Adventures in Learning

Winter 2011
Course Offerings

Deadlines:
Lottery—Monday, October 25
Registration—Monday, November 29
Mondays
1:30 – 3:30 p.m. The Mexico We Do Not Read About in the Headlines / Randy Hanson / pg. 1
4-week Minicourse beginning January 24 at New London Town Office Building

Tuesdays
9:30 – 11:30 a.m. Thinking about Change: Oneself or the Whole World / Thomas W. Graves / pg. 2
8 weeks beginning January 18 at Lake Sunapee Bank Community Room
1:30 – 3:30 p.m. Ellis Island – Gateway to the American Dream / Joanna Henderson / pg. 3
3-week Minicourse beginning January 18 at Newbury Community Room
1:30 – 3:30 p.m. The Singing Revolution: The Evolution of Independent Estonia / Aarne Vesilind / pg. 4
6 weeks beginning January 18 at The Fells

Wednesdays
9:30 – 11:30 a.m. Classic Science Fiction Revisited / Les Norman / pg. 5
6 weeks beginning January 19 at the Lake Sunapee Bank Community Room
1:30 – 3:30 p.m. The Interwar Years / Sheldon Boege / pg. 6
7-week lecture series beginning January 19 at the Newbury Community Room
1:30 – 3:30 p.m. A Brush with History: America’s History Through the Eyes of the American Artist / Michael E. Moss / pg. 8
6 weeks beginning January 19 at Tracy Memorial Library

Thursdays
9:30 – 11:30 a.m. Exploring Your Genealogy with Internet Resources / Barbara B. Chalmers / pg. 9
4-week Minicourse beginning February 10 at the New London Town Office Building
9:30 – 11:30 a.m. Bach’s Passions: Parochial and Contingent or Timeless and Universal? / David L. Almond / pg. 10
6 weeks beginning January 20 at the First Baptist Church
1:30 – 3:30 p.m. The Hudson River School / Ellen Robertson / pg. 11
3-week Minicourse beginning January 20 at Lake Sunapee Bank Community Room
1:30 – 3:30 p.m. Exploration and Production of Oil and Natural Gas / Robert D. Mack / pg. 12
6 weeks beginning January 20 at New London Town Office Building

Fridays
9:30 – 11:30 a.m. Places Please for the First Read Thru! / Derek Hunt / pg. 13
6 weeks beginning January 21 at Tracy Memorial Library
9:30 – 11:30 a.m. The Reformation: A Historical Survey / Joseph Kun / pg. 14
5 weeks beginning January 21 at the New London Town Office Building

Cover photo by Maureen Rosen
The Mexico We Do Not Read About in the Headlines

Study Group Leader: Randy Hanson
Mondays, 1:30 – 3:30 p.m.
4 weeks beginning January 24, 2011
New London Town Office Building

Mexico is a land of contrasts. It has been a place of vast indigenous kingdoms, a colonial prize, an empire, a dictatorship and a republic. It’s a land of deserts and jungles, rich plains and seaside resorts. Its inhabitants range from indigenous peoples, who still maintain many of their ancient traditions and beliefs, to cosmopolites in rich colonias. It has known intervention and insurrection, reclamation and nationalization. Names like Cortes, Hidalgo, Juarez and Zapata vie as conquerors and liberators. In many ways, Mexico is a microcosm that retraces much of human history. The nation and its history are far more interesting and complicated than the failed state and land of impoverished peasants and drug lords we read or hear about in the U.S. media.

This course will help us understand the Mexican situation and, in some ways, the human condition itself. It is designed for those planning to join the Adventures in Learning/Colby-Sawyer College trip to Mexico, as well as those with an interest in Mexican and Latin American culture. Taking the course is not a commitment to joining the trip and is not a requirement for taking the trip. The study leader has lived in Mexico for more than seven years and has devoted much of his professional life to the study of Mexican civilization.
This course is a book discussion group with the focus on change viewed as making positive choices and taking positive actions in our lives. We also will discuss in what ways trying to change ourselves and trying to change the world may be related. Selected passages from three books (Secret History of the American Empire by John Perkins, Evolve Your Brain by Joe Dispenza, and An End to Suffering by Pankaj Mishra) are required reading. The study group leader will assign selections from these books and also provide brief readings from other sources for our discussions. The amount of reading will be moderate. We also will see two films. The only form of lecture in this course will be brief explanations or necessary background material regarding our reading assignments and presentation of questions for class discussions.
Four of ten Americans can trace their roots through Ellis Island. The heyday of this famous place which symbolized a myriad of differing emotions was from 1892 to 1924, a time period coinciding with one of the greatest mass migrations in world history. Today Ellis Island stands beside Plymouth Rock in our nation’s mythology as the place where many of our ancestors first touched American soil.

