

Horizons Extra

Fall 2012

Lifelong Education at Colby-Sawyer College

Study Leader Profile:

Chris Bowditch: Promoting the Fine Arts Worldwide



Chris Bowditch

Adventures in Learning has had very few “hands-on” courses in the past. However this summer André Hurtgen, our expert on all things Asian, introduced members to the joys of calligraphy. Now Chris Bowditch, a new AIL study leader, will give members a chance to try their hand at another very “hands-on” course, “Basic Drawing and Portraiture.” Her course will begin with pencil and charcoal drawing and proceed to pastels and beginning portraiture. Chris emphasizes that talent or previous experience is not necessary for participation or enjoyment in her course. All that is needed, she says, is an open mind and a willingness to try. “Everyone can learn to draw. I will take class members who need help back to square one. Prospective artists need to learn to ‘see’ and to draw from the mind—not from the hand.”

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Study Leader Profile:

Elizabeth Fielding: A Personal Path to Buddhism



Elizabeth Fielding

“Buddhahood seems like a goal, but it is not. It is a clear path. It is hope itself—hope to advance eternally toward self-improvement, greater fulfillment and increased peace of mind and enjoyment in life.” (The Wisdom of the Lotus Sutra, Vol. 2, Ikeda, p. 116)

Until recently my knowledge of Elizabeth was limited to Elizabeth Fielding, Wilmot Postmistress. I always found her to be helpful, efficient and reserved in her role as postmistress. When I asked to interview her for an article for the fall newsletter, she graciously accepted and invited me to her home.

Elizabeth and her husband, Ken, live in a lovely, comfortable home in Wilmot surrounded by lush plants and their organic vegetable gardens. Avid

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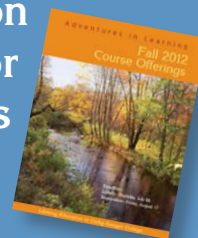
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REMINDER:
Registration
deadline for
fall courses
is Friday,
August 17



Visit the Adventures in Learning website at colby-sawyer.edu/adventures to view articles, photos and the fall 2012 course catalog.



Online Learning: Promises, Prospects and Problems

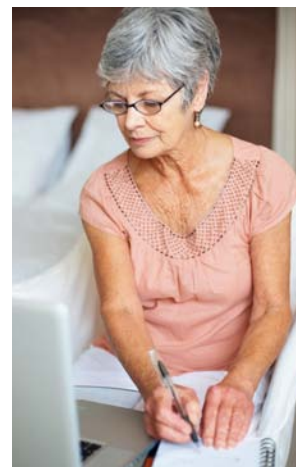
Online education has been receiving increased attention as schools from kindergarten through college and graduate levels have sought to expand their curricula, reach more students, enhance their course offerings and control costs. Online universities have proliferated since the early eighties. One example is the University of Phoenix, a publically traded corporation established in 1976, with more than 200 campuses and over 370,000 enrollees. By 2014 the Department of Education and other sources estimate that 81 percent of college students will be taking online courses as part of their normal course load. Colby-Sawyer College first offered online courses in 2011 as part of a pilot summer curriculum. Due to the success experienced with initial offerings in this format, the number of summer online courses increased in 2012. For example, several courses in psychology and sports sciences were included, as well as other options.

K-12 schools have been active as well, with the Florida Virtual Schools (<http://www.flvs.net/Pages/default.aspx>) in the forefront of experimental remote classroom learning. If the FLVS is any gauge of the success of this approach, we can expect to see much more of it soon. For more information on FLVS, visit the following website: <http://www.flvs.net/areas/aboutus/Annual%20Evaluations/Exec2011.pdf>.

