Jamieson of the Theater Department at Scripps and Gerald de Leeuw, active member of the Mission Performing Arts Company in Monrovia, helped the children stage their own special version of the fairy tale. The experience was heightened by the fact that all the productions were videotaped.

Field trips were scheduled weekly. Among the places visited, the most memorable was the trip to the Joint Sciences Building during Science Week, where four little boys locked themselves in a restroom and had to stay there for three hours until a locksmith could let them out. Meanwhile the other campers viewed various items through microscopes, a special display set up by Laurie Minamides, Scripps '81. For a finale that week the campers were treated to a special Chemical Magic Show presented by Anthony Fucaloro, associate professor of chemistry, and Andrew Zanella, assistant professor of chemistry, both of Joint Sciences.

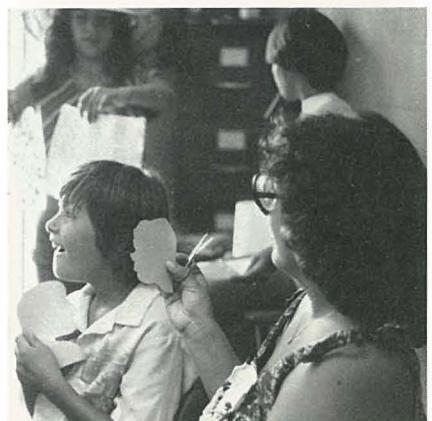
For the most part, the favorable atmosphere surrounding the camp resulted from the joint efforts of a well-qualified staff of teachers and counselors. Teachers for the program, Doreen Stalwick (Claremont), Betsy Cline (La Verne), Deborah Showers (Monrovia) and Tina Busik (Claremont), worked closely with

From top down:
George Denes, Summer Music Camp director, giving some fine points of instruction.

Photo: Kristin L. Olsen '71.
Fascinated by computer games.

Photo: Rosemarie Krance.
Asian Culture Week: The fine art of papercutting.

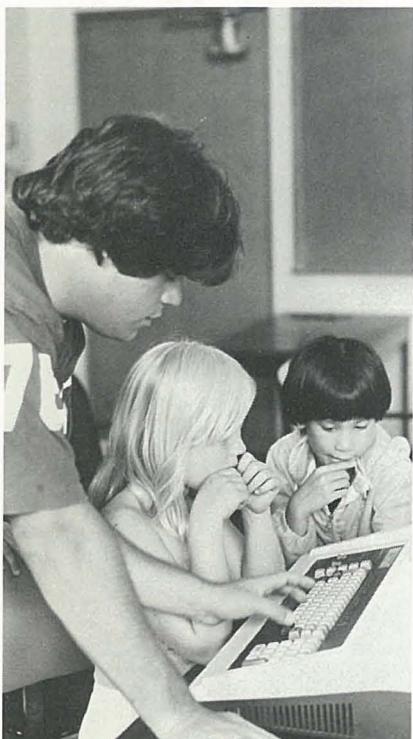
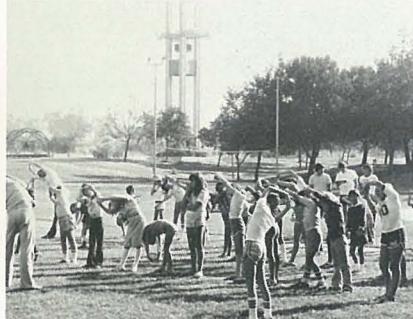
Photo: Rosemarie Krance.



'80; Sally Goya '81; Vince Ornelas '80; and Eve Schwartz '80. Axel Kyster, a junior at Claremont High School, was a junior counselor. Susan Coes, a Pitzer New Resources student, assisted with the myriad of details necessary in running the program efficiently.

Of course the most popular of all activities was that known as "free time." Campers were encouraged to participate in a sports activity but sometimes they just did some independent observation. These were the times counselors became very special. We were called upon to do such things as count the number of pill bugs in a cup, provide answers to some of life's questions (Do you have a job? Are you a hippie? Are you married?), and untangle physical arguments. This last was done so effectively that one camper told a counselor, "I can't wait for school to start so I can fight and not get caught."

Sponsored by Pitzer, but independent of the Summer Collegiate Camp, was the Claremont Summer Music Camp for students eight to twelve. The Pit became an



Above, from top down:
Calisthenics absorb some excess energy.
Photo: Rosemarie Krance.
Art Brown '80 explaining how computer games work.
Photo: K. M. Morsberger.
A little economics study in free time.
Photo: K. M. Morsberger.



