



STUDY LEADER GUIDE

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Lifelong Education at Colby-Sawyer College



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Introduction

Welcome to Adventures in Learning (AIL)! Study leaders are the heart and soul of our program, and we look forward with much anticipation to your course offering. The Curriculum Committee, responsible for finding, reviewing and approving all courses offered, has prepared this guide to assist you in your course preparation and delivery.

In 1998, Adventures in Learning at Colby-Sawyer College was formed to provide a lifelong learning experience for adults with an interest in the world of ideas and who wish to continue their intellectual growth in an informal setting. AIL achieves this mission by offering a diverse array of stimulating courses and programs throughout the year in the greater Kearsarge-Lake Sunapee region.

How to Get Help

Your Contact Person

Once you notify the AIL office or a member of the Curriculum Committee of your interest in developing a course, the Committee will assign you a contact person as your liaison. Your contact person will alert you to his or her appointment and will give you his or her telephone number and email address. The contact person's responsibilities are the following:

- Help and answer questions as needed
- Assist you in completing your course proposal
- Keep you informed of your course's approval status
- Attend the orientation meeting with you, at which time specific questions can be answered concerning the venue and the operation of classroom technology, as specified in your course proposal
- Help you with questions arising during your class.
- Encourage you to talk about successes and/or concerns
- Receive, through the AIL office, your self-evaluation at the completion of your course and forward your comments and suggestions to the Curriculum Committee
- Attend the study leader wrap-up meeting with you
- Maintain contact following your course

The AIL Office

The office serves prospective and current members and Study Leaders by assuming the following responsibilities:

- Receive new course proposals, all evaluations, textbook forms, Fair Use Checklists and syllabi
- Send acceptance letters to Study Leaders
- Field general questions about the program, such as deadline dates, venue issues and college policy matters
- Schedule all courses, selecting the venues and preparing and distributing of catalogs and participant information
- Handle reimbursement for your expenses, if any
- Send course confirmations to participants
- Schedule orientation and wrap-up sessions and provide materials

The AIL office hours are generally from 9 a.m. to 5 p.m., Monday through Friday, staffed by Nina Tasi and Sarah Jenness.

Proposing a Course

Our goal is to offer instructive and enjoyable courses. A prospective study leader volunteers or is invited by an AIL committee member to present a course.

Leading a course is a challenge requiring substantial effort; however, the rewards are many. It is an opportunity to meet and interact with enthusiastic participants who have rich and varied backgrounds. Previous teaching experience is not required; in fact, some of our most effective study leaders have never taught before. Nor is it necessary to be an expert in your particular area of interest.

Course Proposal Form for a Single Study Leader Course

As a prospective study leader, you complete the Course Proposal Form (available on the website) and submit it to the AIL Office at adventures@colby-sawyer.edu. The form asks for a course description of approximately 250 words. This description should include the goals and scope of the course, as well as the format (lecture or discussion style). A short biographical sketch of approximately 150 words should also be included. A sample proposal can be found at the end of this guide.

Course Duration

Fall, winter, or spring term: 3- to 8-weeks

Summer term: 3- to 5-weeks

Class sessions normally run for two hours: 9:30 to 11:30a.m. or 1:30 to 3:30 p.m. However, alternative hours are also available as the schedule permits.

Be sure to complete the preferred days and times on your application. Don't forget to note technology needs.

Submitting the Completed Course Proposal Form

The completed Course Proposal Form may be submitted in one of two ways: the preferred method is electronically by use of our online form, or if necessary by hard copy. To submit the form electronically, go to the AIL website: www.ailcsc.com/slresources. Click on the Course Proposals button and you will be directed to click on another link to download the form. Using the instructions on the form, you will be able to complete the course proposal on your computer and submit it as an attachment via email to adventures@colbysawyer.edu. We recommend that before submitting you save the form to your computer so that you will have a record of your proposal. If you prefer, you can submit your form via hard copy, either typed or printed, by sending it to the AIL Office.

