By any measure, the past year has been one of the most successful in Osher’s 44 year history. The keys to this have been a supportive university administration combined with an engaged and hard-working cadre of members & staff. The result has been creation of a program that is admired and recognized nation-wide. Here is a brief summary of accomplishments and thanks:

—Thanks to our talented marketing and communications team, coupled with your individual efforts to recruit friends and associates, our membership increased over 10%.

—Thanks to Treasurer Neil Perl, who spent innumerable hours reconciling our books and accounts, our program is financially sound, and allowed us to modernize our audio/visual equipment, to replace all of the chairs in our classrooms, and to initiate a fun social event, quarterly Osher Happy Hour at the Faculty Club. In addition, our annual fundraising campaign exceeded its goals this past year with $ 30,160 contributed from 124 members. These donated funds enable us to sustain our program and keep dues at a low level. We encourage all members to contribute in the coming year. Small as well as large contributions are important.

—The heart of our Osher program is our amazing curriculum, and we thank the many volunteer members of our curriculum committee, who reach out to recruit over sixty guest speakers and live musical performances each quarter.

—Our Osher Presenters, Activities and Events Committee and our beloved Theater World participants enrich our program, and again, put in significant hours in preparation, rehearsal, and time lecturing or performing. Our daily seminars offer a more in-depth and interactive exploration of areas of interest such as politics and current events, history and literature, conversational French and many more. Thanks to the leaders for their time and dedication.

—Thanks to Carol Roberts and Steve Clarey, who have created and nourished our Community Partnership Program with retirement communities and community centers. It is becoming very popular and growing.

Onward & Upward!

The Fall quarter curriculum is exciting and adventuresome! See Steve Clarey’s following column for highlights. We have just started our Fall annual membership renewal campaign. You will all receive a membership letter and promotional material to share with friends announcing our September 23rd Open House and Fall quarter registration. Have a wonderful Osher year!

Mike
Welcome back to all loyal members who have renewed their Osher membership for the coming year. A special welcome to new members. We are delighted to have you aboard and look forward to getting to know each of you as we share our myriad of intellectual and social engagements.

Our fall quarter begins October 2 and offers another rich and varied program. Master Class I on Wednesday mornings returns Osher favorite Professor Walter A. Clark from UC Riverside presenting: “Five Musical Countries of Latin America: Mexico, Brazil, Argentina, Peru, and Cuba,” in the historical and cultural context of the region. Master Class II features UC San Diego Emeritus Professor of History Stanley Chodorow, who will explore four Greek tragedies and their universal relevance to the human condition. Registration is required for our Master Classes and opens at 10:00 a.m. on Wednesday, September 27 and requires a current Osher membership.

We live in a complex and conflicted world and are very pleased to welcome renowned scholars to discuss such issues as the Kurdish vote in Iraq for independence, U.S. alliances in the Pacific, the Philippines under President Duterte, the situation in Ukraine, the 19th National Party Congress in China, international law governing conduct in the South China Sea, a panel discussion of nation building as a US national security strategy, and the legal authority and effectiveness of U.S. economic sanctions – do they really work?

The always popular art historian Cornelia Feye will present another Osher series: “Female Artists from the Renaissance to the Twenty-First Century.” Nobel Laureate Elizabeth Blackburn, President of the Salk Institute, is on the program in October. Our other regular lecture series in Social Sciences, Science and Engineering, Medicine, Humanities, and Law and Society will feature a wide range of preeminent speakers. Our small-classroom seminars, two Theater World performances, and Friday Live Music programs will again entertain and stimulate us all. We also look forward to hearing from some of our accomplished colleagues as Osher Presenters.

The program highlights above are just a sample of the marvelous program your hard-working volunteer Curriculum Committee of Osher members has assembled. Take a moment to thank them for their efforts on behalf of us all.

Member surveys and discussions at our Open Houses repeatedly confirm that most members join Osher upon the personal recommendation of a family member or friend. We encourage you all to invite your friends to enroll for the academic year or fall quarter to experience first-hand our enriching intellectual experience as a member of our very special Osher community.

Steve Clarey
Chair, Curriculum Committee

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IN DEFENSE OF THE LECTURE

Elio Schaechter, Ph.D. Distinguished Professor, emeritus, Tufts University, Adjunct Professor, San Diego State University and University of California at San Diego.

As members of Osher you readily appreciate that a good lecture can be an inspiring experience. But surely that was not the case with many of the lectures that you heard in school, was it? Most likely you thought that some of them could have been replaced by a computer course or some other non-human. With this in mind, what is the role of lectures in today’s world? For all the access to valuable and beneficial technologies, I firmly believe that lectures are a vital aspect of university teaching.

