

Chancellor Wrighton Gives Fall Address: “Challenges to Higher Education”

Who better to speak at LLI’s annual Fall Address—the kickoff event for the academic year—than the person who has overseen our entire history? Mark S. Wrighton assumed the chancellorship of Washington University in 1995, the year that also brought LLI’s founding as the university’s newest institute.

Although Chancellor Wrighton has been present for introductory remarks at every Fall Address, this year he came as the featured speaker. And who better to tell us about the challenges to higher education than a leader who has spent an impressive career dealing with them?



Chancellor Wrighton

Wrighton stressed that “universities must always ask themselves if they are accessible and affordable for a population growing at the world rate.” To assist students in need, Washington University has greatly increased its scholarship endowment. Yet more than ever, he added, higher education must answer the question “Is college worth it?”

As to strengths, he lauded our country’s tradition of philanthropy toward educational institutions, as well as the diversity of those institutions. We can also be proud of our world-respected research institutions.

“Change does not come rapidly in higher education,” Wrighton told a full LLI audience in early September. And yet, he said, despite the slowness of decisions, the field’s rate of leadership turnover has accelerated. In May, when Wrighton retires as chancellor, he will have directed Washington University’s growth for 24 years. In comparison, the average tenures for retiring heads of private and public universities are now 8.8 and 5.7 years, respectively.

A second challenge, he said, is “the backing away from support for public education.” The retrenchment is felt in multiple ways, one example being the drying up of government funds for building science facilities. Consequently, research institutions like Washington University now experience greater competition for fewer federal grants.

Although higher education may indeed change slowly, Chancellor Wrighton’s own career has exemplified action. After earning a doctorate in chemistry at Caltech at age 22 and a full professorship at MIT at 28, he served MIT as provost. His tenure as the 14th chancellor of Washington University has brought multifold accomplishments. As Mark Rollins, dean of University College, outlined in his introduction, Chancellor Wrighton has added 50 new buildings to Washington University’s inventory, helped secure funding for 350 endowed professorships and recently completed a capital campaign that raised 3.3 billion dollars. Unsurprisingly, retiring to the lake is not for Wrighton. “I’m not really retiring, just changing jobs,” he told his LLI audience. His new fulltime position will involve a longtime interest, developing the university’s international relations.

Executive Committee

Joan McDonald, *Chair*
 Steve Radinsky, *Vice Chair*
 Don Cohn, *Past Chair*
 David Brown, *Curriculum Chair*
 Julien Worland, *Secretary*
 Bettye Dew, *Communications*
 Mark Rollins, *University College Dean*
 Katie Compton, *Director*
 Kathy Irvine Dan Ellis
 Rick Blaha Cathy Riedesel

Curriculum Group Leaders

Art/Architecture: Tom Mitchell
Contemporary Issues: Gene McNary
Creative Writing: Dennis Smith
Entertainment Arts: Nancy Harvey
History: David Matter
Literature: Don Godiner
**Math/Science/Technology/
 Engineering/Medicine:** Charles Kuhn
Religion and Philosophy: TBA
Social Studies: Michael E. Nolan
At Large: Nancy McKee
 Karen Sterbenz



As usual, we opened the academic year in September with the 23rd annual Fall Address and were privileged to hear from Washington University's Chancellor Mark Wrighton. As you probably know, the chancellor will be retiring at the end of this academic year, and he spoke about his years here as well as challenges to higher education. Upon the conclusion of his remarks, he entertained questions from an enthusiastic audience. Mark Rollins, Dean of the College of Arts and Sciences, introduced the Chancellor, and again emphasized the importance of Lifelong Learning to the university's overall adult education program.

There were a few glitches to be overcome for the fall term in both online registration and access to the parking garage. Online registration actually had to shut down for a day, but the problems were addressed as quickly as possible. With a few exceptions, the new parking procedures are running smoothly. One major problem was the fact that new hang tags were necessary for entering the garage gates, and not everyone had them in time for the first days of class. Denise did double duty for at least a week by standing at the exit with university personnel to assure that all got through. On the bright side, there is no lack of parking space for those who use the garage.

A facilitators' workshop was held in September, and one of the takeaways from that meeting was that, in addition to ideas for new courses, there is an ongoing need for new facilitators. If you have a passion for history or a fascination with quarks or want to spread the word about Tasmanian playwrights, consider sharing your knowledge, interests and curiosity with the rest of us. Don't be afraid to jump in. A four-week class would be an excellent way to begin. Co-facilitating is another option, so if you are approached to do that, just say yes. And remember that current facilitators are always eager to mentor the newcomers.