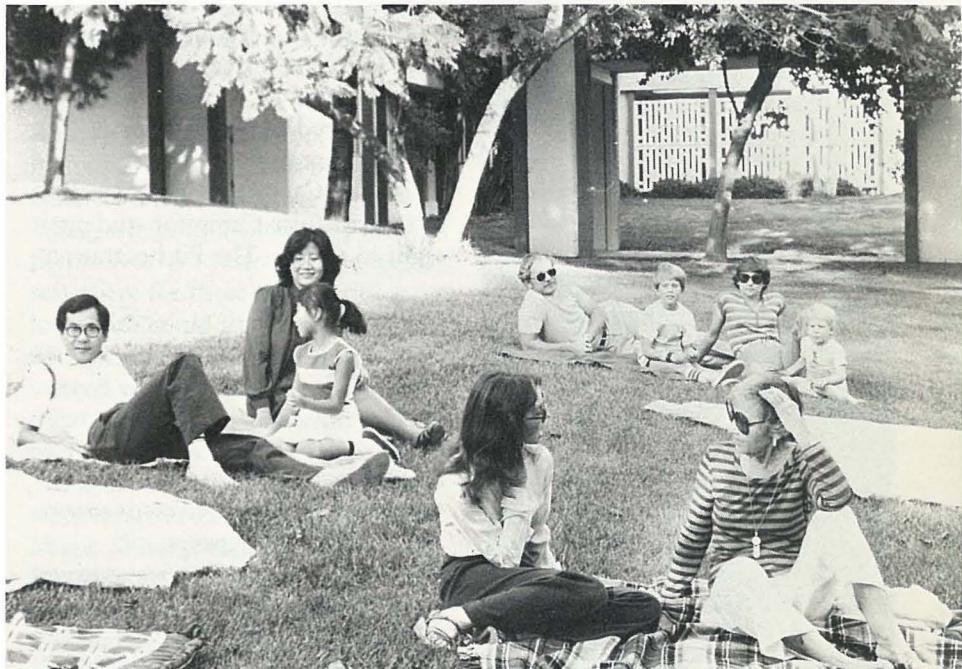
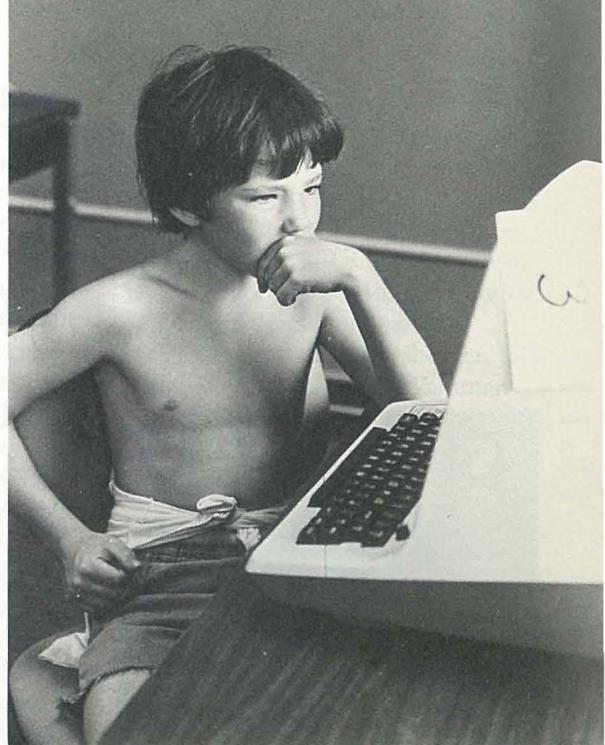
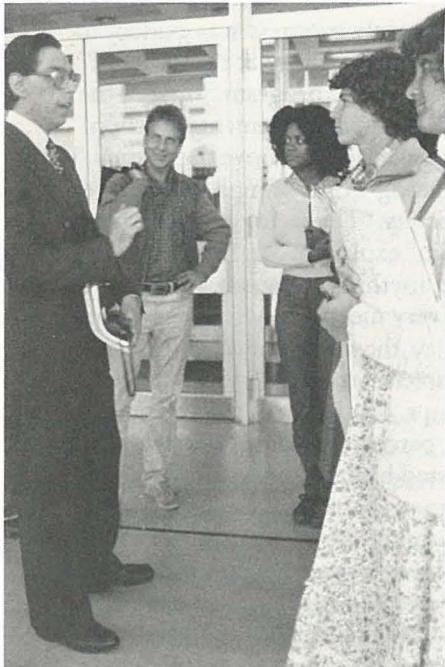
We were called upon to do such things as count the number of pill bugs in a cup . . .

orchestra pit for four weeks. In that time, the students made "fantastic" progress, according to their teacher and conductor George Denes, director of the camp and founder of the Claremont Symphony.