Submitting the Completed Lecture Series Proposal Form

Moderators will submit a Lecture Series Proposal Form, also found on the AIL website, by following the directions above. The course description should begin with an overview by the moderator. For each lecture the title is followed by the name of the lecturer and a brief synopsis of the lecture.

The moderator is responsible for informing lecturers that our policy allows lecturers to attend other sessions in the series at no cost. To ensure enough seating, the moderator needs to inform the office of the lecturers' desires to attend any additional sessions. The moderator is also responsible for providing the office with each lecturer's contact information.

Special Note for Zoom Courses

If you have submitted a proposal to offer your course via Zoom, please coordinate with the AIL office to identify a co-host, if needed. Additionally, the office can help provide login information early so that you can test your equipment and presentation materials on the platform.

Photograph to Accompany Course Proposal

We request that you submit a recent, appropriate digital photograph of yourself along with your course proposal. The best photo for the catalog is one that can be modified or cropped appropriately for consistency among photos. We recommend that the photo is from the waist up and quality resolution. The photo will appear along with your course description and biography in the AIL catalog. If you are unable to submit a digital photo, please contact the AIL office to arrange for a photo.

Deadlines for Submission of Proposals for Courses or Lecture Series

Summer Term:

- Proposal Deadline 2nd Wed. of February
- Classes start the 3rd week of June

Fall Term:

- Proposal Deadline 2nd Wed. of April
- Classes start the 3rd week of September

Winter Term:

- Proposal Deadline 2nd Wed. of September
- Classes start the 3rd week of January

Spring Term:

- Proposal Deadline 2nd Wed. Of November
- Classes start the 3rd week of April

Preparing for Your Course

Editing

Occasionally, course proposals are edited for length and content by the Curriculum Committee. In such cases, your contact person will inform you of the alterations and solicit your approval, comments or further changes.

Course Size

The optimum course size depends on the size of the classroom and the format of the course, whether discussion group, lecture style or lecture series. Please decide on an absolute maximum number of participants and include that number on your proposal form. If you determine a minimum number of participants is needed, also include that number. Your first source of assistance is your contact person, so please direct any questions to him or her. Please note that under-enrolled courses may be canceled.

Classroom Venues

The AIL office schedules most classroom venues, and most courses take place in the AIL Classroom at Lethbridge Lodge on the CSC Campus. Once the sites have been determined, you will be notified of the day, time and location of your course by email. It is important that you visit your venue in advance.

Winter study leaders need to reserve an additional day for their course on their personal calendars because of the possibility of weather-related cancellations.

Once your course is underway, please arrange the space to work best for you and your participants. Upon leaving each week, please make sure windows are closed and locked, heat/cooling is returned to its original temperature, shades are opened, and tables and chairs are put back in rows facing the large screen in front of the classroom. Feel free to ask for assistance from course participants.

If you need to cancel a class session, please notify the AIL Office and your contact person of any changes as soon as possible.

Equipment

For courses scheduled in the Lethbridge Lodge classroom, orientation meetings provide initial training for the use of the 85" flat screen monitor. Additional individualized training is available. Other equipment may be requested through the AIL office.

Please note that the computer in Lethbridge Lodge is a PC with the full suite of Microsoft Office products. PowerPoint is preferred for presentation software. If you need help converting an existing presentation that was created using different software, please contact the AIL office for assistance.

For questions related to the technology in the AIL classroom, please work with either Nina or Sarah to arrange for a meeting with someone from the CSC IT Department at least one week prior to the start of your course.

For courses in off-campus locations, most provide their own AV equipment. Familiarize yourself with what your location provides.

Syllabus/Cover Letter

If you plan to include a syllabus or welcome letter in the confirmation notification to course participants, please submit it as a Microsoft Word document to the AIL office by the deadline given in your acceptance letter.

Term Enrollment Confirmation

One week before the beginning of the term, course confirmations will be sent to participants and copied to the Study Leader via email, or for those without email, via United States Postal Service.