Why hold such an old-fashioned-sounding view when education is being significantly reworked by the extensive use of technological developments? To begin with, learning involves two interrelated but distinct elements: acquiring information and achieving understanding. The distinction between them has been sharpened in the computer age, which is well equipped with tools to provide information but, so far, is relatively imperfectly suited for assessing the depths of comprehension. There are good reasons why this is called the Age of Information rather than the Age of Understanding.

So, how to foster understanding? I believe that lectures are especially well suited for this task. The lecturer is a live body who can interact as a person by answering questions, helping to resolve individual difficulties, and being part of a shared exploration. The list goes on: the good lecturer helps to integrate the material, to point to its relevance, to excite listeners by revealing personal experiences and feelings, keeping in mind that learning does not arise de novo but is all based on prior knowledge. A good lecture should become an event, however fleeting, in the life of the student. Osher lecturers know this.

How does lecturing relate to the whole of teaching? There are three aspects to teaching: what is taught, how it is taught, and how learning is evaluated. If any one of these is over- or underemphasized, the effort will fail, just like a three-legged stool with one leg too long or too short. Is this always recognized? Hardly. To put it glibly, the faculty is mainly concerned with what to teach and students with the examinations, and the learning process is often neglected.

What are the attributes of poor lecturers? Not infrequently, the “sage on the stage” just delivers tedium from the podium. A mediocre lecture is unsatisfying not only to the audience, but to the lecturer as well. He or she may walk away from it bemused and may tend to blame the victims (the students).

Here are some of the myths that lead to poor lecturing:

The more information, the better.
“If I don’t tell them, they’ll never know.”
“It worked for me, so it will work for them.”
“If they don’t learn, it’s because they are lazy.”

Please note that I am not belittling the use of new technology in education. I am all for it when deployed with discrimination and care. Some sophisticated and carefully evaluated applications are useful and allow for stretching scarce financial resources. But let us keep in mind that cost effectiveness must be measured in terms of what one is seeking to achieve. Let us be mindful of what technology is good for and where and when it is a poor substitute for live teaching.

It is my fond hope that, novel or not, teachers at all levels will retain this venerable and time-proven activity—giving a good lecture. I’m sure that Osher folks agree.
Each summer session we are privileged to have Gustavo Romero teach a master class at Osher. Gustavo has been teaching these classes for twelve years now, and they remain as popular as ever. Featuring the music of one well known composer, we learn intimate details about the composer’s life. Gustavo takes us on a historical and musical journey, so we have a better understanding of the artist he is teaching about. This summer we learned about Igor Stravinsky and his music.

For Osher, members listening to, Gustavo’s lectures and the music he plays is a real pleasure. As a teacher and lecturer Gustavo explains the history and music at a level we can all appreciate and understand. When he plays we can sit back and enjoy hearing a world-class pianist in our own Osher classroom. How lucky we are not to have to stand on line or buy concert tickets.

Many of us probably forget that Gustavo was a child prodigy. He came from a non-musical family and grew up in San Diego. At the age of five he found an affinity for the piano in a neighbor’s house and at school. His mother had no idea that Gustavo was playing and teaching himself piano. It wasn’t until she went to an open house at school that his mother learned from the teacher that Gustavo was able to play piano.

For about three more years he continued to teach himself piano and learned to read music by studying an encyclopedia which the Romeros had in their home. At eight years of age he started taking lessons, and then gave his first public performance at the age of ten. He also won his first piano competition at about that time. At thirteen he entered a piano competition and went on to win the competition after three events. He then performed with the New York Philharmonic under Zubin Mehta.

Rudolf Serkin, the world famous pianist, recognized Gustavo’s talent and encouraged him to attend the Juilliard School in New York City. After much family discussion, Gustavo moved to New York and at the age of fourteen started pre-college classes at Juilliard. With his talent and training he became a world-class pianist and continues to give concerts around the world. In addition to performing Gustavo is also a Professor of Piano at the University of North Texas.

With his dynamic personality and teaching skills we are very fortunate to have Gustavo join us at Osher for his special master classes.

As the Spring quarter at Osher came to a close we had our final Friday afternoon music event. Bruno Leone entertained us at the piano with the music of George and Ira Gershwin, and a couple of selections by Andrew Lloyd Webber. The primary focus was on the Gershwin brothers and their music and lyrics. Bruno did a superb job of providing some of the historical background on the Gershwin brothers, and why their music will live on for years to come.

For one family to have two children, one of whom was a genius in composing music, and the other a genius at writing lyrics, is most unusual. But the Gershwin brothers were just that. George composed the music, while Ira wrote the lyrics. Their timeless music is still popular today.