As of this writing, the Hootenanny Committee is busy making plans for the Second Annual Hootenanny scheduled for Sunday, October 21, at the Ethical Society. This event raises money for the LLI Scholarship Fund, and last year brought in over 1200 dollars. Hopefully we beat that this year!

On a final note, as you may have noticed, Denise has been providing coffee service for all the classes for the past few terms (thank you, Denise). Even though there is no longer a need for coffee "sign-ups," let's give her a hand by switching off the burners and taking a pot or two to the kitchen to empty and rinse after class.

Happy Thanksgiving, everyone.

--Joan McDonald

Newsletter

Editor: Bettye Dew
Photos: Eliot Katz
Contributors: Katie Compton
 Bettye Dew
 Nina Kaplan
 Rita Hulbert
 Judith Freedman Lawrence
 Joan McDonald



Notes from the Director's Desk

As you know, LLI is fueled by its many volunteers. Nearly 100 volunteer facilitators organize and lead the classes that you love. In addition, volunteers help with mailings (organized by Myra Sue Rosenthal) and work as greeters throughout the year. The hospitality team, which was the brain child of greeter extraordinaire Jay Cohn, is headed up by Rick Blaha. Volunteers include Gayle Gray, Ann Hetlage, Susan Bromberg, Roland and Marie Martir, Anita Feldman, Charlotte Manges, Lou Lucas, and Rae Tash.

From time to time, we call on people to help with special projects. This fall Rita Wylie called a long list of people to tell them their parking permits were in the office to pick up. You may have also noticed Terry Zlepper, Steve Radinsky, Joe Fank, and Marty Einig standing out in the west campus garage during the first week of classes, helping people figure out how the new automated system works and keeping things moving. Their help was invaluable. Keep in mind that when 100 people all leave the garage at the same time, things are bound to get backed up. Take your time leaving—catch up with friends or eat lunch at the 3rd floor café.

We really appreciate the work these volunteers do! Would you like to volunteer? Stop by the office and tell Denise or me.

I am pleased to report that after a decline in enrollment last year, we are back up eight percent with 640 students registered in the fall term. We appreciate your forbearance regarding all the change we have experienced. One thing that hasn't changed is the quality of our courses and the friendly spirit of our community of learners.

Congratulations to Eleanor Sullivan whose play "Forever We Stand: Zoar on Trial" is available for purchase on Amazon.com. Eleanor worked on her play as a student in "The Play's the Thing" playwriting class at LLI.

Many Thanks

Thank you to everyone for hanging in there and adjusting to the new parking procedures. It hasn't been easy, but the situation has improved.

Many thanks to Sol Guber who made a beautiful wooden gavel for us.

Thanks to Shirley Moore, Nancy Smith, Dan Ellis, Nancy McKee and many others who donated books to the "Take One" basket on the front table. We love to recycle books!

Thanks to everyone who has given to the General, Endowment and Scholarship funds. Please continue to give generously! Giving a gift as a tribute in memory of one of the LLIers we have lost recently is a nice way to remember them. You can give a gift online by going online to our LLI website and clicking on the GIFTS tab. You can also write a check and put it in one of our tribute envelopes found on the table in the LLI hallway.

In Case of Inclement Weather

Always call the LLI office (314-935-4237) if you are unsure whether there will be class. We will leave a recorded message if classes are canceled. You can check KMOV—channel 4 (4Warn Snow Alert Program), KTVI (channel 2) and KSDK (channel 5) as well. LLI will be included on their scrolling lists. We close more frequently than the University for obvious reasons.

Don't Forget... to tell your friends about the Lifelong Learning Institute. We have business cards in the office as well as LLI brochures. Stop by if you would like to have some to pass out to friends. Word-of-mouth is our best advertising!

--Katie Compton

Did you know that you can make a tax-free charitable gift from your IRA to support the Lifelong Learning Institute? If you are age 70½ or older, you can make tax-free gifts totaling up to \$100,000 per calendar year directly from your IRA to Washington University and other qualified public charities.

To qualify: You must be 70½ years of age or older when the distribution is made. Your spouse also may be eligible to make such gifts up to \$100,000 per year from his/her IRA.

The transfer must go directly from your IRA to Washington University.

Your gift must be outright. Tax-free charitable IRA rollover gifts cannot be used to fund a gift annuity, charitable remainder trust, a donor advised fund, supporting organization, or a private foundation.