Textbooks

If you will be using a textbook in your course, you should fill out section 1 of the Textbook Information Form available on the website at www.ailcsc.com/studyleaders. Please submit the form to the AIL Office so that information about the required text can appear within the course description of the term catalog. In addition, the AIL Office will contact Morgan Hill Bookstore to apprise them of the required book. Although Morgan Hill does not order books unless individually requested, notifying the store will allow them to anticipate the requests.

Photocopies

The AIL office will provide copies of course material up to five pages, double sided per course. Master copies must be submitted at least one week in advance. All copies are black and white. You may also utilize email with your course participants if members are so equipped. However, please use discretion when requesting that participants print out materials that may require numerous pages.

Binders and Extensive Material

You may wish to provide course participants with extensive or bound material that the participant is expected to purchase. It is extremely important that the expectation of purchasing this material is made clear in your course description as published in the term catalogue. Please contact Flash Photo, where the material can be copied and bound. Class participants should be told to go to Flash Photo to purchase the material directly.

Fair Use of Copyrighted Work

If any of your supplemental bound materials utilize the copyrighted work of others, it is important that you complete a Checklist for Fair Use Form. This form is available online at www.ailcsc.com/slresources.

Once you complete the Fair Use Checklist for Copyrighted Materials form please submit it to the AIL Office together with a master copy of the materials. Please include a references page at the end of your bound materials that cites all resources used.

Field Trips

A trip in conjunction with your course is sometimes desirable and should be included in your course description, along with any associated costs. Please be aware that if you are planning to carpool, liability coverage falls under each individual's vehicle insurance policy.

Study Leader Orientation Meeting

About two weeks before the start of each term, an orientation meeting is held to answer your questions, to provide an opportunity for you to meet fellow study leaders, and to receive information about the classroom venue, including technology. All study leaders, new and returning, are highly encouraged to attend this important meeting. At the meeting, the AIL Office will provide you with an orientation packet of materials for your course including a roster of names, addresses, telephone numbers and email addresses of your participants, name badges for those participants who do not already have one, participant and self-evaluation forms, classroom representative responsibilities and medical emergency information.

Colby-Sawyer College Colgate-Cleveland Library

Borrowing privileges at the Colgate-Cleveland Library are available to you as a study leader. Please coordinate with the AIL Office to arrange access to the library.

AIL Study Leaders may request course reserves or interlibrary loans of materials the college does not own but which are needed to teach a course. Requests for course reserves or interlibrary loans should be made to the AIL Office, however they cannot be guaranteed.

Class Procedures

Participation in Class

There is no sweet spot between lecturing and engaging the class in discussion. Some participants prefer lecture; others prefer class discussion. The balance between the two depends largely on the nature of the subject and the preference of the study leader.

In classes where discussion is sought, some people may need encouragement. Often this encouragement can be found among the participants. In smaller classes, a circle has been used effectively. Here questions are asked of all participants and discussion is held after the final participant responds. In larger classes, a workshop design has been used. Here the class is divided into small groups, each with a leader. Groups confer separately on a single question. The class is reassembled, and the group leaders report results to the class as a whole.

While some people will need encouragement, others may attempt to monopolize the discussion. Encourage the former and try to rein in the latter. Feel free to request that class participants raise their hands before speaking. If a course participant wishes to just listen, his/her preference should be respected. AIL participants come from all walks of life, are usually very well-educated, and have a wide range of experience. They are taking the course because they want to and will often be delighted to take an active role in the course by giving presentations or leading a session, should that be your request.

Controversial topics should be presented in a fair and balanced fashion, without political or religious bias.

Class Breaks

Short class breaks (10 minutes or so) should occur about halfway through each class except for film classes. This provides course participants a chance for informal discussions and camaraderie that can add greatly to the enjoyment of the course. Some venues, such as the Colby-Sawyer College archives room, do not allow food or drinks to be brought into the room.

Class Representative

A class representative is a designated member of your course willing to act as liaison between you and the rest of the class. It is important to designate your class representative at the first class session. You may ask for a volunteer or appoint someone you know to serve in this valuable role. Please be sure to provide the designated representative with the list of responsibilities included in your orientation packet.