Certainly progress was evident in the concert on July 25 that marked the end of the program. Most of the students were in elementary school but playing "very above their heads," including works of high school level difficulty. "The secret is making them like it," explained Mr. Denes. "If they love anything, they can learn it."

Every morning, Monday through Friday, the students would play as a complete orchestra and in small groups. By the final concert, even one percussion player who had learned his instrument during the camp sessions was playing with the group, right on cue.

Since there are few music camps in the area and existing ones are filled instantly, Pitzer hopes to be able to continue to provide a home for the orchestra.



Above left: Elderhostelers: ". . . an adventuresome spirit . . ."

Photo: Rosalyn Farkas.
Above right: Communicating with the computer.

Photo: K. M. Morsberger.
Below left: Harvey Botwin and students at OECD.

Photo: Marian McNamee '83.

Below right: Picnic, ending the Summer Collegiate Camp sessions.
Photo: K. M. Morsberger.

The Campus Scene: Summer, 1980.

A Pitzer

Photo Essay



*Top right: The entire orchestra,
Summer Music Camp.*

*Photo: George Denes, director, Summer
Music Camp.*

*Below, left to right: Scene from Hansel
and Gretel.*

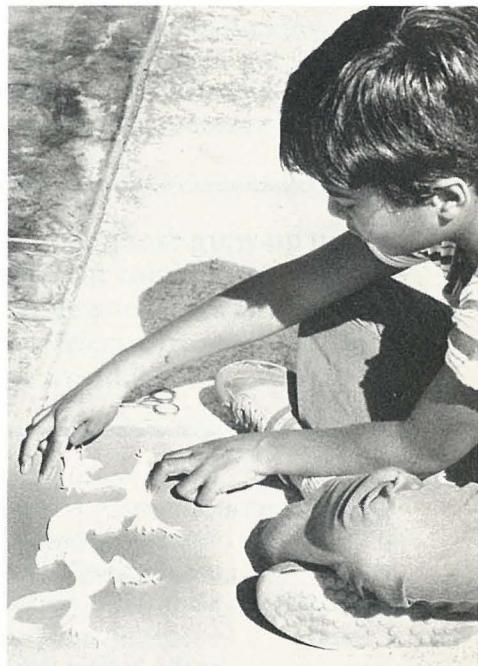
Photo: Rosemarie Krance.

*Disneyland: The most popular field
trip.*

Photo: K. M. Morsberger.

*Absorbed in final touches on a
paper-cutting.*

Photo: Rosemarie Krance.



ピッサー大学 夏季英語講座

L'Anglais Comme Deuxième Langue: Le Programme à Pitzer

برنامِج الْغَةِ الْإنجليزية
لغة ثانية
بكلية بيتزر

I2

by Carol Downs and Jill Schimpff

*Carol Downs is Assistant to the
Director of English as a Second
Language.*

*Jill Schimpff teaches in the English
as a Second Language Program.*

James E. Butler has been Director of Pitzer's English as a Second Language Program since 1977. He has his B.A. from California State Polytechnic University and his M.A. from California State University, Fullerton.

What is a koto, who are Amedee Pierre and Suk Bong, and how are they all connected? Don't know and can't guess? These are just some pieces of information gleaned from students from seven countries representing South America, the Middle East, the Orient, and Africa. The thirty-four students now in the program represent a wide variety of cultural and ethnic backgrounds. Approximately two-thirds come from Japan and from the Arab countries; others are from Korea, The People's Republic of China, Taiwan, Thailand, and the Ivory Coast.

They embark on a multi-level, twenty-five-hour per week course designed to provide them with the necessary skills to pursue their academic goals at an American college or university. Their goals are frequently lofty and their expectations equally demanding. To meet these expectations the program offers instruction in reading, writing, speaking, listening, practical English, and idioms, and in

"I appreciate the chance to show Japanese students an example of small-home-town America."

addition a Seminar in Selected Topics which integrates these skills through an in-depth consideration of various aspects of American culture.