For Adventures in Learning the possibilities of online learning and using online sources as an added resource for expanding our educational horizons are endless—once more of our membership becomes comfortable with

digital media and the use of computers. Study group leaders have available an enormous array of discussion aids and graphic demonstrations that can profoundly enhance our adult learning mission. In preparation for this article I used my computer to go to the Khan Academy, an internet-based video lecture site with over 3,000 recorded mini-courses on math, science, finance, economics and the humanities. I decided to take a 4½-minute course on Mary Cassatt's impressionist painting, "In the Loge" (1878). If you want to see it, just insert this URL into your search application: <http://www.khanacademy.org/humanities/art-history/art-history-1848-1907-industrial-revolution-ii/v/mary-cassatt--in-the-loge--1878>. Try it and see what you think about this method of discussing a piece of art. If you know Cassatt's work, you might find this one and others interesting, if superficial. The art history section alone has over 370 individual video lectures along with pictures of the work being discussed. The Khan Academy is one of the public-access education sites often cited as an example of what computer-based learning can do for those pursuing remote learning. But computer-based courses such as these are not new, and they hardly scratch the surface of the potential of online learning.

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Study Leader Profile: Elizabeth Fielding (continued from page 1)

outdoorsmen, they have walked the entire Appalachian Trail. Elizabeth is now part of the Lake Sunapee Rowing Club, and Ken commutes via bicycle to and from Concord when the New Hampshire weather permits.

Born in Cohasset, Massachusetts, Elizabeth traveled to the University of Denver on a full scholarship and engaged in many outdoor activities, including rock climbing. After graduating with a liberal arts degree, she had a brief stint in the Peace Corps and then moved back to Denver. Returning to her childhood Cohasset home in her early 20s, Elizabeth was what she would describe as someone unhappy and without direction. In contrast, her younger 16-year old sister, who had become involved with Nichiren Buddhism through her Yoga teacher, seemed to Elizabeth "way too happy for me." In a weak moment, Elizabeth agreed to attend a meeting with her sister. She also made a commitment, one week



at a time, to start chanting, a purposeful and important part of this type of Buddhism. That was 36 years ago and, as Elizabeth told me, "It is central to my life."

The AIL fall 2012 course, "Understanding Buddhism," will begin with the historical Buddha Shakyamuni in the sixth-century BCE and explore how the teachings have changed with the passage of time and distance from its beginnings in India. The course will end with a look at how Buddhism can be used in daily life to bring wisdom and joy. Elizabeth has been teaching, studying and practicing Buddhism as a leader in the Buddhist lay organization Soka Gakkai International in New Hampshire and Vermont for the past 25 years. It is a pleasure to welcome first-time AIL study leader, Elizabeth Fielding, Soka Gakkai follower and leader, and Wilmot postmistress.

~Joyce Kellogg

Meet our New Board Members

Pat Stewart and Aarne Vesilind

Pat Stewart joins the board following six years on the Public Relations Committee. While serving on the committee, she took on the added responsibility of planning and organizing day trips to museums or historical sites. She is well known for her exceptional expertise in this area. Trips are offered as enrichments to specific courses or as special stand alone excursions open to all AIL members. Although no longer on the PR Committee, Pat will continue to keep her expert eye out for possible trips of interest to the membership. She already has one in the planning stage in conjunction with an upcoming winter class. Following 22 years as a teacher in the Darien, Conn., school system, Pat and her husband, Charlie, moved to Wilmot in 1998.



Pat Stewart



Aarne Vesilind

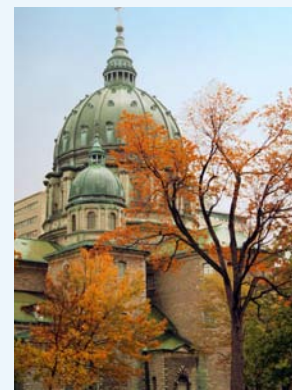
Aarne Vesilind comes to the board with a breadth of interests—from music to ethics to engineering—and he has shared his expertise in all areas through the several courses he has led for AIL as well as in serving on the Curriculum Committee. He holds a civil engineering degree from Lehigh University and a Ph.D. in environmental engineering from the University of North Carolina at Chapel Hill. Aarne has served on the faculties of both Duke and Bucknell Universities, is a published author, and has performed with orchestras and bands in the U.S., England and New Zealand. He and his wife, Elizabeth, live in New London.

