

PRESIDENT'S CORNER

Since this will be my last appearance in the President's Corner, I would like to take this opportunity to reflect upon ILEAD's remarkable growth and achievement over the past two years. Our membership has reached an all-time high of 1516 and winter term set a new record of 612 members taking courses. There is no doubt that ILEAD is a vibrant and stimulating program.

Unfortunately, I cannot take any credit for this success. The credit must go first to all of the dedicated **Study Leaders** who make our courses possible, and then to the hard-working volunteers who serve on our committees, to the Executive Council who oversee ILEAD's operations, and to our staff, **Lisa** and **Jill**, who make it all possible.

It would be wonderful if I could give credit to each and every one of you who have contributed so much to ILEAD. However, space constraints will not permit me to do so. However, I would like to give special recognition to the following people who have made my term of office so rewarding: **Bruce Macdonald** who produced two stellar summer programs that reached new highs in attendance and revenue; **Susan Cohen** and **Tony Parra** and the entire Curriculum Committee for putting together six successful terms of study courses; **Noreen DeNatale** and the Membership Committee who hosted innumerable receptions for Study Leaders, new members, and guest lecturers; **Jeff Holmes** who gave us a bold new look for our catalog and other printed material, as well as increased publicity about our programs; **Gail Sanderson** and **Chica Maynard** and the Study/Travel Committee for sponsoring several fascinating trips abroad for ILEAD members; **Joan Wilson** and **Barbara Holmes** and the Special Events Committee for taking members on day and overnight trips to interesting places; **Ann Hargraves** and the Finance Committee for keeping us fiscally sound; **Chica Maynard** for diligently recording minutes of the Executive Council meetings; **Pam Ahlen** who continues to produce outstanding Newsletters, and **Betsey Child** and her creative assistance; **Marion Best** and the Nominating Committee for their efforts to make our nominating process more democratic; **Carl Larson**, VP and Chair of the Planning Committee for his oversight of the Members Survey sponsored by Dartmouth College in planning for ILEAD's future; **Diane Crowley** and **Evva Larson** for developing and overseeing a mentoring program for new Study Leaders; **Bob Hargraves**, our web master who keeps our website current and viewer-friendly; and **David Siegal**, our official photographer; and the many **volunteers** who assist in the office.

Special thanks also go to Dartmouth College for sponsoring ILEAD, and to **Provost Barry Scherr** and **Assistant Provost Mary-Ella Zietz** for their continued support and guidance.

It has been a privilege and an honor to serve as your President.

Helen Bridge, *President*

MORE ON THE MEMBERSHIP SURVEY RESULTS

WHO WE ARE

Our organization is 62% female with 73% of the members residing in New Hampshire. Relative to age, 65% are at least 70 with 24% of those at least 80. More than half the members have education beyond the bachelors level. Most members are retired, but 8% are still working. More than half the members have been involved with ILEAD more than five years. Over 90% of members travel to class by personal vehicle. Approximately half the members make a 20 mile or more round trip to class.

WHAT IS IMPORTANT TO US

Dartmouth support for ILEAD, use of its facilities, library and faculty are important elements of our relationship with the College. Members rate full-length courses as by far the most important program followed by the Summer Lecture Series. The relative importance of factors that help us select a course are course topic, Study Leader, and time of day followed by parking facilities, course location and convenience of transportation. We prefer mid-morning and mid-afternoon class times. Relative to things members wished ILEAD could do, most preferred was the addition of more courses followed by course locations with convenient parking.

WHERE WE SHOULD GO FROM HERE

Regarding possible solutions to limited facilities, the top two suggestions were to move classes out of Hanover for the short term and to create a larger ILEAD facility in the long term. Members are more willing to support an increase in membership fees than increases in individual course fees. Fifty percent said they would be willing to make a monetary contribution to a long term capital fund raising campaign.

NEXT STEPS

The Curriculum Committee has been using survey input in guiding their critical role for ILEAD's success. Detailed analysis of survey results will continue. In addition to the Membership Survey, a survey of other Life Long Learning Institutes has been initiated to better understand their membership and organization, relationship to their college/university, class location and space issues, financial information, and organization. These results will provide valuable input to the long term planning process for the College and ILEAD.

Carl Larson, *Vice President*

NEWS ABOUT JILL!

Jill Newcity, our Administrative Assistant, joined ILEAD in October of 2001 as a part-time employee. As of October 2006, Jill became a full-time employee. Jill is a very crucial part of the day-to-day operation of ILEAD. She sets up classrooms, assists the leaders with class preparation materials, and makes sure everyone has something warm to drink on those cool

winter days. She also puts together the course catalogs and handles many other details on a daily basis.