The class representative will be responsible for assisting you in classroom set-up/break down. S/he will also be responsible for handing out evaluation forms, collecting all completed evaluation forms from your course participants, and placing the completed forms in a manila envelope and dropping them into the AIL Mailbox in Lethbridge Lodge or delivering them directly to the AIL Office following the end of the course.

Guests

Many of our courses are oversubscribed and have a waiting list. As a courtesy to our membership and to our course leaders, please remember that attendance in all courses is reserved only for those members who have registered and have been enrolled in the course. Occasionally, an exception may be made. Please check with the AIL office on a case by case basis.

Pets

Dogs and other pets are not allowed in classrooms. However, service animals are permissible. If animals are a focus of the course, examples may be present if allowed by the owners/caretakers of the venue.

Incident Weather Policy

Adventures in Learning follows Colby-Sawyer College's policy on weather-related closures and delays. If the college is closed, AIL classes are cancelled. If the college has a delay, morning AIL classes are cancelled, and afternoon AIL classes will be held. Please check the Colby-Sawyer website at www.colby-sawyer.edu or www.ailesc.com. If Colby-Sawyer College is on break, the decision whether or not to hold class should be made by the study leader. Your course roster can be used to set up a telephone chain to notify course participants of changes in course location, your unexpected absence or class cancellation. Alternatively, you may email course participants to communicate any changes to your course. We ask that you notify the AIL office of any changes as well.

Emergency Guidelines

Emergency situations are unlikely to occur, but it is best to be prepared ahead of time just in case. Therefore, while checking out your assigned classroom before your first class, note all emergency exits. During your housekeeping announcements at your first class, inform your participants of the location of the exits.

Emergency Procedures:

- In the event of a medical, fire or other emergency requiring immediate response by ambulance, fire or police departments, first call 911. The operator will guide the caller through an appropriate response. Be sure the caller knows the street and number of the building as well as the location of the classroom. The AIL classroom at Lethbridge location is 100 Charger Lane.
- Notify any staff on duty at your location who might be of help. If the emergency occurs on the Colby-Sawyer College campus, call 911 first. Then call Campus Safety at 526-3300. They have safety officers who are First Responder trained and skilled in managing emergency situations.
- Should a participant fall, do not move the person before trained help arrives, as this could cause further injury.
- Following the emergency, report the incident to the AIL Office at 526-3690.
- Many venues have AEDs (Automated External Defibrillator), including Lethbridge Lodge, and trained personnel.

Liability Insurance

On occasion, a study leader may decide to host course participants at his/her home for a class session. When this is the case and a scheduled class session moves from its regular classroom venue to a private home, the individual's personal homeowner's insurance policy covers the liability.

Instructional Materials and Mileage Reimbursement Allowance

You may spend and be reimbursed up to \$50 for instructional materials for your course (e.g., rental of videos, purchase of maps, extra copying costs, etc.). Please consult your contact person if you find it necessary to exceed this sum, without additional charge to the course participants.

If you are a study leader who travels outside a 30-mile radius from your home to your class venue, you have the option of requesting a mileage reimbursement at the conclusion of the course.

In order to receive your reimbursement, you must submit receipts, mileage (where applicable) and a brief explanation documenting expenses to the AIL Office for processing through the Financial Services Department at the college.

Sale of Supplemental Course Materials and Supplies

College protocol prohibits study leaders from selling books, bound copies, materials or supplies to participants. An exception may be made for certain Community Spotlight events or guest lectures.

Solicitation

No solicitation and/or sale of personal property or goods to course participants is allowed.

Course Evaluation Forms

Your class representative will remind participants on the second-to-last week of the course that evaluations will be completed at the final class session. They will ask participants to think about comments they want to submit so that they are prepared.

Please plan to leave 15 minutes at the end of the final class for your class representative to distribute evaluations for completion by participants. Participants will return evaluations to the class representative prior to leaving. The class rep will place the evaluations in a manila envelope provided by the AIL office in the Study Leader Packet and place the envelope in the Lethbridge Lodge AIL Mailbox or hand deliver them to the AIL office. These are shared with the Evaluation Subcommittee and presented to the study leader at the wrap-up meeting for that term. It is important to encourage the return of the evaluations including written comments, where applicable, because you will receive valuable feedback, and the Curriculum Committee finds the responses helpful in planning for future courses.