~Maggie Ford

Trip to Montreal Open to ALL Members



It's not too late to join college alumni and friends on a fabulous trip to Montreal, September 13–17, featuring visits to the Montreal Museum of Archaeology and History, the Museum of Fine Arts, the Biodome, and the Montreal Botanical Gardens. Bert Yarborough, associate professor of Fine and Performing Arts, will be your guide in this vibrant and cosmopolitan city where the *joie de vivre* is palpable and contagious. For more details about the trip, itinerary and registration, go to www.colby-sawyer.edu/alumni/travel/index.html.



Study Leader Profile: Chris Bowditch (continued from page 1)

Chris Bowditch has spent 42 years in many parts of the world practicing the fine arts or teaching ceramics, figure drawing, sculpture, painting and art history. She is proud of the fact that at least half of her students went on to art school. A native of Fond du Lac, Wisconsin, Chris graduated from the University of Wisconsin with a bachelor of arts degree. After her first teaching job at Ripon College in Wisconsin, Chris took her talents and interests abroad to a variety of overseas locations—first to Italy, where she taught in Rome and Torino, and then to Ethiopia. While in Addis Ababa, as president of the American Women's Association, Chris helped ostracized and abused women return to their villages after they were treated for fistulas or leprosy.

Included in Chris's many overseas assignments was time in Indonesia with her daughter, Rachel. Additionally

she taught at the International School in Singapore; in Frankfurt, Germany; and most recently, in Sao Paulo, Brazil. At the latter two schools she taught in the International Baccalaureate (IB) program, an educational degree recognized worldwide. Along the way Chris somehow found time to earn a master's degree in Administration from the College of New Jersey, which has locations in Israel, Majorca and Rome.

Chris returned to the United States this past September and, now retired, divides her time between New London and a family home in Chocorua, a small town in the White Mountains of New Hampshire. We are fortunate indeed that Chris will share her enthusiasm and expertise in drawing and portraiture with AIL members this fall.

~Heidi Beckwith

Preview of 2012 Fall Courses

Registration is now open for summer courses beginning the week of September 17. To view the complete summer course catalog and a full description of each course, click on www.colby-sawyer.edu/adventures/courses.html. To print a copy of the registration form, click on www.colby-sawyer.edu/adventures/register.html. The registration deadline is August 17. Register now to ensure a place in the course(s) of your choice.