Unfortunately George Gershwin died when he was only thirty-eight years old. Ira Gershwin lived into his late eighties, and also wrote some lyrics with other composers, but the bulk of his work was for the music of his brother George. Sadly we will never know how much more great music might have been written by George Gershwin, but we have the benefit of the marvelous work that he did as a young composer. The brothers Gershwin are a timeless pair. Bruno not only played their music, he even sang two or three of his favorite Gershwin songs. At this final Friday session we had a very large group attend, thanks to the potluck lunch which preceded the music.
by Carol Roberts

On Saturday, July 29, a group of forty-one Osher members gathered across from the Del Mar Track and met with Alan Mindel, horse owner and very knowledgeable gentleman who led us to the track for a fascinating visit. Alan began by showing us where the horses and trainers live and work. We headed for the main track where the training began with horses walking, galloping, and racing all for practice. Then we met an experienced trainer who gave us a great talk on how it all works. We ended the tour getting to know some horses in their stables with their trainers. It was a wonderful morning enjoyed by all. (1) Alan Mindel beginning his talk. (2) Horses coming off their first morning walk on the track. (3) Fascinated Osher members listening to Alan. (4) Steve Clarey learning a great deal from an experienced public trainer. (5) Horses getting used to the opening gate. (6) Beautiful horse galloping on the track. (7) Horses getting their daily bath after training. (8) This is how they cool down horses. (9) Friendly horse.

FALL ACTIVITIES

Friday, October 6  New Members’ Luncheon
Monday, October 9  Brownbag Luncheon hosted by the Executive Committee
Thursday, October 12  Osher Happy Hour at the Faculty Club
Saturday, October 14  Osher tour of the Museum of Man and the California Tower in Balboa Park
Friday, October 20  Potluck Luncheon on the Patio
Friday, November 3  Poetry Cafe following Live Music
Saturday, November 18  San Diego Neighborhoods: Osher tour of the San Diego Chinese Historical Museum and Chinatown
Saturday, December 2  Chartered bus trip to LACMA to visit the Chagall exhibition: *Fantasies for the Stage*
Friday, December 8  Annual Osher Holiday and Recognition Luncheon
by Germaine and Paul Markowitz

Preheat oven to 375°F. Generously butter and flour pan, beat eggs and 2/3 cup of sugar in a large bowl just to blend. Beat in vanilla, lemon zest and a pinch salt. ...Spoon 1 tablespoon batter into each mollusk shell shaped indentation in a pan; bake. Dust cookies with powdered sugar—voila—des madeleines. The early twentieth century French author Marcel Proust knew what they tasted like! And he wrote about it! A single bite would involuntarily bring forth within his mind a torrent of memories, hence his work: Remembrance Of Things Past.

As we age what do we remember? Perhaps more telling, what do we want to remember? Memoirs—or memories—are an evocative way to flesh out what we have personally experienced in our own past lives.

The memoirs class at Osher has been in continuous existence—in one form or another—since the 1970s. It has allowed a method of expressing ourselves by formally recording on paper our remembrances: a narrative, an essay, poetry, formal art, a cartoon or whatever communicative form conjured up to bring back what might otherwise be forgotten.

Memoirs class participants reveal their principal motivation—passion for their children and grandchildren, and those who come after, to have intimate knowledge of who they were and their experiences.

The ideal length of each writing, read before the class, allows those who have prepared a piece that day 10-15 minutes. Depending on the speed of delivery this translates to 1200-1700 words. Works are not critiqued; however, if one requests ideas for improvement, class members are encouraged to voice their suggestions. Subject matter of one’s composition is the writer’s choice. However it has been understood since the class’s beginning to avoid controversial subjects such as politics and religion.

What participants find most interesting is discovering the myriad diversities of backgrounds, emotions, and experiences. Whether having grown up on a midwestern farm, the lower east side of New York City, serving in World War II, Korea or Vietnam, and traveling the globe. From childhood to the present, memoirs are waiting to be shared.

Aurora and Bob King magnificently ran this program for nearly two decades. With Aurora’s passing, Bob asked both of us to continue with its facilitation. It is a pleasure to manage the class.

Please note that all are heartily welcome to attend our meetings whether they wish to sit in and solely listen or read their writings. Classes are held alternate Tuesdays in room 128. Format is extremely informal. We hope at some point in time you will join us for a memorable experience.

**CALLING ALL WORDSMITHS, EDITORS, WRITERS**

*Active Voices*, Osher’s anthology of member’s work is planning a new edition for the coming year. We are looking for members to join our team. This is a working group that meets periodically to determine all aspects of the publication. If you have had some experience in publishing, grant writing, artistic design and especially editing, we would welcome your input and participation.

Interested members should contact Janice Alper, janicealper@gmail.com directly. She will be happy to discuss how you can help with this superb endeavor.
The Making of *Active Voices* by Howard Aksen

A little more than one year ago Janice Alper proposed a literary magazine or book to Jim Wyrtzen, who was at the time president of Osher at UCSD. Her idea was to have Osher members contribute original short stories, essays, and poems for an annual publication. Jim discussed it with the executive council and they liked the idea and asked Janice to move ahead with such a publication.