In addition, students may audit Pitzer courses, have access to all The Claremont Colleges' facilities, and, space permitting, have the opportunity to live in one of the Pitzer residence halls with an American roommate. Extracurricular activities include camping trips, informal parties, and visits to places of cultural or historical interest.

For some of the students, at least, this aspect of the program is the most attractive: "All of the places I have visited (L.A. County Museum, Huntington Library, San Gabriel Mission, et. al.) have been new to me and I have gained many valuable experiences which I was not able to

*Calligraphy by:
Above, Yasuko Takata.
Below, Issa Batarseh
University Printing, Long Beach.*

"Having had the opportunity of exchanging ideas with them, I have also learned something about their culture."

get in my classroom."

The teaching staff consists of seven instructors, all of whom hold advanced degrees in ESL, linguistics, or a related discipline, and have several years' experience teaching ESL. James Butler, Director of the ESL Program; Carol Downs, Assistant Director of the ESL Program; Julie Goldberg; Marilyn Micheau; Jill Schimpff; and Lissa Walker are teaching this year; Vicki Bergman, who is working on her Ph.D. in Beijing, The People's Republic of China, and Lissa Petersen, are on leave for 1980-81.

Asked to assess the strengths of the program, one student wrote, "... discussion is extensive and there is both an opportunity and a

responsibility for students to become actively involved with the subject of each course. The policy of the school has been to maintain small and intimate classes . . . the learning relationship between the instructor and student is amplified to the benefit of both . . . the students have ample opportunity to perform and develop . . ."

A good measure of the effectiveness of the ESL program is the further academic experiences of many students, who have been accepted at Santa Monica City College, Rio Hondo College, UC Riverside, Linfield College in Oregon, and Pitzer. Three are now studying at the Claremont Graduate School, another in the Graduate School of Architecture at USC, another in the ESL certificate program at UCLA, and a third working on his Ph.D. in International Relations at Harvard Graduate School.

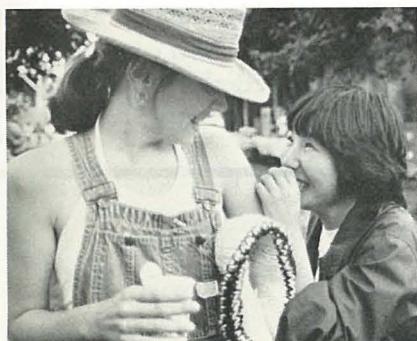
By the way, a koto is a traditional Japanese stringed instrument,

Amedee Pierre is a folk singer from the Ivory Coast, and Suk Bong was a revered Korean scholar. ESL students are as eager to learn about American culture as they are to share their own. After questioning a friend, one ESL student found out, much to his surprise, that Pet Milk was *not* a food used for middle America's flabby tabbies!

The most extensive ESL programs are those for Japanese students: Homestay; Action English; a program for Japanese teachers of English; one for students from Tsuda College for Women; and an International Business seminar. The largest number choose the

I3

"Although we grew up under different conditions . . . I have met new teachers and made new friends from all parts of the world."



*Above, left to right:
Nancy A. Cortes '80 and friend at the
bluegrass concert.*

*Photo: George Adams.
Making friends at the bluegrass concert
and picnic.*

*Photo: George Adams.
Below: Julie Winter, California State
University, Fresno '84, and
homeward-bound students.*

*Photo: K. M. Morsberger.
Among new experiences:
American picnic food.*

Photo: George Adams.

Homestay or Action English programs.

Within ten minutes of leaving the bus which had brought them from LAX to Pitzer, the Japanese students in Pitzer's summer Action English program were immersed in a flood of American English, very different from the structured drills in British English they had learned in Japan, mostly by writing. Tired from the long trip and being able to pick out only a few words of the welcome being extended by Tom Manley, Director of Summer ESL programs, they were relieved to suddenly hear a fluent Japanese translation from Mami Yamajo, the bilingual and ever-helpful residence hall advisor.

A day later, fifty-four American host families for the Homestay program sat anxiously waiting for "their" Japanese student or students to arrive. Yasuko Takata, Assistant Director for the program and coordinator for the host program had spent long hours matching the unique interests of the families with those of individual students, and "introduced" them through an exchange of letters and pictures.