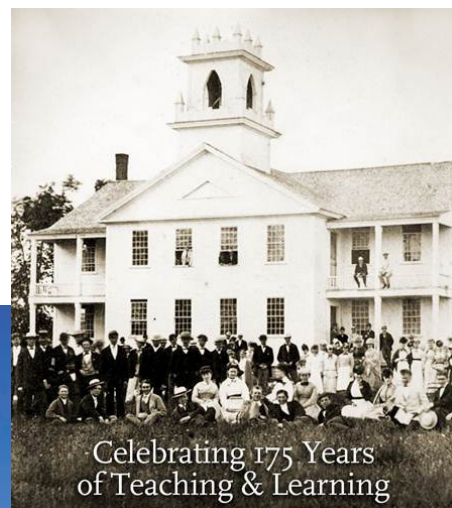
- **Walt Whitman's *Leaves of Grass*** with *Jim Bowditch*
Join in thought-provoking and insightful study of the works of 19th-century poet, Walt Whitman. Discussion will cover one of his first and most celebrated published works, "Song of Myself," from his *Leaves of Grass* collection, as well as a few of his other well-known poems.
- **England's Romantic Poets Up Close and Personal** with *Morris Edwards*
Learn about England's best-known, romantic poets—Byron, Shelley, Keats, Blake, Coleridge and Wordsworth. The 4-week minicourse will include some of their works and will look at the poets' characteristics and personalities. Known for their exotic, tragic and scandalous lives as well as for the lushness, emotion and ardor of their poetry, this will be an enlightening course.
- **Paul Revere Remounted** with *Joanna Henderson*
We have all heard of the legendary midnight ride as chronicled by Longfellow. Paul Revere's story, however, is filled with incorrect information, misunderstandings and ambiguity. This course will examine the legend, what is the 'real' story and why the myth has been perpetuated. It will be a look at the whole man, from artisan to patriot.
- **What Would Mohammed Do? An Unauthorized Biography** with *Art Rosen*
The pivotal question, What would Mohammed do?, will be explored by examining what Mohammed actually did. This course will review Mohammed's life, the history of his time and relate passages of the Koran, which are relevant to both his character and the historical events of his time. ***This course is being held in Newport to introduce ALL to the Newport community, and therefore is being offered to all participants without the normally required membership fee.***
- **Recent Advances in the Study of Human Origins** with *Dick Cavallaro*
Significant strides in paleoanthropology have been made in the past several years. This course will examine how genetics, the dating of fossils and major climatic changes have shaped development in this field. It will cover man's journey from "ground ape" to modern humans, looking at the positive and negative effects of brain and language development.
- **Traitor to His Class: The Career of Franklin Delano Roosevelt** with *Gene Lariviere*
Born into a wealthy family, educated in private schools, FDR was a member of society's elite. How did he become adored by the blue-collar worker and detested by the rich and powerful? For better or for worse, FDR left an indelible mark on the society of the United States and the world.
- **"The Child Is Father of the Man"—Or Is He?** with *Les Norman*
Watch selected interviews and follow the lives of 14 people, initially interviewed in 1964 at age seven to the present. Class participants will discuss their reactions to the expected and unexpected twists and changes in the lives of these individuals. Questions such as the effect of their class, family dynamics, and even the influence of the anticipation of future interviews will be part of the discussion.
- **The End of Life, a Discussion Among Friends** with *James Young, MD*
Dr. Young will lead a course examining important medical, legal, religious and community issues relating to the end of life. Experts will introduce the topics in the first hour of each session, and a course leadership team will facilitate group discussion in the second hour.
- **Basic Drawing and Portraiture** with *Chris Bowditch*
Chris, an art teacher for 42 years, says everyone can learn to draw, as she believes we draw from our mind, not our hand. Basic techniques using a variety of drawing materials will be used and ultimately lead to portrait drawing. Come and explore your own creative skills!
- **Six Great Americans Who Were Also Secretaries of State** with *John Ferries as moderator*
Over a 222-year period, there have been 67 secretaries of State. Each week in this 6-week course a guest speaker will "bring to life" one secretary of State, warts and all! Explore their lives and accomplishments. First up is John Hay, well known locally as the original summer resident of The Fells. Subsequent sessions will cover William Jennings Bryan, John Marshall, James G. Blaine, Cordell Hull and Daniel Webster.
- **Understanding Buddhism** with *Elizabeth Fielding*
Elizabeth will begin her course with a description of the historical Buddha Shakyamuni in the sixth-century BCE, and then discuss what changes have taken place in Buddhism over time and distance from its beginnings in India. She will also cover how Buddhism relates to our present day and how it may be a way to bring more wisdom and joy into our lives.
- **What's Wrong with the American Political System?** with *Hilary Cleveland*
This course is full. We are no longer accepting reservations.

Colby-Sawyer Invites You to its 175th Anniversary Celebrations

Mark your calendar and save the date for the October 12 weekend when the college commemorates its founding 175 years ago with three exciting events. On Friday, October 12, at 2 p.m. on Sargent Common, the New London town green, there will be a dramatic reenactment of the 1837 signing of the college's charter that established the original New London Academy. There will be addresses by college and town officials, music, historical games and displays, the planting of the 175th anniversary tree, and a big birthday cake for all to enjoy. On Friday at 9 p.m. there will be a historical lantern-led tour of the campus. The history of the buildings and the founding families will be recounted along with legends and ghost stories connected to the college. Saturday night you are invited to kick up your heels at a dance held at the college's Dan and Kathleen Hogan Sports Center. The Nines band will play from 8 p.m. to 1 a.m. There will be a

cash bar and admission is free.

Read President Galligan's letter to the community which recounts the history of the college and how, over the course of 175 years, the



town of New London and citizens from the surrounding area, including members of Adventures in Learning, have been involved in all aspects of the school since its beginnings. It is only fitting that the community share in the yearlong events planned to celebrate the college's Dosquicentennial. To learn more about the 175th activities go to <http://www.colby-sawyer.edu/175/>.