This course will trace both the political and social histories of the island. That history includes the move from state to federal control, the corruption and cronyism that mired down the immigration process, and the reaction of many Americans to the shift in immigrant nationalities, as well as the response of immigration officials to the confusing changes in screening rules which often led to deportation. These rules required medical tests, sanity and intelligence tests, crimes of moral turpitude detection and quotas. Many of the immigration issues of today are present in the story of Ellis Island.

Joanna Henderson

Joanna received her undergraduate degree from the University of Vermont, a master’s degree in sociology from Dartmouth College and an Ed.D. from the University of Massachusetts-Amherst. She directed the Tucker Foundation Off-Campus Internship Program at Dartmouth and then moved into the field of admissions, at several institutions, including Wheaton and Babson Colleges in Massachusetts. Joanna was the dean of admissions at Colby-Sawyer College from 1988 to 1995, and was most recently the New England admissions director for Marietta College in Ohio. At all of these institutions she taught at least one course a year. In retrospect she wishes she had majored in American Studies, which is where her interests now lie.
In 1989, after nearly 50 years of Soviet rule and suppression, the people of Estonia were yearning to be free and independent once again. But how was a small country with no army to gain independence? Surprisingly, the answer was through the power of song.

One summer evening in the capital, Tallinn, a crowd of 100,000 gathered to sing national songs long suppressed by the authorities. In successive evenings, the crowd swelled first to 200,000 and then to 300,000—or one-quarter of all Estonians in the world. This was the beginning of the singing revolution, which would ultimately restore independence to Estonia, Latvia and Lithuania.

This course will trace the story of the singing revolution, from the occupation of Estonia during the Second World War to the collapse of the USSR and the independence of the Baltic States. Discussion will focus on how today’s Estonia became a model for economic development with a stable parliamentary democracy and a standard of living equal to other Scandinavian countries, while some former Soviet states still languish in economic doldrums with dictatorial governments. In addition, participants will learn what it was like to flee the Soviet advance as a refugee family, ending up in a German displaced persons camp before starting a new life in the United States.
Writers in every age have asked the question, *What if?*, and they have written stories that imagined a different world. In a time of inexpensive paperback magazines, this genre flourished as Science Fiction. Many of us will remember the classics of that time and the excitement of being absorbed in yet another alternative reality. This course offers the opportunity to revisit that experience. Assigned reading will be from a recently reprinted anthology of the best classic short stories. Participants will also be encouraged to share their impressions of favorite stories or novels, whether from the golden age or from the latest examples of this form of imaginative fiction. We may also take a look into the future as envisioned by such futurists as Ray Kurzweil and James Martin. Discussion by participants will be actively encouraged.
A Lecture Series

The Interwar Years

Moderator: Sheldon Boege
Wednesdays, 1:30 – 3:30 p.m.
7-weeks beginning January 19, 2011
Newbury Community Room

January 19  The Consequences of the 1919 Peace Treaty / Joseph Kun

The conflict among the Great Powers over the Balkan Peninsula and the murder of Francis Ferdinand in 1914 started a World War that, within a matter of four years, changed the shape of Europe. The unbalanced peace treaties that followed helped the emergence of fascism in Europe and led to World War II.

January 26  Military and Technological Advances in the Interwar Years / Bert Whittemore

This lecture will cover the technological progress in the years between the wars from both a civilian and military perspective. Advances in weaponry and logistics concepts will be touched on, as will the financing and organization of wartime production. We will also examine the many scientific, medical and manufacturing advancements during the period.

February 2  The American and British Literary Scene—The Lost Generation / Jim Bowditch

We will look at important American authors writing at the time, particularly those of the Lost Generation. The Paris and New York salons, the development of mass media and the influence of radio, newspapers and literary publications will be discussed. We’ll also cover some influential British writers such as Yeats and Eliot, who became a British citizen in 1927.
February 9  The Beginning of the Decline of Colonialism / Bill Sullivan

Maps showed little change in Europe’s colonial possessions in the interwar period, but many of the ideas and forces that would dismantle the empires were already at work. The political and financial strains of maintaining the British and French possessions had already become apparent to the respective publics of those countries. It remained for the politicians to respond.