Altogether, one hundred and twenty Japanese — high school and college students and high school teachers — came to fulfill what for

"I think that more programs of this sort should be in existence to promote understanding and peace on this small planet."

"The interaction among various people from both groups provided a unique cultural exchange where everyone struggled with communication."

most of them had been a lifelong dream, visiting the United States and getting to know its culture and people: a formidable task for two to four weeks, requiring the boundless energy with which these students seem to be filled.

Each day of their stay was scheduled with English classes, field trips, and social activities. Nine a.m. found the students in class, studying English by reading about and discussing various aspects of American culture. Students wanted to know what American schools are like, why there is a sales tax, what Americans do in their leisure time, why so many American mothers work, and much more. To increase the students' fluency and to enable them to get to know American students, one hour a day after class was designated as a discussion hour, hours which often turned into discussion afternoons or evenings, spent contrasting the American and Japanese ways of life. Five Japanese students met with one American student, a source for information ranging from the meaning of "corny" to a field trip to McDonald's.

Towards the end of the program, staff, students, and families

participated in a down-home barbecue and blue grass concert, complete with square dancing. Even with the multitude of on-campus activities and field trips some of our indefatigable students found time to travel to the Grand Canyon, Lake Tahoe, and Yosemite. These extra trips, for the most part, were made possible by the generous efforts of the equally tireless host families.

Goodbyes were difficult. Japanese and Americans alike had given so much of themselves and in return received lifelong memories and impressions. Students saying goodbye to staff expressed their appreciation, many saying that they had renewed their interest in the study of English and wanted very much to return to the United States. Many expressed that they were carrying home with them very precious feelings of personal contact with Americans through this once-in-a-lifetime experience.

Now they are all home again. Tom Manley, too, has followed them to Japan, where he will be researching his doctoral dissertation and where he will visit several Japanese colleges and universities to speak about the Pitzer programs. And back at Pitzer, plans are already underway for next summer's programs.

"We probably learned as much about Japan from our student as he learned about the U.S.A. from us."

If You're Sixty Years (Or More) Young . . .

by Linda Pitchford

Linda Pitchford, Elderhostel Program Coordinator for summer 1980, has been Administrative Assistant to the Vice President since 1978. A Pitzer staff member since 1977, she has also worked in the Vice President's office with the New Resources Program and as Elderhostel Program Assistant in 1979. A former elementary school teacher, she has her B.A. from the University of Redlands.

James B. Jamieson, Executive Vice President and professor of political studies, has his B.A. from Claremont Men's College, his M.A. from Claremont Graduate School, and his Ph.D. from Brown University. He has served Pitzer in many capacities, including that of Acting President 1978-79, since joining the faculty in 1965.

Each summer Pitzer hosts two special one-week programs — Elderhostel — for students over sixty. Elderhostel was patterned after the youth hostels and folk schools of Europe, and as such combines the best traditions of hosteling and education. Since its inception in 1975, the program nationwide has grown from 200 Elderhostelers to over 20,000, and the number of participating institutions, of which Pitzer was the first on the West Coast, from five to over 300.

More than 100 students registered at Pitzer this past summer for specially-designed 90-minute classes taught by members of the faculty whose professional interests are the focal point of the curriculum. The program stresses academic and personal enrichment and is open to all, high school dropout or Ph.D. Elderhostelers live in the residence halls, have their meals in the college dining hall, take up to three classes, and participate in a wide variety of extracurricular activities.

Teaching in the Elderhostel program, summer, 1980, were Anthony F. Fucaloro, associate professor of chemistry, who has his B.S. from the Polytechnic Institute of Brooklyn and his Ph.D. from the University of Arizona; Lucian C. Marquis, professor of political studies, who has the Certificate of Graduation, Black Mountain College; attended the Institute of Political Science "Cesare Alfieri," University of Florence, and has the M.A. and Ph.D. from UCLA; Peter M. Nardi, assistant professor of sociology, who has his B.A. from the University of Notre Dame, his M.A. from Colgate University, and his Ph.D. from the University of Pennsylvania; and Albert Wachtel, professor of English, who has his B.A. from Queens College and his Ph.D. from the State University of New York, Buffalo.