Jill is a native of the Upper Valley. She has two teenagers; Ashley 19 and Jake 15. Jill is an enormous asset to ILEAD and a great co-worker. Thank you, Jill for being a part of ILEAD!

NOMINATING COMMITTEE

Here's a brief "history" of the Nominating Committee's work in the late autumn and early winter:

ILEAD's Nominating Committee is designed to solicit names of members to serve as officers of the organization. This year's committee was chaired by Marion Best. Others on the committee were Warren Goldburgh, Mollie Scheu, Arthur Rosen, and Joe Medicott.

Several months ago, the nominating committee mailed to all committee chairs, Executive Council members, and recent study leaders a request to submit names for ILEAD officers for 2007-2008. One hundred and fourteen letters were mailed; 47% of recipients replied.

Based on the number of votes received for each name suggested, the Nominating Committee presented to the Executive Council seven candidates to fill the offices of President, Vice-President, Secretary, and Treasurer. These names will appear on a forthcoming ballot with candidate photographs, their brief biographical sketches, and a statement addressing the question, "What would you most like to see accomplished at ILEAD in the next five years?"

Ballot will be mailed on or about 15 March 2007.

The Executive Council urges all members to vote in this important election and return their ballots by **15 April 2007**. ILEAD's Election Committee will tabulate all returned ballots. Newly-elected officers will be announced at ILEAD's Annual Meeting on 23 May 2007.

Joe Medicott, *Nominating*

New Course to be Offered to Assist New Study Leaders

"Peer teaching" and "learning together" have been the cornerstones of ILEAD's philosophy of operation and sense of identity and have made ILEAD one of the leading institutes of lifelong learning in the country. But to remain vibrant, always interesting, and copied requires a constant stream of new Study Leaders with new ideas, especially when we experience significant growth, as we have in the past few years.

In order to stimulate and nurture the development of new courses, the Study Leader Support Committee has devised a new course called "How to Create an ILEAD Course" to help develop nascent ideas into full-fledged courses. Maybe you could be in our catalog soon. It will explore

defining your topic, describing your intent and expectations in a short course description, researching your topic, organizing your material by writing a course outline or syllabus with topics and assignments for each class, and investigating classroom techniques that will help you present your material and preside over the learning process in a way that optimizes learning.

The course will be presented in a compact, short course format in March (2007) between the winter and spring terms. The free course will run morning and afternoon, 9-4, on March 13 and 15, with a catered lunch provided. It will be offered again in the fall in a regular once-a-week format. We hope that all of you who have a beginning idea for a course, or a partially developed plan will join us, the Study Leader Support Committee, the Curriculum Committee, and a "dazzling array" of experienced Study Leaders to bring your course to fruition.

Evva Larson and Diane Crowley, *Co-Chairs*
Study Leader Support Committee

Confessions of a Study Leader

The fall of 2006 was my third time teaching "*How to Write a Book and Get it Published.*" You'd think by the third year I'd have it pretty well down pat, but the truth is, for me, at least, each of the three years brought almost identical feelings of fear and elation.

For those who might be considering teaching a class, here is what you can look forward to:

You submit your name to the Curriculum Committee and a plan for a class that you hope will spark an interest. And then you pray that someone will enroll in it.

Two weeks later, you call Lisa and Jill and you ask if anyone has signed up yet and they explain to you that they are still licking the stamps for the catalogue.

Two weeks after the catalogue goes out, you learn that only three people have signed up, and you have visions of no one else being interested and your class being cancelled. How will you explain it to everyone? Not long after that, you learn your class is not only full, but there is a waiting list! Sigh of relief.

First class: You walk into a room of 14 strangers, full of expectations and you wonder: can you teach them the right stuff? The right way? Most importantly, can you teach them to think like writers?

You give them a fifteen-minute writing assignment to do in class, and at the end, you ask who wants to read aloud what they wrote. Two hands rise tentatively, and suddenly one of them drops quickly back into the owner's lap. One person agrees to read. Anyone else? No? Okay, maybe next week. You teach the principles of character in fiction and at the end, you wonder: will they all come back next week?

Week two, four people show up early: A very good sign. The rest of the class is on time. They're all there. An even better sign. They do their in-class writing exercise, and at the end, four people volunteer to read. Their work amazes you. You begin teaching them the principals of plot and story. They want to learn. Their questions are excellent. Bright class. Lucky teacher.

