



# VASSAR COLLEGE LIFELONG LEARNING INSTITUTE

NEWSLETTER  
ISSUE 14 JUNE 2025

# VASSAR COLLEGE LIFELONG LEARNING INSTITUTE NEWSLETTER

Issue 14 June 2025



## VCLLI Smorgasbord



I always look forward to the catalog of courses when it is sent out before the semester begins. What will be offered this time? Will I find courses that I like? That first look at the choices is like getting a glimpse of a lunch buffet, with its array of tempting food. What will I choose?

One of the benefits of a buffet is to give you the opportunity to try something new. The “new dish” for me last spring was *Argentinian Cinema*. Mihai Grunfeld introduced me to a new film flavor—well-seasoned, history-infused drama. (See p. 25.)

On the other hand, sometimes, when it comes to choosing from a menu, we gravitate toward familiar tastes, what we know and like, whether it’s history, the arts, or the sciences. Well, I like wine, so I opted to take *A Wine Tasting Tour of France*. Under the guidance of wine connoisseur Arnie Serotsky, I had a true sensory experience sipping small samples of high-quality French wine. (See p. 7.)

Wisely, we are restricted in our choices; otherwise we might overfill our plates, because often “our eyes are bigger than our stomachs”. In the case of classes, I’m glad for the limit or I might take on more than I can handle. This issue of the newsletter offers us a chance to have a small taste of classes we weren’t able to add to our plate.

All of us need to applaud the Curriculum Committee, under the astute leadership of Sybil DelGaudio, for procuring and arranging the appetizing dishes—a variety of appealing presenters—on our LLI table.

In addition to its courses (pun intended), VCLLI offers the rich bounty of its members. We are fed and nurtured by each other’s varied backgrounds and interests. (See p. 5.)

And then there is the yummy smorgasbord of actual, edible goodies available to us in our Hospitality Room. (See p. 21.)

**Thank you to the many writers and photographers who contributed to this issue.**

Special thanks to **Marty Zlotkin**, our faithful cover artist, to **Sandy Corwin**, our precise proofreader, to **Marian Pompa**, our on-the-spot photographer, and to **Sudhir Desai** and **Gala Leganof** for their extra efforts with this issue.

Jo Hausam, Editor, VCLLI Newsletter

## LLI Members Nurtured by a Cornucopia of Knowledge from Presenters

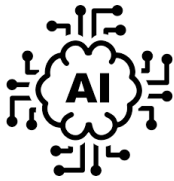
**Thank you** to all the **Volunteer Presenters/Organizers** who offered LLI members a nourishing feast of subjects, ranging from *Springsteen* to *Current Concepts in Medicine*, from *Talkin' Baseball* to *Poetry in Times of Turmoil*, and from *Pickleball* to *Major Battles of the Revolutionary War*.

Al Vinck	Teresa Quinn	Susan MacLean
Vicky Weinblatt	Judith Saunders	Tom Walker
Ronald Patkus	Susan Zlotnick	Linda Bouchey
Bob Ulrich	Chuck Mishaan	Susan Merson
Andrew Hartman	Michael Weinstock	Esther Odescalchi
Skip Weisman	Mihai Grunfeld	Alexandra Baer
Arnie Serotsky	Jean-Claude Fouere	Jim Soto
Dana Lucas	Jean Flannelly	Gala Leganof
Sandra Opdycke	Elinor Levy	Amanda Buhler
Alex Prizgintas	Miriam Cohen	Beth Hayes
David Bloom	Jeff Walker	Fred Chromey
Hayley Affronti	Joseph Tanski	Rebecca Pollet
John Platt	John McGiff	Mickey Steiman
Mitchell Shron	Lynn K. Rightmyer	Les Muldorf
Jodé Millman	Anita Kiewra	Brian Mann
Melissa Everett	Madeleine Segall-Marx	Marcy Heidish Dolan
Nathan Rosenblum	Jacqueline Goffe-McNish	



## Discovering the Power of AI: A Workshop with Beth Hayes 2

by Gala Leganof



Artificial Intelligence (AI) is no longer confined to the realms of scientists, programmers, or tech giants. It is rapidly becoming a part of everyday life, transforming how we communicate, work, and even think.

This exciting reality came alive recently for LLI students during a captivating workshop, *Using AI to Master Your To-Do List*, led by **Beth Hayes**, who opened the door to the practical power of AI tools and how they can simplify our daily routines. Beth's mission was to prove that AI is a tool for everyone—regardless of age, profession, or technical background.

Participants were introduced to popular AI assistants such as *ChatGPT*, *Microsoft Copilot*, *Claude*, and *Google Gemini*—all available for free use. These AI systems can act as a personal friend, helping with everything from writing a card, to organizing your clothes, or planning a vacation—in just a few seconds.