The Elderhostelers themselves are as diverse as the classes they take. Ranging in age from 60 to 98, they have in common a desire to experience the richness of life and an adventuresome spirit that recognizes no age limit. Their own comments and those of faculty teaching in the program capture some of that spirit.

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In "Revolutions in Scientific Thought" I offered an overview of the history of man's view of the world and his place in it, stressing the period from the seventeenth century to the contemporary. Unlike undergraduates, the Elderhostel students arrived with vast experience, including technical training. Some could even have taught me; in fact, one student did teach at the Polytechnic Institute of Brooklyn, which I once attended. It was an interesting and interested group, very knowledgeable about the material.

— Anthony Fucaloro

"Eros and Agape" dealt with Greek and Christian love, with readings from Plato's *Symposium* and from the New Testament. "The End of the American Era" was based on Andrew Hacker's book, a critique of and attack on American society and politics. In both classes, but especially in the latter, though there were more than forty students, everyone spoke up, not only to me but to each other. Elderhostelers were a lot of fun to teach, involved and appreciative, good-humored and lively, and it was great fun to be with them. One of the sharpest contrasts between Elderhostelers and regular students is the former's high level of motivation. They are eager to get going, even at 8 o'clock in the morning, they are responsive to the slightest suggestion, and they are prepared. Perhaps George Bernard Shaw was right when he said that youth was wasted on the young. I'm deeply committed to this idea and hope we will continue and expand our programs for this segment of our population which will be increasing over the next few decades.

— Lucian Marquis

It is a rare experience these days to instruct a class in mass media in which no one was raised on television! Unlike the traditional undergraduate students, these elders have fully experienced the growth and changes in mass media from radio days to multi-media. Their perceptions of the Golden Age appear to attack contemporary values. (Never were the discussions more heated than when we talked about how the elderly are portrayed in the media.) Yet, many in the class welcomed change. To stereotype "old folks" as resistant to new ideas is to make an inaccurate generalization about a whole group of people based on feelings most adults of any age hold: of nostalgia, of time remembered, and of youth. They are not anti-modernity; they are merely tempering the new with experience and knowledge drawn from their past. It would be foolish not to expect elders to recall the past. It would be even more foolish of us not

to listen. Teaching the elderly is almost a contradiction in terms. So much of what goes on in these Elderhostel classes involves the teacher learning from the students. Surely, this is what classroom education is all about—the two-way flow of ideas and knowledge.

— Peter Nardi

I found it wonderfully stimulating to be on the other side of the desk for a change.

Katie Firman

In five days, it's difficult to deal with creative impulses and the language that embodies them, but it was a delightful week. The creative writing produced ranged from light "newspaper quality" verse to absolutely brilliant anecdotal narratives. Most of the students were self-starting, imaginative, and



Elderhostelers exchange ideas in and out of the classroom.
Photo: Rosalyn Farkas.

interested, and all brought to the classroom the wisdom of many years, and insights from professions and occupations that ranged from flooring installers and physicists to English teachers.

— Albert Wachtel

June, 1980, was my first experience at Elderhostel and never having had the

Academia is far in my past and so a surprisingly new experience.

Elizabeth Hoop

privilege of attending college it was a whole new experience for me. The atmosphere of Pitzer College was delightful . . .

— Melba McDonald

The best thing about the Elderhostel program is that, while it is limited to people over sixty, it is not

age-oriented in any way. The courses are all college subjects, with college professors, in a college atmosphere. This is a welcome relief from the usual senior programs . . . The great success of the program at Pitzer is surely due to the wholehearted enthusiasm of the professors . . .

— Irene Merrick

One man, in his eighties, said that this was the first time that he had been in a classroom in sixty years . . . Best of all, he (Professor Wachtel) opened our minds to creative ideas in both literature and in the art of expressing ourselves in writing . . . an atmosphere of friendliness and learning.

— Robert A. Jennings

. . . my wife and I rated Pitzer tops in professors, courses selected, administration and food . . . The professor (Anthony Fucaloro) exuded all kinds of enthusiasm for his subject and in return received such a

I was particularly impressed with the courtesy shown by those of the Pitzer staff in direct contact with our group.

Amy A. Hoffman



*Square-dancing, a popular diversion.
Photo: Rosalyn Farkas.*

lively response from the class, he frequently had to cut off class participation so he could get thru his material . . . The interaction was intense and caused the professor (Lucian Marquis) to exclaim, "Sometimes I wish I could retire my students and have you people in class." At the end of the final class both professors, Fucaloro and Marquis, were given a standing ovation.