Please remember that tax-free charitable IRA gifts must transfer directly from your IRA to the university. Also, please indicate that you wish to direct your support for Lifelong Learning. To learn more or to notify us of your gift, contact the Office of Planned Giving at 800-835-3503 or 314-935-5373 or plannedgiving@wustl.edu.

Consult with your legal or tax advisor before making a charitable gift.

IN MEMORIAM

Jay Cohn
Victoria Witte
Ed Burtelow
Ann Rynearson
Newell S. Knight
Sidney Axelbaum
Raymond Robinson
Marie Oetting

IN MEMORY OF:

Wayne Hudgins

Anabel Hudgins

Jay Lapin

The Luth Family
Mark Bernstein
John & Betty Schmelzer
Rita & Sanford Goldman

Ted Listerman

Ruth Rangel
Karen & Butch Sterbenz

Jane Kahn

Sandra Sokolik & Jim Steffen
John & Betty Schmelzer
Ruby Quarterman
Bob Streett

Jay Cohn

Norman Solomon
Alan Raymond & Myra Rosenthal
June Bierman

Ann Rynearson

Rae Ellen Tash
Myra Sue Rosenthal
Morris Tamsky
Ruth Rangel
Claire & Morton Hyman
Rita Warren
Francis & Peggy Oates
Michael E. Nolan
Lydia Ann Long
Lesley Waldheim
Edie Tashma
Rochelle Popkin
Bob Streett
Harva Kennedy

David Hertzig

June Bierman

Sid Axelbaum

Norman Solomon

Newell Knight

Bob Streett

Joe Glik

Bob Streett

Raymond Robinson

Bob Streett

IN HONOR OF:

Ellen Harris's birthday

Peggy Gibstine

Anna Amelung

Mary J. Suppiger

END-OF-YEAR GIFTS

Endowment

Ed Fullerton
Dolores Tucker

General Fund

Ellen Moceri
Joy Sandweiss
Nancy Schapiro
Stanley Misler
Geraldine Schiller
Esther Smoller
Karen & Butch Sterbenz
Nina Kaplan
Martin Einig
Harvey Gerstein

Scholarship Fund

Marlene Hunter
Allen Sherman
Assimo Azariadis
Beverly Barron
Pat Keating
Stanley Misler
Gene McNary
Mary Kniep
Roy Blair
Rita Warren
Cynthia & Tom Mitchell
Rita Wylie
Fran Oates
Joe Schlafly
Susan Huddart

Jay Cohn

“Neighbor Jay” died September 3 after battling brain cancer for some 18 months. Jay was LLI’s #1 greeter because he truly never knew a stranger. He helped with each one of our Show Me LLI events, greeting and directing prospective students, even asking if they needed a ride home. It wasn’t enough just to be a greeter on his team. You had to wear a special hat, which he provided, along with special nametags.

Jay was always coming up with new ideas for LLI to pursue. Could we do this? Why not? Well, how about . . . He was an unstoppable force! He loved LLI and he wanted everyone to attend classes, so he started our “Outreach” committee. He helped to organize the 20th anniversary event, insisting we have a raffle to ignite enthusiasm for the event. Remember

the giant teddy bears? He loved to represent LLI at the Primetime Live event at the JCC. Remember the dancing rabbi?

We all miss “Mr. Jay”—he was enthusiastic, optimistic and always had a smile on his face. His friendliness knew no bounds.



A Facilitator's Story:

Tom Mitchell

Perhaps no one offers a better illustration of how an LLI facilitator can venture into unexpected areas than Tom Mitchell. Before coming to LLI, Tom spent 44 years as an actuary, a career he enjoyed but, as he put it, “was happy to be done with.” After two years as a classroom participant, he decided to become a facilitator.



You would expect an actuary like Tom to feel most comfortable leading classes in mathematics. And, indeed, that's how he started out. He joined forces with seasoned facilitator Leon McGahee for a series of courses that began with Basic Probability and ended with Chaos Theory and Fractals.

One day Leon, a psychiatrist, asked him to co-lead a neuroscience course. “This was a pivotal moment,” Tom said, “for I discovered I could facilitate in a subject in which I had no formal expertise.” He found that preparation, a good text and his own intellectual curiosity—along with contributions from class members—could produce a rich and lively course.

That neuroscience course, surprisingly, would prompt a chain reaction. While leading a session on vision, Tom grew

fascinated by how science writers repeatedly used art to demonstrate how vision worked. “Here was art explaining science, and science explaining art,” he said. Eager to know more about that relationship, he devised and led an LLI course called “The Intersection of Art and Neuroscience.”