Week three, Again, everyone shows up. Discussion is lively. They have found each other. Confidence level is rising. More want to read their work than don't. We can only hear so many because of the time factor. I sit back and listen and some of them are so damned clever and written so well, I wonder why *I* am teaching *them*.

Week four through six. A teacher's dream. A student from year one drops in to tell you that his book has been published. He brings one to you. The students are thrilled. We start talking about polishing their prose, and the best way to send out their work to publishers. The students stay after class to talk more to me and to each other.

Last class. The students have become friends with each other and you know they'll keep in touch. They have learned not only how to write but also how to be writers. At the end of class, they leave armed with the tools they need to work on their projects every day. You feel confident that many of them will be back in a year or two with published books of their own. A second year student calls to say he just published an article in a magazine. His first.

It's like the Master Card ad says: the joys attendant to teaching a class are priceless. It's fun, and rewarding, and okay, I know I'll go through all the same doubts and insecurities next year. But I'll be there. And if you think you have something to teach others, why not try it?

Ina Yalof

Eve's Garden, Jerusalem

You would think
this must be Eve's garden –
so full of fat green figs,
silvery olives, almonds,
whose blossoms like snow
signal "small spring"*,
plumping cactus and
sunbirds – flashes of blue –
on aloe's fiery stems.

Summer is full of ripening peaches,
yellow drops of lemons, walnuts, cherries,
rich round pomegranites and plums –
the vast nights filled with scent

of lavender, jasmine, rose.

But under summers fig-darkened
awning steps wind from wadi*
to the village square,
where children play
games of chance and dare
with passing cars, or indulge
the local passion –
for throwing stones.

Anne Shivas

* small spring, or petit printemps
is the French expression for the time
when the almond trees blossom – long before
the real spring!

*wadi is the arabic word for a valley

DEPARTURE IN ANOTHER KEY

As if it were yesterday, I see the Dartmouth Coach round the corner of the green in front of the Hanover Inn. I hug my daughter Libby a little tighter. It's a cold day and she's headed to Logan Airport, where she'll board a plane that will take her home, to Berlin, Germany.

Libby is our adventurer. We've put her on busses, trains, and planes ever since she's been old enough to travel on her own: to Kwangju, South Korea; to Oberlin College; and later to Paris, Amsterdam, Leipzig, and Berlin, all places she has lived for at least long enough to have an address and a phone number. She is now grown up and teaching art history at a university. Yet even as we spend less time together, we continue to carve and polish the rock that is our relationship.

Nearly from birth, Libby knew what she wanted and let me know that we'd both be better off if I cooperated. A born animal lover, she spent nearly as much time in the dog's basket as did the dog, despite growled warnings about whose territory it was. Late one afternoon during her toddler years, after a taxing day, I walked into the living room of the parsonage where we lived (my husband was a minister in a country church) eager to grab my knitting for a few minutes of relaxation. There sat Libby, in the big green chair with my knitting in her lap, busy pulling out row after row, in a methodical rhythm that mimicked mine as I had knit them, over weeks of stolen moments. Her winsome ways got us a cat when both my husband and I were opposed to it; describing the little black stray who showed up one cold winter night as "her wish-come-true kitty" was all that it took to melt our hearts.

Although she now has a Ph.D. and is fluent in several languages, she and I had our moments of conflict as her education progressed. Leaving home has opened up the world for Libby. It has left her free to discover how to use her talents to accomplish the things she finds important.

I've always recognized that Libby and I are very much alike. But even as I did some of these same sorts of things as a child growing up in Iowa, my mother never quite figured out how to manage her strong-willed daughter. What I counted as failings on her part became the start of my determination to do things differently.

At our best, Libby and I learned to cooperate in constructing our life together. We developed a family journal system that served at times to diffuse the intensity of our disagreements. If I have learned anything over these years, it is about the need to swallow my pride in order to make family connections a priority.

I continue to learn from Libby. At times, she serves an almost maternal role in my life, more encouragingly and with greater respect than was characteristic of my own mother. I was glad for her nearness during treatment for breast cancer. Her gift of a small wooden box labeled "courage," into which she and I together gathered our favorite colors of beach glass from our summer home in Maine, remains on my desk. Her penchant for travel and living in far-away places helped me decide, ten years ago, that I could risk moving to London for a two-year teaching job that was close to a perfect fit.