— Philip D. Anderson

In class he asked me if I was a "mystic." Without checking on his definition, I said, "Yes." Later some of the students in the class referred a regular student at Pitzer to me to discuss a "mystical experience" she had when younger. This happened on the last evening of school and was probably the most impressive event of the week for me.

— Bryon E. Eshelman

The text of the course now sits on our coffee table and we challenge visitors to take a stand on the issues the author raises.

— Ethel Amatneek

. . . a chance to exchange views with mature persons from any of the 50 states; an awakening of interest in

It was a stimulating meeting of the generations on an intellectual and emotional basis, suggesting that there ought to be a lot more of this.

Charles M. Brown

favorite subjects; a chance to participate in the "Academic" atmosphere usually open only to young college students.

— Eleanor Ciprico Cherny

Elderhostel really paid off for me the day I got into conversation with a bright young man who knew everything about computers. The gerontology researchers tell us that intelligence does not decrease with age; older people are apt not to keep up with new ways and new technologies but that's not to say they are stupid. However, no one had told this young man about these new studies on intelligence; so he looked at my obvious age and obvious aging with polite impatience, realizing that what he was saying about his computer would mean nothing to me. He was wrong . . . He goggled. There is no other word for it. He had met an old woman from Galactica and he had nothing more to say . . .

— Josephine W. Smith

My only complaint was about the food — too appetizing.

Karl V. Amatneek

. . . some of my younger friends who've heard me on Elderhostel are talking about fudging on their birth dates to try to get in next year. I've warned them, though, that the subject matter treated is generally judged to be too mature for anyone under sixty.

— Emily da Silveira

We've saved for the last
The words of praise
For Pitzer's dietician
The meals were so delicious
He must be a magician
We've come to the conclusion
That not in many moons
Could anyone else anticipate
Our need for plump stewed
prunes . . .

— Paula (Toddy) Rosenstein

Participating

The essentially new team President Ellsworth referred to earlier in these pages is made up of both reassessments and new faces.

Ronald K. S. Macaulay, professor of linguistics, took on the job of Dean of Faculty in July. Professor Macaulay has his M.A. from the University of St. Andrews and his Ph.D. from the University of California, Los Angeles (UCLA). A native of Scotland, he has done extensive sociolinguistic research in that country, and is the author of two books and numerous articles. Before he began teaching at Pitzer in 1965, he was with the British Council in Portugal and Argentina.

Lee A. Jackman is Director of Development. Associated with Pitzer since 1971, she attended the University of California, Riverside. She is a member of a number of professional and local civic organizations.

Jane Holcombe, Dean of Students, has her B.A. from the University of Alabama, her M.A. from East Tennessee State University, and is enrolled in the Ph.D. program at Claremont Graduate School. She has been Associate Dean of Students at Pitzer, Administrative Assistant for the Student Deans Committee of The Claremont Colleges, and Dean of Student Development at Mars Hill College in North Carolina.

Beverly Palmer, assistant professor of writing, is now also Assistant to the Dean of Faculty for Special Academic Projects. She has her B.A. from the College of William and Mary and her M.A. from the University of California, Berkeley. She received a National Endowment for the Humanities (NEH) Fellowship in 1974-75 for the study of Americans in Europe.

Kristin L. Olsen '71 is Director of Alumni and Communications. She has her B.A. in communications and

her B.A. in anthropology from Pitzer and her M.S. in journalism from Northwestern University. She has done research and freelance writing in the Middle East; been a radio correspondent in Washington, D.C., and been staff photographer for Citizens for Percy.

Nancy Chandler is Assistant Director of Development. She has her B.A. from Lake Forest College, her M.A. from UCLA, and was a Fulbright Scholar at Sheffield University.

New staff appointments include **Martin Tucker**, Director of Admissions, who comes to Pitzer with eleven years' experience in admissions work at the University of Santa Clara and the University of San Francisco. He has his B.A. from San Jose State University and his M.A. from the University of Santa Clara.

Richard McColl, Director of Campus Maintenance, is a graduate of San Diego State University. He was formerly with Amtec Corrosion Control Company.

Joseph Farmer, Associate Director of Development, was associated since 1969 with the California Institute of Technology in Pasadena where he was Assistant Manager of Public Events, Ramos Auditorium Coordinator, and most recently Director of Annual Giving.