Evaluations for lecture series courses should be distributed and completed at each class session.

Zoom class participants will be provided an electronic course evaluation immediately following the last class.

Study Leader Self-Evaluation Forms

Your self-evaluation provides an essential perspective and gives some of the most helpful information about your class. Please complete your Study Leader Self-Evaluation Form and submit it to the AIL office before the wrap-up meeting date.

Study Leader Wrap-up Meeting

Following each term, the Curriculum Committee will host a wrap-up meeting for the Study Leaders and their contact persons to learn from one another as they share experiences, thoughts and ideas on what worked, what needs work, and what new information could be added to the orientation meeting and/or Study Leader Guide. At this time, copies of the evaluations submitted by your course participants will be given to you.

Recruiting Other Study Leaders

AIL is always looking for excellent Study Leaders. If there are people in your course who may have unique knowledge or experience or who have an interest they would like to explore with others, urge them to consider leading a course. Please give their names to a member of the Curriculum Committee and provide names on your self-evaluation form.

Course Description for a Single Leader Course

The following course proposal serves as an excellent model for a single leader course:

- It starts with a quote which helps both introduce the topic and give it credence. (It is not necessary to open with a quote, but some opening paragraph which serves to announce what the course is about and give it weight is important.)
- The proposal proceeds to describe what the course is going to examine and the mechanisms for doing this.
- In the third paragraph the proposal talks about the format of the course.
- The last paragraph mentions the leader's expectations of the participants.
- The proposal ends with a brief and succinct biography.

Example

People of the Dawn: Native American Writings from New England

Study Leader: Nancy Marashio
Mondays, 1:30 - 3:30 p.m.
8 weeks beginning January 16
AIL Classroom, Lethbridge Lodge, Colby-Sawyer College
Maximum number of participants: 20

"Alnonbak we called ourselves. That just means human beings. Thirteen or more different nations made up of the Wabanaki peoples. Penobscots, Passamaquoddies, Micmacs, Malecites, and all of our other nations in northern or western New England that were driven off their lands."

-Joseph Bruchac

We will study a first anthology to present a comprehensive collection of Native American writers from a region, our own New England. Editor Siobhan Senier acknowledges the eleven community editors as "brilliant knowledge keepers ... sustaining their communities and traditions." The anthology is organized chronologically "to emphasize continuous presence ... a snapshot of much larger literary traditions."

Each tribal section begins with an introduction to both the tribe and its writers and ends with suggestions for further reading.

Participants in the class will study the words of New England Native peoples and respond with their own, sharing the paths of connection.

Required text:

Dawnland Voices: An Anthology of Indigenous Writing from New England
Edited by Siobhan Senier, University of Nebraska Press
ISBN 978-0-8032-4686-7

Course Description for a Lecture Series Course

The course proposal on the following pages serves as an excellent model for a multi-speaker lecture series:

- It starts with a paragraph which introduces the topic, talks about the importance of that topic and mentions the approach. It ends by stating the purpose of the lecture series.
- Each topic, lecture by lecture, is then outlined with a brief and (hopefully) compelling paragraph about the topic or person to be presented that day.
- Since there is no required reading, presenters should assume no prior knowledge of their subject. This sample course will take seven weeks and will appear on two pages in the catalog, leaving little room for any additional information. However, all of the necessary information necessary is here.

Example

Women Who Made a Difference

Study Moderator: Joanna Henderson

Tuesdays, 9:30 - 11:30 a.m.

7 weeks beginning January 24

Course will be held via Zoom

Maximum number of participants: 80

Once again, AIL is offering “Women Who Made a Difference” as a lecture series, highlighting women from a hundred years ago to the present. All of these women have contributed significantly to the world, to their country or to the time in which they lived.

Their stories and histories are all very different. They include a fashion designer, an athlete, a best-selling author, two secretaries of state and even a current member of Congress. Through examining the contributions of these women, participants will not only better understand the influence of each, but also take a deeper look at how each woman has helped shaped who we are in the present.