As the years pass, I recognize that the darker moments that inevitably accompany her departures are now less about a mother sending off her daughter than they are about an older woman parting, for the moment, with her younger friend. I only wish that my mother and I had been able to accomplish this too.

Mary K. Otto

SOUVENIR

It was a small leather-covered box, old and dried out and turning tan where it had probably once been a richer brown. Gold embossing on the edges was faded and had worn off in some places. But it fitted nicely in my hand and felt as though it belonged there. There were brass hinges in the back and a pressure clamp on the front. After years of sealed darkness it opened easily and quickly. Inside the lining was loose, plumped up, watered silk, rather like a miniature coffin.

I found this box in the back drawer of my father's desk ten years after his death. Only after my mother died had we faced the job of going through all their things and cleaning up their house of many years.

My father had grown up on a California ranch where he had learned to ride and shoot very well. At Yale he had been a good student, but his outstanding talent was riflery. In my favorite picture of him he sits on a fence with his teammates and their rifles on each side of him. A sign says "Intercollegiate Champions 1911." He was Captain of the team.

In 1918 he went to war in France as an army private and was in or near some of the big battles of that year, battles I don't know the names of because I don't think he ever told me. Once he said that he was positioned along side some Marines and that they were a "crack" unit. I used to think that maybe the reason he never said much about the war was because he was a private, not an officer, and that his brothers and friends had all fought as officers. I don't think he often felt proud of himself. But there can be other reason veterans don't talk much.

If he did not volunteer such things and I did not ask, nonetheless I think he was a good father for me. He was not close, and not warm, and perhaps not what we now call supportive, but we met on intellectual grounds: geology, history, investments. Further, although I was only a mildly interested student, he taught me to shoot and I too, became an expert.

As I opened this old, cracked leather box from his desk, it took me a few minutes to begin to realize what was in it. Anyone who has sorted through a dead parents' belongings knows the strange, even frightening, feelings of sadness and excitement as old photos are uncurled and studied, letters cautiously read, and the miscellaneous ephemera of theatre tickets, invitations, awards and citations are studied for clues to the now dead parents long and sometimes secret and private lives. What I saw was an oval metal disc about 2 ½ inches long, either zinc or hardened lead, slightly corroded but with a still visible name and some numbers and unfamiliar markings stamped on it. I lifted it out of the box and then turned it over. There was something on the back. Stuck there with dried out adhesive tape were service ribbons, military service ribbons. They came off easily and I quickly recognized them as US ribbons, some of which I was familiar with. The World War I Victory Ribbon, the Rainbow Division ribbon. There were others which I thought to be battle or campaign ribbons, three with stars. These were my father's. Slowly, and with images of my father in uniform beginning to flood my mind, I turned the metal disc back over again and carefully read the name on it. ANTON ACHERMANN, OBERFELL-KRS-GOAR. 24 II 93. Beneath this were the identification of a Battalion and a Division and a serial number. This was a German soldier's dog tag. My father had attached with tape his own service ribbons to the dog tag of a German soldier and placed them together in this leather box for somebody to find. For me.

Over time I have thought of many stories. Anton Ackermann was a young German infantry man. Just the sound of his name makes me think of loving parents picking it carefully. Was he killed in battle and then found dead by my father who, on the move, stopped just long enough to take the dog tag as a souvenir? I haven't liked this story. A better one has my father and his buddies, digging in for the night in a forest, discover a nearby corpse, and they bury Anton in some decent way, and feel justified in removing and saving they dog tag. Occasionally, moved by a different

and strong need and emotion in me, I picture my father as the man in his platoon who spots the German sniper in a tree who has been skillfully picking off the American soldiers, and my father takes slow and careful aim and with one shot kills him. Anton drops to the ground dead. My father takes the dog tag. He thinks about Anton all his life and finally puts his own service ribbons joined together in the box with Anton's tag.

Walt Morrison
(Walt now lives on Cape Cod)

COMMUNICATIONS COMMITTEE

The past twelve months have been most rewarding in that we were able to modify our ILEAD Logotype and Stationery, prepare a new Membership Application Folder, update our Website and E-Mail services, assist in promoting/publicizing the highly successful China Summer Lecture Series, and introduce an entirely new design/format for the 2006-07 Courses Catalogs.

These all became a reality thanks to the efforts of some very special people. *Lisa King* and *Jill Newcity*...and their continuing assistance throughout the year in gathering information followed by their never-ending proofing. *Bob Hargraves*, our webmaster. *Dr. David Siegal*, our photographer. Once again, we thank you all.

Throughout the coming year we welcome your comments and suggestions.