After probing that connection through other courses, Tom ventured more deeply into art. “Having always admired the Missouri artist Thomas Hart Benton, I took a plunge and boned up on his life and work,” he said. In preparing this LLI class, he traveled across Missouri, stopping to study and photograph Benton's paintings and locales in Jefferson City, Independence and Kansas City, including the author's home there. This immersion helped him convey Benton's life, influences and work methods.

And since Benton was a prolific muralist, well, that has inspired Tom's next offering, planned for the spring session (after a birding trip to Ecuador). His “20th Century North American Murals” course will include works by renowned artists like Diego Rivera while also touching on lesser-known and local works.

Meanwhile, Tom has stepped into Anna Amelung's shoes as chair of the Art and Architecture interest group, a division of the Curriculum Committee—a remarkable transition considering his earlier activity in the STEMM area. While the surprising crossover to art has gone well, he says he plans to keep delving into both art and STEMM topics. And, for sure, he wants to keep examining those art-neuroscience intersections, a quest that brings him great joy.

Ann Rynearson

Ann Rynearson, who died on September 27 was one of LLI's most enthusiastic participants, taking multiple courses each session. In fact, it was not unusual for her to be in class five days a week. With her love of learning, she epitomized the spirit of our institute. In that same spirit, Nina Kaplan was inspired to write the following poem as a memorial tribute to Ann, friend and classmate to many of us.



Ann Rynearson at LLI A Tapestry

*A writer— A Speaker of sparkling wit
Quiet Kindness —deep listening— her subtle sign
Her story your story intertwine*

*Her unrelenting drive to learn
consume the mysteries
Of Science and the Universe*

She— sometimes confused but always intrigued

*Her insightful questions and probing intellect —our gain
Her lively participation overrode her incessant pain
An affirmation each day of lifelong learning*

*Gentle and feisty a glorious mixture
More inclined to laugh and make fun of herself
Than others
Still ready to skewer liars and manipulators*

*Dressed in rich colors and patterns
Earrings to match—when possible
Ethnically inspired necklaces her delight
We will deeply miss being with her*

—Nina Manzi Kaplan

Who Can It Be?

As I passed by an LLI class the other day, I heard a delight-filled voice discoursing on the beauty of—I'm not sure what—but I knew instantly that the voice belonged to the subject of this installment of "Who Can It Be?"

How did I know? Because this person exudes excitement about beauty and learning, and about sharing beauty through learning. She is a walking advertisement for LLI, so excited about every learning opportunity, whether as a facilitator or as a student, or even as a traveler: "Every trip I take involves a project I want to research. Why just go to a cafe in Paris and sip coffee when you can do that plus immerse yourself in researching a period of French history or an art movement?!"

Our friend was born in the Italian countryside, where, she says, every single flower brought her joy. Her father had returned to their village after his WWII service as a nurse in Africa. But several years later, to find work, he moved the family to the "Red City" of Bologna, so named for its red-tiled roofs, as well as its Communist leanings. She says that the Italy she grew up in was in many ways like 1968 America—everyone protesting the establishment. Most, if not all, of her childhood friends have remained in the same neighborhood. If asked about her, she thinks they would probably say that she always wanted "travel and different experiences," which they found bizarre. When she returns to visit, they call her "the American."

Our friend's education was much different from what we might have experienced here, and far removed from the coddling of students she experienced as both a graduate student and a teacher. ("Most children here are so bourgeois!") There was no tuition, which meant everyone could start out to get a post-secondary education—but few could meet the high demands to finish, including making their way through the massive reading list required for passing the end-of-term exam. Barely ten percent could make it, but of course, our friend did. With her degree in foreign languages, she then set off to France to teach Latin in a high school.

At that high school, our friend met an American man, a graduate student from Washington University, there to teach English. She didn't speak a word of English, and he spoke very little Italian, but they could speak French to each other. More than 40 years later, it is still their lingua franca.

She moved to Missouri on a fiancée visa, answering the immigration questions appropriately—No, she was not a member of the Communist Party; No, she was not seeking work here as a prostitute—and married her American a week later. She says she would never have married an Italian man because "They think they are God's gift!" She then joined her husband as a PhD candidate in French, grateful that all the classes were in French.

She and her husband raised their two sons in much the same way she was raised. The environment may have drastically differed from her close Italian neighborhood where all the children played together in the streets, but what mattered most to her parents also mattered to her. "I always felt loved and was given as many opportunities as possible. They supported my choices." Her mom told her when she was in sixth grade that she should be a teacher, and she has abundantly fulfilled that destiny.