One of the workshop's core lessons was learning how to communicate with AI through “prompts”—the specific instructions or questions you give an AI to get the best responses. Through hands-on exercises using our own devices, we practiced creating effective prompts tailored to different tasks. This interactive approach helped us to grasp not only the mechanics, but also the art of guiding AI to produce relevant and helpful results.

Beth demonstrated how AI can be a surprisingly intuitive companion. For instance, if you ask AI to write a birthday card for a nephew, rather than offering a generic message, the AI prompts you to choose the tone—funny, heartfelt, professional, or educational—allowing for personalized, thoughtful communication with minimal effort.

The workshop also emphasized choosing the right AI tool for different tasks. Some AI platforms excel at creative writing, others at summarizing information or managing schedules. Knowing which AI to use can save time and increase productivity.

No prior knowledge of AI was needed, making the workshop inviting for all skill levels. Attendees were encouraged to bring their phones and Wi-Fi-enabled laptops or tablets, underscoring the practical, real-world application of these tools. This was crucial in helping participants see AI not as a mysterious technology but as an everyday helper.

As the session progressed, it became clear that AI isn't just a tool for work or productivity, it's also a source of inspiration and creativity. Whether it's organizing a grocery list, drafting emails, brainstorming ideas, or even learning new topics, AI offers vast possibilities to enhance daily life.

(continued on next page)

In a world where technology is evolving faster than ever, this workshop was a timely reminder that AI's benefits are within reach for all of us. Thanks to Beth Hayes' guidance, LLI students walked away with practical skills, deeper understanding, and a fresh curiosity about the future of artificial intelligence.

By the end of the workshop, participants expressed newfound enthusiasm and a sense of empowerment. Many shared how this experience had sparked ideas for incorporating AI into their personal and professional lives, from simplifying routine tasks to exploring creative projects.

*I used AI to:*

- create a poem for my granddaughter.
- take a photo and turn it into a cartoon graphic for a Mother's Day card.
- write a poem using the haiku structure.
- organize shelves.
- generate a personalized bed time story using my child's name.
- calculate the amount of paint I needed for a garage door and what was the best paint.
- make an app to remind me about my memberships and get reminders when to renew.

Nanci Kryzak wrote: *I had never used AI before. I learned to put aside my "fear" and embrace the possibilities. Hands on practice made it SO much easier to keep on experimenting afterwards.* Beth's advice to the students: ***Just play with it!***

\*\*\*



Spotlight on... **Beth Hayes**

**Beth Hayes** heeds her own advice—***Just play with it!***—evidenced by the way she lives her life. Her retirement motto is: Three Things Each Day: Health, Creativity, & Discovery.

Currently, she's exploring all the interests she didn't have time for while working: sewing, cooking, and gardening. She has written a novel, *Start at One*, a book that is "fun, happy, and adventurous". The story is set in Rhinebeck, where Beth lives, and incorporates some local history and culture in the "quirky" plot. In addition, she volunteers as a presenter and a class manager in LLI, while also enjoying being a student.

Beth is a retired electrical engineer whose career focused on problem solving using emerging technology. She has worked in a number of positions, from automotive assembly line design to ecology research tech support to large scale systems installation. She ended her career as a management consultant at Deloitte after serving as the Deputy Chief Information Officer of Vassar College.

## *Food for the Soul, Flavor for the Senses*

4

“What do you enjoy doing aside from attending or teaching LLI classes?” The answers, gleaned from questioning about 70 LLI members, appear below. Unsurprisingly, we season our lives with a broad-range of activities that bring us contentment and fulfillment.

Many of us like to read and are members of book clubs.

Spending time with family was mentioned often.



The more physically active pursuits include gardening, hiking, golfing, horseback riding, rowing, scuba diving, skiing, kayaking, playing pickleball, and working out at the gym.



Those who are creative enjoy photography, painting, writing.



Also, the rare craft of flame-working—melting glass and making objects.



quilting, knitting, making cards,

woodworking, constructing furniture, sewing, weaving, and

Music is important to a lot of us: singing, listening, playing guitar, playing mandolin, attending concerts.



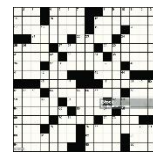
Some like to attend movies, Broadway plays, stream videos, and watch international cinema.

Several stretch their minds studying other languages.

Playing Mah Jongg, playing Bridge, and solving puzzles are popular.



playing Bridge, and solving puzzles are popular.



One unusual hobby is Geocaching—an outdoor treasure-hunting activity using GPS.

Of course, there is Yoga.