Jeff Holmes, *Chair*

Curriculum Committee

Fulfilling the major responsibility of the Curriculum Committee, members have been working on finding new Study Leaders for Spring '07 (the catalog is now in your hands), Fall '07, and Winter '08. The UNH survey has taught us that full length courses are by far most important to our membership. And so our emphasis has been on finding excellent Study Leaders and working

on offering a balanced program. Literature courses are the most popular, and we often have the largest number of potential Study Leaders in this field; however, we also want to offer variety in our program so we seek leaders who can teach courses in history, government, religion, science, environment, or just something new and different.

The Curriculum Committee has another responsibility as a support for our Study Leaders. The Evaluation Sub-Committee has been working on ways to make the Class Representative an important link and support between the students, the leader and the office. The Mentoring Committee has been growing in responsibility, offering mentors for each new leader.

As our membership grows and our classes increase, we want to maintain and even improve the quality of our offerings. We welcome any suggestions that you, our students, might have either on the evaluation forms distributed at the end of each class or in a note to the office.

Susan Cohen, *Chair*

PARIS: SPRING, 2008 “American Expatriates and Their Artist Friends”

We're excited to announce that a trip to Paris in March of 2008 is in the works! On the trip we will explore some of the haunts of the "Lost Generation:" Ernest Hemingway, Gertrude Stein, Henry James, F. Scott Fitzgerald and other Americans who fled post-war America to enjoy the creative mecca that was Paris in the twenties. The tentative itinerary includes:

- guided tours of the Louvre, the Musee d'Orsay, the Pompidou Centre, and the Picasso Museum.
- a day trip to Giverny, where Monet lived and painted.
- a visit to Chartres, the beautiful Gothic cathedral south of the city.
- a tour and performance at the Opera Garnier
- a tour of the Left Bank and the haunts of Gertrude Stein, Hemingway, Fitzgerald, Henry Miller, Ezra Pound and others.
- a wonderful food and flea market just outside the city.
- the musical equestrian display at the Grand Royal Stables at Versailles.

Stay tuned for details on an informational meeting about this exciting trip!

Cindy Parker, *Trip Leader*

Finance Committee

ILEAD's finances look in good shape so far this year. Combined fall and winter enrollments and membership are right on track with the budget. The overwhelming success of last year's summer program on China provided extra funds to improve ILEAD services to members. The Finance Committee began review of next year's budget at their January meeting.

Ann Hargraves, *Chair*

Special Events

May: a trip to the Boston Ballet to see “Giselle”
July: a trip to Saratoga Springs to see the NYC Ballet
August: a trip to Tanglewood to see the Boston Symphony

We are also planning a fall trip and details will be out in the spring.

Barbara, Holmes, *Chair*

Membership Committee

Wish List – for Wine & Cheese Receptions
We would be grateful for donations of:

Ice buckets
Ice Tongs
Platters – for cheese & crackers
Serving Trays – for cheese & crackers
Cheese Spreaders
Cheese Knives

Thank you.

Noreen DeNatale, *Chair*

ENERGY BLOG

You may know that I have been advocating a new technology for safe, clean nuclear power, which can cut foreign oil dependency and halve carbon dioxide emissions in this century.

I am publishing a blog about pebble bed reactors. I would be pleased if you would visit
<<http://pebblebedreactor.blogspot.com/>>

Please email me (robert.hargraves@gmail.com) with any questions or comments. You can also post comments directly to be read by others.

Bob Hargraves, *ILEAD Webmaster*

LISA'S CORNER

COMMUNITY INVOLVEMENT- OPPORTUNITY

Do you like to read? Would you like to be a mentor?

Anyone interested in becoming a mentor as part of the Everybody Wins reading mentor program that the State of Vermont is promoting, and the White River School in White River Junction, VT is participating, this may be of interest to you.

You would be reading with first graders at the White River School, in White River Jct, VT. (located behind the P & C Food Store) Shelby Hawks, the school coordinator, is currently looking for twelve mentors.

This program runs on Tuesdays from 12:05 to 12:30. Anyone who is interested in being a mentor would need to send Shelby Hawks an e-mail at whiteriver@everybodywinsvermont.org. give her your name, phone number and e-mail and mention ILEAD and Lisa King.

ILEAD's Annual Meeting

Will be held at the Fireside Inn
West Lebanon

Date: Wednesday, May 23, 2007
11:45-12:15 Registration and Cash Bar
12:15 Luncheon

Invitations to be mailed late April or early May