Our friend taught French and Latin on the high school level for decades, and has also taught at St. Louis University and Wash U. She believed that her students (who, incidentally, included her own sons) needed to be allowed to build strengths and not become whiners.

Since her so-called retirement, she has facilitated 53 classes for LLI. Her philosophy is that there is no reason to just learn something, and then forget it; rather, she wants to share what she learns with others. She likes change and is not afraid to leave her comfort zone. "Culture and education are rights, of course, but also privileges!" Despite the books stacked in her home, waiting for her next project, she doesn't consider herself an intellectual, with its connotation of elitism.

Since she believes that learning takes away fear, her goal for LLI classes remains: "My hope is that for two hours, we can forget everything, all the ugliness, and share beauty. I am not a creator of beauty—not a fashion designer or a composer or a painter. Still, I know what is beautiful. In my classes I show my students what is beautiful, and we share it together."

Since she believes that learning takes away fear, her goal for LLI classes remains: "My hope is that for two hours, we can forget everything, all the ugliness, and share beauty. I am not a creator of beauty—not a fashion designer or a composer or a painter. Still, I know what is beautiful. In my classes I show my students what is beautiful, and we share it together."

Since she believes that learning takes away fear, her goal for LLI classes remains: "My hope is that for two hours, we can forget everything, all the ugliness, and share beauty. I am not a creator of beauty—not a fashion designer or a composer or a painter. Still, I know what is beautiful. In my classes I show my students what is beautiful, and we share it together."

-- Rita Hulbert
(Answer on Page 8)

Facilitators Gather for Annual Workshop

While there is no set pattern for conducting an LLI course, it does help to hear what others do in their classrooms. That's where the annual Facilitators' Workshop comes in.

In September, some 50 dedicated facilitators gathered for this year's workshop. During a morning devoted to classroom issues and practices, they swapped ideas, celebrated lifelong learning concepts and enjoyed the camaraderie.

But with different fields come different issues, and for specialized approaches, facilitators broke into subject/interest groups. Two questions, though, proved pertinent for all: What is the difference between LLI facilitating and teaching on a secondary or college level? What does it mean to be a peer learner? Our students, it was noted, come from a wide variety of professions and backgrounds and bring

their experience to each class. Thus, a class member may have more expertise in a subject than the facilitator, whose chief role is to help others learn.

After a final reassembly for group reports, a tasty buffet luncheon brought activities to a genial close.



Annual Fall Address to Be Endowed

Our fall lecture series will soon become the Henrietta and Rudolph Freedman Lifelong Learning Fall Address. The series' endowment comes through the generosity of the Freedmans' daughter and son-in-law, Judith Freedman and John Lawrence, who sent LLI the following message:

Henrietta and Rudolph Freedman over many years supported the education of their children and grandchildren. Their interest and commitment were tangible and ongoing presences for all of us, helping us sustain our work and achievements through education. Whenever we completed a new step in our education, our first thought was to tell Henrietta and Rudolph.

As they reached the end of ensuring that their children were educated, they began endowing scholarships at Washington University for other children. At the same time, Henrietta enrolled as an undergraduate. Feeling keenly that her teaching college had made her give up her place when she got married, she was determined to rectify that as a mature

student. She studied psychology, and along the way, she discovered a passion for painting, which she pursued in the last years of her life.

Henrietta and Rudolph's interest in learning found its most recent expression when Henrietta helped found the Lifelong Learning Institute. Rudolph supported her interests and was proud of her work in the Washington University and Jewish communities. Together, they were a force for bettering people's lives, always with education at the heart. Lifelong Learning became a central part of their lives.

After first Dad and then Mom died, we wanted to find a way to honor their contribution and commitment to education. We are pleased that the Lifelong Learning Institute offered us the opportunity to endow the annual fall lecture. We look forward to seeing everyone at the first Henrietta and Rudolph Freedman Fall Address in September 2019.

NEVER A DULL MOMENT AT LLI



The 2nd Annual LLI **Hootenanny!** raised \$1370 for the LLI Scholarship Fund. Held on October 21 at the Ethical Society of St. Louis, the event featured Andrew Bollinger, Will Soll and the Just Strung Out Ukulele band, who led our LLI members and friends in singing. The Hootenanny committee, led by Karen Sterbenz, included Nina Kaplan, Esther Smoller, Don Cohn, Steve Radinsky, Rick Blaha, Helen Schrader, David Brown, Rita Wylie, and Katie Compton.