Save the Date—Oct. 12, 2012 for the 175th Anniversary Celebrations!

Colby-Sawyer Introduces New Website Design and Logo



Colby·Sawyer
College
inside · outside · planetwide

As Colby-Sawyer College celebrates its 175th anniversary year as an institution of teaching and learning, the college has introduced a new visual identity that builds on the foundations of its past and embodies the present and its plans for the future. To learn more about the college's new visual identity go to <http://www.colby-sawyer.edu/about/governance/identity.html>. The exciting news for AIL is that there is now a link directly to AIL's home page right on Colby-Sawyer's home page. (www.colby-sawyer.edu).

Just click on "Adventures in Learning" at the top of the "QUICK LINKS" alphabetical listing. Of course, you can still access our website directly by using any search engine, such as Google, and inputting: colby-sawyer.edu/adventures.

Don't forget there is a wealth of information on our web pages, as well as a link on the bottom of the home page to communicate directly with the office. In addition to information about AIL in "Frequently Asked Questions," one can download membership applications, course registration and course proposal forms. There are up-to-date news items and photos about AIL happenings. Current and past editions of AIL course catalogs and *Horizons Extra* newsletters are posted permanently on the website as well. In the coming months AIL will be looking at ways to further enhance the content and ease of use of our web pages. We'll keep you posted!

Reminder: Renew your AIL membership today at the new rate of \$40.

Online Learning: Promises, Prospects and Problems (continued from page 2)

So far most of the attention of the press and public interest has been directed at the potential for online learning to control or reduce costs. For example, we know from recent articles and government publications that high college costs and resultant heavy debt loads taken on by students are becoming a serious problem [see *Christian Science Monitor* (6/6/12); *The Wall Street Journal* (6/4/12); the May, 2012 Quarterly Report on Household Debt and Credit by the Federal Reserve Bank of New York. Because many colleges believe that this is a looming crisis, they are devoting increasing research into lowering costs to deliver courses by using online techniques.

The problem is not confined to colleges. Spending on K–12 public schools has risen by 23 percent in real, inflation-adjusted dollars in the last ten years. The price of higher education has gone up by 36 percent during this period. Despite this expenditure, there is a strong public perception, bolstered by national testing, that our schools are failing us. Is there a solution to the cost-benefit squeeze? Efforts to improve teacher productivity at all levels have proven extremely difficult, and one method, the increasing use of online coursework, has raised expectations. So far the results have been stubbornly slow, largely because course designers, usually professors, have tried to alter the delivery of traditional pedagogical practices rather than truly experiment with alternative learning methods. The objectives of reaching more students and increasing and diversifying course offerings have been easier to accomplish since the media has a much greater influence on these goals. The tough nut is still the relationship between the human teacher and the student, and no one has really attempted to alter significantly or eliminate that relationship while maintaining or improving outcomes with software.

Furthermore, the question of the present quality of K–12 and post-secondary education raises issues of how effectively our present system is working. *Academically Adrift* [2011] by Richard Arum and Josipa Roksa dwells on the shortcomings of some American colleges—see the reading list at the end of this article; *The Condition of Education 2011*, published by the U.S. Department of Education, discusses the plight of both K–12 schools and colleges. It would make no sense to improve the cost dynamics of the American educational system at the expense of quality. That is not a productivity improvement.

This brings us to a discussion of some of the obstacles to and opportunities for progress in educating Americans at all age levels through online learning. There are four areas where online learning can affect education:

1 Reducing administrative, regulatory and other indirect costs, freeing up money to be spent directly

on learning. This can be done by allowing some consolidation of schools (reducing the fixed cost per student) and by eliminating the vast amount of paperwork that so many teachers and support staff complain about. Obstacles to this include difficult-to-eliminate layers of regulatory reporting and testing imposed by federal and state entities. Some labor union contracts are another problem, as exemplified by the multiple and lengthy documents the New York City school system has to operate under. The following URL shows one of 14 contracts between the city and one of its two teachers' unions: http://www.uft.org/files/contract_pdfs/attendance-teachers-contract-2007-2009.pdf. The complexity of these documents severely limits the ability of educators or elected legislators to improve the education of their charges. Also, according to several experts, these contracts have kept teacher pay below similarly educated peers, a phenomenon that works against the public desire to hire and retain high-quality teachers.