February 16  The Cultural Revolution of the 1920s and 1930s / Chuck Kennedy

The growth of urban life after World War I prompted the development of motion pictures and radio programs that impacted the way people were entertained and informed. From Chaplin to Gone with the Wind, and from the fuzzy news broadcasts to Roosevelt’s fireside chats, American culture, even in the midst of the Depression, was spreading and deepening as technology, not live performance, became the hallmark of popular culture and communication.

February 23  The Rise of Japanese Militarism and the Assault on China (first hour); The Great Depression (second hour) / Sheldon Boege

As Japan emerged from the Meiji Restoration, its political system moved from a nascent, party-centered constitutional regime to a military-dominated autocracy in the space of a few years in the early 1930s. Seeking industrial raw materials and cultural domination in its self-defined sphere of influence, its military leaders resumed the Japanese expansion in China begun in 1895, ultimately leading to conflict with the West. The causes and progress of the Great Depression, lasting from late 1929 to the outbreak of WW II, is studied for the human misery it brought on and for the changes in political economy it caused.

March 2  The Age of Anxiety / David Pook

The intellectual outlook in the interwar years was conditioned by the reaction to the fragile peace that was struck at the end of WW I. By looking at the shifts in poetry and prose over the course of WW I, as well as how postwar writing by the likes of Sigmund Freud, Remarque and Paul Valery gained greater cultural currency, we can discern the tensions that plagued the visions of writers and artists during the antebellum years. The “age of anxiety” manifested itself most clearly in the artwork of the time, and by examining works by the likes of Duchamp, Dali and Magritte, we can better understand how unsettled the intellectual scene was at the onset of the Spanish Civil War and WW II.
A Brush with History: America’s History through the Eyes of the American Artist

Study Group Leader: Michael E. Moss
Wednesdays, 1:30 – 3:30 p.m.
6 weeks beginning January 19, 2011
Tracy Memorial Library

American History and American Art share a national story where patriots, politicians and citizens have often been at the center of the artist’s work. Throughout our nearly 250-year history, the mix of personalities, events and social movements has stirred the imaginations of artists as we have moved from the Revolutionary War days of Washington, Adams and Jefferson to the modern world in which we live. Much of American Art grows out of a nation trying to find its own unique identity, a struggle both political and social in nature. As our history progressed from decade to decade, it was recorded in portraiture, history paintings, murals and even architectural friezes. The painters, sculptors and craftsmen of our past, as well as the Sunday Painters, photographers and illustrators who often captured events as they occurred, have provided us with a mirror to our American past, which is the subject of this course.

The paintings in our museums, the portraits in our court houses and the woodcuts enshrined in our local archives have become the references to our national story and “A Brush with History” recalls this story through the eyes and the talented gifts of our artists.
With the explosion of Internet resources for genealogy research, more and more people are searching the Web for family origins and connections. In providing an introduction to genealogy research via the Internet, this course will cover such topics as how to get started, what on-line resources, websites and document sources are available, information formats and terminology, and common mistakes. Participants will explore a variety of on-line genealogy databases, including census, immigration and military records, birth, death and marriage records, message boards, on-line family trees and newspaper archives. Search techniques will be demonstrated and suggestions offered for organizing information. Time will be reserved for individual search assistance and setting up family trees. Participants may wish to bring laptops equipped for wireless Internet access to class, but this is not a requirement.

Study Group Leader: Barbara B. Chalmers

Barbara is a semi-retired architect who has actively explored her English-Scottish-New England roots via the Internet for the past four years. While developing her amateur genealogy sleuthing skills, she has “discovered” unknown living family members around the globe and traced her ancestry into the 1600s. She holds degrees from the University of New Hampshire and Harvard University, and she lives in Sunapee, N.H.
Bach’s *Passions*: Parochial and Contingent or Timeless and Universal?

Johann Sebastian Bach (1685–1750) composed two large-scale settings of biblical accounts of the sufferings and death of Jesus Christ. Examination of these two works, the St. John Passion (first performed in 1724) and the St. Matthew Passion (first performed in 1727), will afford a close look at this great composer’s vocation and craft. Composed for Lutheran services in eighteenth century Leipzig, these two major works continue to stimulate the imaginations—and, for many, the piety—of 21st century music lovers.