January 24 - Eleanor Roosevelt - Joanna Henderson

In her time, Eleanor Roosevelt was one of the world’s most widely admired and powerful women. The first half of this lecture will be about her years with Franklin Roosevelt and the second half will be about her years alone, including her years at the United Nations and her role in helping establish a homeland for the Jewish people. She dealt with the most powerful men of the post-war years: presidents, cardinals, political bosses and Wall Street tycoons. She did so with enormous self-confidence, authority, independence and astuteness. As Arthur Schlesinger wrote of her, “She was a tough old bird who saw earth as well as stars.”

January 31 - Pearl S. Buck - John Ferries

Pearl S. Buck lived in China for 40 years. She wrote about her experiences there in *The Good Earth* and became the first woman to receive both the Pulitzer and Nobel prizes for literature. She dedicated her life to building better lives for children around the world, especially orphans, breaking racial and cultural boundaries. In 1949, she founded an organization, Welcome House, that matched over 7,000 orphans for adoption during the next 65 years.

February 7 - Claire McCardell - Carol Emanuelson

Claire McCardell introduced sportswear to American women and changed a culture. She followed her passion for design and rose up from humble beginnings to be recognized by *Life* magazine as one of the most important Americans of the 20th century. In 1943, she won a Coty Award. In 1950, President Harry Truman presented McCardell with the ‘Woman

of the Year" award from the Woman's National Press Club. She was on the cover of *Time* magazine in 1955, and her designs included the Monastic, the Popover dress, and ballet flats. She devised a five-piece wardrobe that could be worn as nine different outfits. In this lecture series, we will explore the life and vision of this thoroughly modern woman.

February 14 - Liz Cheney – Susanna Schweizer

Liz Cheney stands out as an accomplished and courageous politician who represents Wyoming as its lone member of Congress in the U.S. House of Representatives. The daughter of Vice President Dick Cheney, she began her career in politics in the State Department. She is presently Vice Chair for the controversial House Select Committee to Investigate the January 6th attack on the United States Capitol.

Most of the "women who have made a difference" in our lecture series each year have been women from the long ago past. In highlighting Liz Cheney, we are choosing a woman who is currently making a difference. She stands alone as a courageous elected official who is sacrificing her position in Congress to support a peaceful transfer of power.

February 21 - Madeleine Albright & Condoleezza Rice – Sage Chase

Madeleine Korbelt Albright and Condoleezza Rice are two of only three women who have held the office of U.S. Secretary of State. Serving consecutive four-year terms from 1996 to 2008, they are not only of different party affiliations, but they also could not have had more disparate backgrounds.

Albright was the daughter of a Czech emigrant (an esteemed professor), who only discovered her Jewish origins and her Holocaust connections later in life. Rice is an Alabama-born descendant of slaves with two white great-grandfathers, whose parents both graduated from college and became highly regarded Black professionals in the segregated South.

Both unique and fascinating women, they are respected public servants who made significant contributions to their respective administrations. The focus will be on their histories rather than their politics.

February 28 - Margaret Atwood – Kathleen Hunter

Well known for her influential work *The Handmaid's Tale*, Atwood has also published poetry, literary criticism and many essays, often on political themes. Before she became well-known in the U.S., she was one of the original writers who in 1967 helped Canadian literature detach from British literature.

March 7 - Billie Jean King – David Bashaw

Billie Jean King is regarded by many as one of the greatest tennis players of all time. When King began her career, women's tennis was considered an amateur sport. Women were paid "under the table" and the prize money wasn't very much. She fought to change that. And her influence went well beyond the world of tennis. King has been a lifetime advocate of gender equality and a pioneer for social justice. Among her many honors she was included on the 20th Century's 100 Most Important Americans list and was awarded the Medal of Freedom.

Thank You

On behalf of all of us associated with ALL, thank you for the time and effort you put forth in preparing and conducting your course, and especially for the intellectual enrichment you will bring to our members and our community!