2 Reducing the need for expensive physical plant by allowing students to learn at the place of their choosing, including in the home.

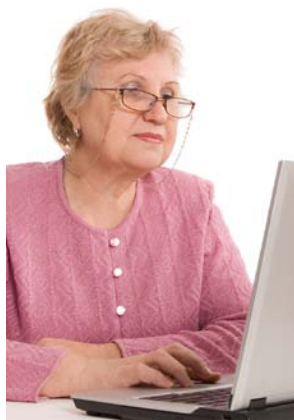
Numbers on the cost of physical plant, including school buildings, transportation, and other infrastructure, as a proportion of total expenditures are muddled by definitions, but we do know that about 15 percent of total K–12 school costs go to capital expenditures and interest on school debt. The figure would be much higher if maintenance costs and amortized land costs were included. Our public schools and colleges have large legacy and administrative burdens that need addressing, and online education could substantially impact this allocation of scarce resources for education.

3 Changing the pedagogical environment of one teacher in a classroom with a set of students dependent on the delivery skills of that teacher. Online delivery, backed by the speed and versatility of computers (remember Watson on “Jeopardy”?) and interactive abilities tailored to the individual student would seem to offer the type of flexibility that our diverse learning population needs. A properly designed online course, administered by a credentialing body would probably have a large potential audience. The drawback is the unavailability of such a course. Instead, the vast majority of online courses are simple recorded lectures or their transcripts with very little performance-based interactivity. The Khan Academy and

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Online Learning: Promises, Prospects and Problems (continued from page 6)

others are working on this, but the technology is still in its early phases and artificial intelligence has yet to be adequately employed. Educators might look to online game designers such as Electronic Arts or Activision for inspiration. In this respect, President Obama, in September 2009, introduced the 'Educate to Innovate' campaign uniting the efforts of private business and public sector entities to improve the teaching of STEM (Science, Technology, Engineering and Mathematics). The URL is: <http://www.whitehouse.gov/the-press-office/president-obama-launches-educate-innovate-campaign-excellence-science-technology-en>. This is a worthy effort, but it falls short of deeply invading the conventional orthodoxy of imparting learning. Until the education industry jettisons some of its outdated convictions and instead observes a 4-year old playing a complex problem-solving game earning points or faux cash (or credentials, if applied to education), we may be missing paradigm-shifting opportunities.



4 Better measurement of progress and outcomes.

In a recent article in *The Wall Street Journal*, Salman Khan, the founder of the Khan Academy, distinguished between learning and credentialing. He said, "There's a learning part. You learn accounting, you learn to write better, to think, whatever. Then there's the credentialing part, where I'm going to hand you something that you can

take into the marketplace that signals to people that you know what you're doing... And I think it would be interesting [if credentials could be earned based on what you know and not on where you acquired that knowledge.]" Currently our K-12 students are tested and their schools judged, ranked and rewarded and even punished based on those tests. New Hampshire schools have been caught through multiple regimens in the many contradictions of this process, and there are not many fans of testing in our state despite the continual high performance of our schools. Online education provides opportunities to better test acquisition of facts as well as promote problem solving and does so at a pace and selectivity that makes credentialing a function of success, as Mr. Khan recommends. For example, online databases would permit students to be grouped around core standards in math, science (of all types), writing, history, civics, art, economics and other disciplines to be managed according to their acquisition and use of information rather than as an age grouping or social set. This allows differentiation according to interests and abilities, a capability that is extremely difficult to do in our present environment. Special education would be vastly improved in efficacy and cost/outcomes. The testing

regimens we have now would be gone, replaced by certification and credentialing similar to the NCLEX-RN exams for nurses or the bar exam for lawyers. Memorization of facts, always necessary in any educational system, would be enhanced with role-playing simulations, dynamic problem solving, and group or individual competitive situations unavailable or just too expensive and time consuming if not done online with massive data manipulation. School could be fun for everyone.