The custom of singing or chanting the Passion story during Holy Week goes back at least as far as the eighth century. With the help of live and recorded performances, we will examine the relationships between these two Bach Passion settings and the development of the genre in musical history. Are the Bach Passion settings immortal masterpieces? Do they express human feelings and aspirations in global terms? Or are they simply provincial, albeit admirable, products of a great craftsman? These are some of the questions we will explore.
A merica, in the 1850s to 1860s, saw the rise of a group of artists who would be categorized as “The Hudson River School.” Not coined until the 1870s, this term was derogatory and misleading. Younger artists and critics considered these men old-fashioned and insular. Thomas Cole and his followers did not limit their landscapes geographically, nor did they meet in a formal academy or shared studio. This course will introduce participants to Thomas Cole, Frederic Church, Martin Johnson Heade and others. They will learn what inspired these artists, and what the connection was between their art and “contemporary” literature. The iconography of landscape will be explored as it reflects the artists’ personal beliefs. These men were more than philosopher/artists; they were explorers as well, which will be seen in works from South America, the Arctic and America’s West. Discussion of the artwork will be encouraged, and participants will be able to ask questions as they arise.
Oil and natural gas are widely used in energy generation and are the “building blocks” for many man-made materials; both have been and continue to be at the root of much political and economic conflict throughout the world. For these reasons it is important for everyone to have a good understanding of where oil and natural gas are found and how industry brings these products and their by-products to us for our use. The course addresses this need by providing a thorough overview of all aspects of the exploration and production of oil and natural gas.

The first session will include a discussion of the geological processes that formed oil and natural gas and where it is found, as well as a brief history of the oil industry. Subsequent sessions will cover exploration (how and where we look for these resources); economics; how oil companies secure the rights to develop and exploit the resource; the need for safety; drilling and well completion; production (how we get it from the geologic formation and out of the well); and transportation of the oil and gas from the well for further processing. A discussion on the future of oil and natural gas use and how this affects all of us will be included in the last session.

Since everyone benefits from it, group participation is strongly encouraged. Bring your questions to class and do not be shy.
Places Please for the First Read Thru!

Study Group Leader: Derek Hunt
Fridays, 9:30 – 11:30 a.m.
6 weeks beginning January 21, 2011
Tracy Memorial Library

Have you ever wanted to be on stage, or to just have the opportunity to “try out” for a favorite role? Well, here’s your chance. In this course, class participants will read and discuss three full-length plays—all of them dealing with somewhat dysfunctional families. Class members will read aloud assigned roles, similar to the first “read thru” rehearsal. Best of all, no previous acting experience or ‘try-outs’ for this class are required! When the curtain falls on the final act, the class will discuss the playwright’s main themes and its original production. So, warm up those vocal chords and sign up now. Broadway awaits! Adventures in Learning’s “Places Please” will get you started.

One play already selected for “Places Please” is “August, Osage County” by Tracy Letts. In 2008, this play received many awards, chiefly among them were a Tony Award for Best Play, a Pulitzer Prize and the New York Drama Critics Circle award. Two other plays will be selected from the following possibilities: “The Importance of Being Earnest,” “The Best Man,” “Hotel Paradiso,” “Arsenic and Old Lace,” “The Visit” and/or an unknown.

Derek Hunt

Derek has been involved with theatre production and facility design throughout his career. After graduating from the Yale Drama School (M.F.A.), he managed the theatre at Williams College for a year before going west to Stanford University. He was a faculty member and production director of the Drama program and the Stanford Repertory Theatre. At Stanford, and later San Francisco State University (Professor Emeritus), he taught Technical Production and Management, Lighting Design, Stage Management, Theatre Engineering and Theatre Architectural Design. For over 36 years he served in various professional capacities with performing arts companies, among them ACT, New York City Center Opera Company, OSFA, San Francisco Opera Company, SRT, the Joffrey Ballet and Walt Disney Productions. He has contributed designs and production management to more than 350 productions of drama, opera, ballet, dance, industrial shows and musicals.
The Reformation: A Historical Survey

The early Middle Ages in Europe saw the gradual weakening of Papal authority and the sinking of the Roman Catholic Church into corruption and moral deterioration. Some prominent priests and theologians called attention to the situation and demanded an end to the excesses. Their views aroused the ire of church aristocracy which decided to fight back and end the revolution among the ranks. As a result of this, a new movement to reform the Church emerged.