Evarardo V. Valencia, Admissions Counselor, CMC '80, cum laude, received an Award of Merit for outstanding service as volunteer recruiter for the Chicano Center of The Claremont Colleges. He has worked with the California Mini-Corps, assisting with instructional services for migrant students.

New faculty members

Frank Smith, visiting associate professor of mathematics, comes to Pitzer from Kent State University where he is associate professor of mathematics. Professor Smith, who received his Ph.D. from Purdue University, is teaching analytical geometry and calculus.

John Glass, visiting assistant professor of sociology and organizational studies, is teaching a course, "The Family In Transition," and directing field work in organizational studies. Professor Glass's doctorate is from UCLA.

Kathleen Dahlgren, assistant professor of linguistics, is teaching "English and the New World" and "Natural Language and the Computer." Professor Dahlgren, who has her Ph.D. from UCLA,



*Frank L. Ellsworth, President and professor of political studies, preparing for the 1980-81 academic year.
Photo: Shala Sabet.*

taught at California State University, Northridge.

A major summer activity on the Pitzer campus is the planning of new programs and fall events.

Film studies, the first program sponsored with another of The Claremont Colleges to be housed at Pitzer, began the 1980-81 year with new facilities in Avery Auditorium. The program's dual emphasis is on film as an international means of communication, to be studied historically, analytically, and critically, as well as film as an art form requiring technical expertise in its production. Two courses offered this fall, "History and Aesthetics of Film: An Introduction," taught by **Beverle Houston**, professor of English and film; and "The Grammar of Film" taught by **Linda Malm**, Associate Professor of Television Communications, reflect these emphases.

A cross-disciplinary, inter-collegiate program for faculty on how to improve college-level writing has been initiated this year at The Claremont Colleges, funded by a Mellon Grant. Pitzer faculty co-director and project coordinator, respectively, are **Agnes Moreland Jackson**, professor of English, and **Beverly Palmer**, assistant professor of writing and Assistant to the Dean of Faculty for Special Programs. English faculty at Claremont Men's, Harvey Mudd, Pitzer, and Scripps Colleges will act as resource persons to faculty colleagues in developing competent student writing in all academic fields.

The Joint Science Department serving Pitzer, Scripps, and CMC celebrated its fifteenth anniversary with a Joint Convocation September 25. Dr. Paul Erlich, scientist, author, and Bing Professor of Population Studies at Stanford, spoke on "Population, Resources, Environment: The Role of Science in the Human Predicament."

Friends of the Grove House, organized to provide support for

projects involving the campus center, met for brunch at The Grove House on September 21 to begin their membership drive and make plans for landscaping the house. Anyone contributing to the landscaping project becomes a member of Friends of the Grove House. Landscaping plans include an orange grove to the north, recalling the original setting of the house.

Faculty members traveled in both the United States and abroad to engage in research during the summer.

Donald Brenneis, associate professor of anthropology, was in Bhatgaon, Fiji, engaged in research in ethnomusicology, the relationship between music and social context. Professor Brenneis has done research in and published on the relationship of politics and language in Fiji.

Stephen Glass, John A. McCarthy Professor of Classics, returned to Greece to continue research for a book on the topography of ancient Athens. Professor Glass consulted other scholars working in the field, consulted research libraries, and visited sites now being excavated. Further, he was involved in administrative preparation for his term as Director of the Summer

Session, 1981, for the American School of Classical Studies in Athens.

Agnes Moreland Jackson, professor of English, received a National Endowment for the Humanities Summer Stipend to spend two months engaging in research on William Henry Sheppard, Black missionary to the Congo region of Central West Africa between 1890 and 1910. She traveled to Kentucky, Washington, D.C., North Carolina, Alabama, and Georgia to study the Sheppard papers and to interview persons who knew him and his work.

Beverly Palmer, assistant professor of writing and Assistant to the Dean of Faculty for Special Projects, was in Washington, D.C., doing research on the letters of Charles Sumner.

Ellin Ringler, professor of English, traveled to England to continue work on George Eliot. Her research included visits to Eliot's birthplace and parish church.

Harry Senn, associate professor of French and folklore, under a grant from Pitzer's Research and Development Committee, was in Brittany in July and August investigating the dynamics of voluntary associations dedicated to civic, recreational, or religious goals, in order to study the Breton culture as distinguished from the surrounding French national culture.

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