Finally, I suggest you go to the following URL on MIT's website: <http://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall-2011/>. This is a course on the Principles of Microeconomics in the university's MITOPENOURSEWARE (OCW) project. While you may have no interest in microeconomics, this course has lecture notes and assignments with solutions and multimedia content, so it shows off some of the program's features. MIT has over 2100 courses in OCW. See what you think of some of them. Then go to this URL and see what you think: <http://www.addictinggames.com/puzzle-games/50states.jsp>. Which one is likely to get your interest?

Additional reading and reference material:

Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses*, University of Chicago Press, 2011. 144 pages.

Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Undermine Education*, Basic Books, New York, 2010. 242 pages.

Paul Peterson, *Saving Schools: From Horace Mann to Virtual Learning*, Belknap Press of Harvard University Press, Cambridge, 2010. 263 pages.

Frederick M. Hess, *The Same Thing Over and Over: How School Reformers Get Stuck in Yesterday's Ideas*, Harvard University Press, Cambridge, 2010. 232 pages.

Daniel T. Willingham, *Why Don't Students Like School*, Jossey-Bass, San Francisco, 2009. 240 pages.

Robert B. Archibald and David H. Feldman, *Why Does College Cost So Much*, Oxford University Press, New York, 2011. 304 pages.

Websites:

Educational Reform for the Digital Era, edited by Chester E. Finn and Daniela R. Fairchild (2012), 143 pages, is a collection of articles by well-known American educators and is a very good introduction into the problems and prospects for online learning. <http://www.edexcellencemedia.net/publications/2012/20120425-education-reform-for-the-digital-era/20120425-Education-Reform-for-the-Digital-Era-FINAL.pdf>

<http://livemocha.com/>. This is a free language learning website and it exemplifies the typical online learning process for other subjects like languages and math. Not very exciting.

Dylan Scott, "Can States and School Districts Cut Costs Through Digital Learning?" *Governing Magazine*, January 17, 2012. <http://www.governing.com/blogs/view/can-states-school-districts-cut-costs-through-digital-learning.html>.

Paul Peterson, "In the Digital World, Every District Can Compete With Every Other," *Education Next*, February 9, 2012. <http://educationnext.org/in-the-digital-world-every-district-can-compete-with-every-other/>.

~Sheldon Boege

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Adventures in Learning's *Horizons Extra* highlights the activities of the lifelong learning program at Colby-Sawyer College.

The thoughts and opinions expressed in the articles in this publication are strictly those of the respective authors. Information offered should not be considered authoritative or complete, nor should it be construed to reflect the views or opinions of the Adventures in Learning program or Colby-Sawyer College.

Credits**Design and Production:**

Lisa Swanson, Second Story Design
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AIL Summer Courses Begin

PHOTOS: Maureen Rosen



Study Leader Bill Tighe, who is of 100 percent Irish-American descent, welcomes ALL members to his course, "Who Are the Celts?" a fascinating journey exploring the Celtic influence on language and culture in the British Isles and Europe from 1500 B.C. to the present day.

André Hurtgen introduces the "iroha," a poem from the Japanese Heian era that uses each hiragana character just once, to members of his "A Brush with Beauty" calligraphy class. The poem translates as follows:



"Colors are fragrant, but they fade away.
 In this world of ours none lasts forever.
 Today cross the high mountain of life's illusions
 And there will be no more shallow dreaming,
 No more drunkenness."



Joanna Henderson and class members view photos of Ellis Island, prime entry point for over 12 million immigrants to our country between 1892 and 1954. Back by popular demand, this is the second time Joanna has presented "Ellis Island: Gateway to the American Dream," an in-depth look at the social and political history of the island, where many of our ancestors first touched American soil.

**Coming soon...watch for an announcement
 about AIL's Thursday's Child**

Inclement Weather Policy

Adventures in Learning follows the Kearsarge Regional School District policy on weather closure. For information on the district's cancellations call (603) 526-2051 extension 224. If questions arise about a course cancellation, please call your study group leader.

*The Adventures in Learning administrative offices
 will be closed on*

November 22 & 23, 2012

to observe the Thanksgiving holiday.

PHOTO: Maureen Rosen