This course will discuss the historical developments in Europe that led up to the Reformation. It will also examine the lives of those such as Wyclif, Huss, Luther, Calvin and others who played an important role in the emergence and development of the movement. Consequently, during the 16th century the Catholic Church made an effort to correct the mistakes it had made earlier and to regain some of the ground it had lost. This was later known as the Catholic or Counter-Reformation.

As the following centuries showed, the Protestant Reformation created an unprecedented degree of religious diversity and Protestant churches became accepted world-wide.

Study Group Leader: Joseph Kun
Fridays, 9:30 – 11:30 a.m.
5 weeks beginning January 21, 2011
New London Town Office Building
Registration Form / Winter 2011

☐ Please check this box if you are a first time member.

Prefix _____ Name ________________________________________________

Nickname (for name tags) __________________________________________

Mailing Address __________________________________________________

Town ______________________ State _____  Zip Code ________________

Telephone __________________  E-mail ______________________________

☐ Information and special alerts will be sent via e-mail. Please check 
this box if you prefer to receive all communications via stamped mail.

Please check off course(s) for which you wish to register.

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Total: ____________________________________________

Please make checks payable to Colby-Sawyer College.

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October 25 will go into a lottery. We will call you by Nov. 1 if we are 
unable to enroll you in your first choice(s). Remaining course assign - 
ments will be made by the date registration forms are received.

This form must be returned no later than 5 p.m. on Monday, November 29, 2010 to:

Adventures in Learning
Colby-Sawyer College
541 Main Street
New London, NH 03257

Note: Each member should send a separate registration form.
There is an additional registration form on back, or a form may be downloaded from www.colby-sawyer.edu/adventures/register.html.
Registration Form / Winter 2011

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Colby-Sawyer College
541 Main Street
New London, NH 03257

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The Curriculum Committee of Adventures in Learning is delighted to bring you 13 course offerings for the winter 2011 term, which begins on January 18 and continues through March 11, 2011.

This term we welcome and look forward to the contributions of five new study group leaders—David Almond, Thomas Graves, Randy Hanson, Derek Hunt and Robert Mack. We thank all of our volunteer study group leaders for giving so generously of their time and expertise to make the winter courses possible. We also wish to thank The Fells, the First Baptist Church, Lake Sunapee Bank, the towns of Newbury and New London, and Tracy Memorial Library for making space available for our winter courses.

Registration Process
► If you have not already paid your dues for the July 2010 to June 2011 membership year, please include the $50 membership fee when you register.
► To register for courses, complete the form found in this catalog or downloaded from the website.
► For any course that is oversubscribed on October 25, a lottery will be held to randomly select the participants. For this reason, you may wish to select alternate choices on your registration form. We will notify you by November 1 if we are unable to enroll you in your first choice(s).
► Following the lottery date, registration for remaining courses with space available continues through November 29. Assignments will be made based on the date the registration form is received.
► If you have signed up and paid for two courses, you may sign up until December 3 for a third course in this term at no additional charge. Placement in these third courses will be made, as space permits, on a first come, first served basis.

Books and Other Reading Material
Books that are selected by study group leaders are usually available for purchase at a discounted rate from Morgan Hill Bookstore in New London, N.H. Photocopied materials prepared by study group leaders are offered at cost from the Adventures in Learning Office.

Guest Policy
Many of our courses are oversubscribed and have a waiting list. As a courtesy to our membership, please remember that attendance in Adventures in Learning courses is reserved only for those members who have registered and have been enrolled in the course.

Inclement Weather Policy
Adventures in Learning follows the Kearsarge Regional School District policy on weather closures and delays. For information on the district’s cancellations call (603) 526-2051 ext. 224. If a question remains about a course cancellation, please call your study group leader.
Administration Office
Located in the Colby Homestead on the Colby-Sawyer College campus to the right of the Main Street entrance for the Dan and Kathleen Hogan Sports Center.

Monday – Friday, 8 a.m. to 5 p.m.
(603) 526-3690 / adventures@colby-sawyer.edu

Staffed by: Kathleen Carroll, Marianne Harrison and Janet St. Laurent