Janice sought out an editorial team to assist her in planning and implementing this first of a kind magazine or book for Osher at UCSD. She asked Howard Aksen, Simone Arias, Eileen Coblens, Ed Gardiner, Sylvia Gillett, and Elaine Olds to assist her in developing a literary publication. We had an initial meeting during the winter quarter and agreed that such a publication would be very positive for Osher. This is how it all started.

Next we outlined what kind of contributions we would seek, and further agreed that original photos and art would also be a nice plus for the publication. All contributions would come from active Osher members. From the beginning we decided that all written material had to be acceptable to our committee, and would have to be proofread and copyedited once accepted. After much discussion we chose the title “Active Voices” for the new publication.

We put out a call for written material to the membership, and to our great satisfaction started to receive short stories, essays, and poems. Not everything we received met the literary standards we envisioned, so we turned down a number of authors and kept what we thought would work best in this new Osher publication.

We developed manuscript submission guidelines and an author contract. All the original material would remain the property of each author, but Osher had the right to publish it first in “Active Voices.” With members material in hand we sought volunteer readers, who along with the editorial committee would recommend whether submissions were acceptable for “Active Voices.”

Once we realized that we had more than thirty acceptable submissions we started to discuss how Osher’s new publication should look. After much discussion we chose a book format, believing the book would be about eighty pages long. We then agreed on a text typeface and a display type for headings, and generally agreed on a layout for the book. Committee members and volunteer readers agreed to read and copyedit each submission. And so, we were committed to making the publishing process work to achieve a book that we believed would be a positive contribution to our Osher program. Editing and copyediting were completed. Authors had an opportunity to review what we had done, and our project was ready to move ahead.

The editorial committee met several times to iron out as many of the publishing details as possible. Once we had agreement amongst the committee members we would work with Amy Patterson, who would shepherd the book through the UCSD digital typesetting and printing services. First pass proofs were requested and the actual publishing process was underway.

Several weeks would pass before we received first proofs, but once they were available the editorial committee would take the time to review all the written material to check for possible errors. The placement of all original art was also a concern at the same time. It took several weeks for the committee to check proofs. Proofs were marked up so Amy could have corrections input by the printer.

After initial corrections we asked to see page proofs to check once again that corrections had been input, and also look for any additional errors we might have missed. The proof review process took time, but once completed we provided Amy with final proofs for the printer. Page numbering and the table of contents layout were carefully reviewed, and with everything now in place the printer could send us a final set of proofs for review.

While all this was occurring Dana Levine, Elaine Olds, and the editorial committee had agreed on a cover design. In the digital world of proofing and printing we received a final PDF file to review the completed page makeup. Everything had finally come together and we could tell Amy the book was ready to be printed and bound. From initial idea to final proofs ready for printing would be almost one year. “Active Voices” was printed and bound and ready to be launched to Osher members on July 26, 2017.

We can be proud of our first original Osher literary publication, and with perseverance and hard work we should be able to publish a new book annually. Enormous gratitude must go to all who participated in making “Active Voices” a reality.
As we begin our Fall 2017 classes we want to remind everyone of our classroom etiquette. We are proud of our good fellowship and our common intellectual curiosity. Inquiring minds want to know. Here are just a few reminders to keep our learning experiences pleasant and courteous.

**Name badges:**
- Please wear your name badge so we, as well as our lecturers, can speak to you by name.
- Additionally, since the Osher Lifelong Learning Institute is a membership organization, wearing your name badge helps validate your current registration.

**Speaker courtesies:**
- Our reputation on the campus as a sophisticated and welcoming audience is vital to our access to the faculty. Please ensure every speaker is treated with dignity and respect.
- If sitting in the front rows, please refrain from texting or checking e-mail during the lecture.
- During the break please keep your interchange with the lecturer brief if others are waiting.

**Food and Drink:**
- No food is permitted in Classroom 129.
- Beverage containers in Classroom 129 must have a cover.
- Please remove your empty cups and beverage containers when you leave.

**Cell phones / iPads / Smartphones:**
- Do turn OFF ringtones, e-mail alerts, and any other sounds before classes begin.
- If you are expecting a call, please put your phone into the “vibrate” mode and sit near a rear exit so that you can take the call outside of the classroom.

**Seating:**
- Please do NOT reserve a seat for someone who is not yet physically on the campus.
- If you arrive late, please take a seat behind the recording station. This is especially important during recorded lectures, otherwise, your silhouette may appear in the video!
- As a courtesy to other members in our congested classrooms, please refrain from wearing strong perfume, fragrant after-shave, or other personal fragrances.

**Questions:**
- We all have questions. However, please do not ask them until the question period after the presentation and the break.
- Be sure you have the microphone when you ask your question.
- Remember, a question not a speech. Keep it short. Ask only one question at a time.