In addition, LLI members participate in community organizations and groups:

*Habitat for Humanity, the Holocaust Museum, The Town of LaGrange Advisory Committee, Howland Chamber Music, Community Chorale at SUNY New Paltz, Cappella Festive, AARP, Literacy Connections, Sierra Club, Stonecrop Gardens, the Lions Club, the Food Pantry, It Was A Good Year (wine-tasting), the Walkway over the Hudson, and Wise Aging Groups.*

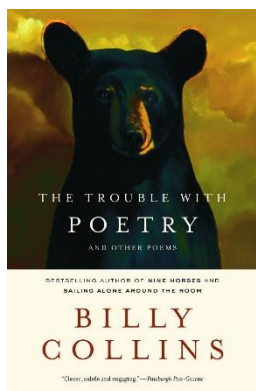
If you have more to add to the list, please let me know. [johausamr38@gmail.com](mailto:johausamr38@gmail.com)

## Amusing Musings: Billy and Me

by Maureen Rant

There's a new man in my life: Billy Collins. He was introduced to me by **Marcy Heidish Dolan** in the class, *Poetry for Times of Turmoil*.

Critics often describe Collins' work as accessible, humorous, relatable, and deeply human. I would add one more adjective (and maybe a warning) to that list: These poems are addictive. I simply can't get enough of them.



In one poem, Collins observes, “The trouble with poetry is it encourages the writing of more poetry.” For me, the trouble with Collins’ poetry is that it encourages the reading of more poetry, perhaps to excess. Right now, for example, I am sitting in the middle of a pile of recently acquired collections of Collins’ poems and my cat is pestering me for attention. “Be patient, Bella,” I tell her. “One more poem, just one more poem.”

## Qi Gong: A Game-Changer

by Tish Lange

As we grow older, it's important to have a plan to stay healthy. I've found that having a schedule really helps—something that gets you out and about (even virtually), keeps you moving, and gives you a chance to connect with others. It makes a huge difference in both body and mind.



Taking **John Platt's** Zoom class, **Qi Gong for Back Pain, Arthritis, and More**, has been a total game-changer for me. I've gained a whole toolbox of techniques to manage the aches and pains that come with aging. And believe it or not, I learned I'd been breathing wrong all these years! Learning to breathe from the stomach and release slowly through the nose has helped me relax, reset, and even meditate more easily. It's such a simple shift, but it really works.

And a big shout-out to **Ed Hogarty**, our class manager, who did an outstanding job keeping us organized and consistently forwarding the recorded classes and handouts links. Thanks, Ed!

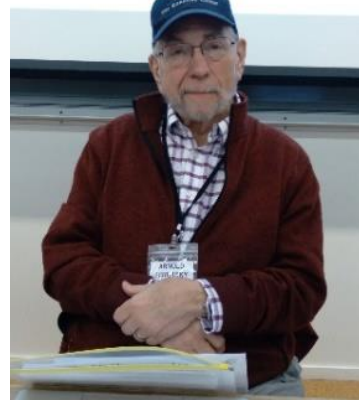


## Spotlight on... **Arnie Serotsky**

**Arnie Serotsky** loves the histories and intricacies of wine and baseball.

He shared his knowledge and passion for both avocations in the LLI Spring 2025 Semester, teaching the on-campus course *A Wine Tasting Tour of France* and the zoom course *Talkin' Baseball*. (See the following pages for a closer look at his courses.)

After graduating from Erasmus High School, Hunter College, and the University of Rochester, where he majored in Environmental Toxicology, Arnie pursued doctoral studies in neurophysiology and science education. He taught and administered science education programs in school districts and colleges for more than 40 years. (Photo by Yvonne Sewell)



His interest in wine began when traveling in France. While drinking a glass of Chenin Blanc in a wine cave, he said, “Is this what real wine tastes like?!” That was the start of forty-five years studying and collecting wine, which involved many trips to France and Italy.

In Rochester, N.Y., he was active in the wine club *Les Amis Du Vin*. Since moving to Poughkeepsie twenty years ago, he has been a member of *It Was a Good Year, Inc.* IWAGY is a wine tasting NPF—referring to the “Nose-Palate-Finish” approach to wine-tasting. In addition to VCLLI classes, he has presented programs at Marist CLS, the Mid-Hudson Food and Wine Society, and the Pennsylvania Wine Society. He has also organized and presented wine tasting fundraisers for non-profits such as the American Association of University Women, the Dutchess County Historical Society, the Hangar Theatre of Ithaca, and the Beatrix Farrand Garden.

Arnie’s interest in baseball began in Brooklyn, where he grew up. He’s been a student of baseball and a devout Brooklyn Dodgers/New York Mets fan for seventy years.

He has traveled all over the country to watch baseball and seriously participates in fantasy baseball. He is a supporting member of the Baseball Hall of Fame in Cooperstown, a member of the Society for American Baseball Research, and a memorabilia donor to both the NYS Baseball Hall of Fame and the Jackie Robinson Foundation.

He has taught classes on baseball-related topics for both Vassar LLI and Marist CLS.

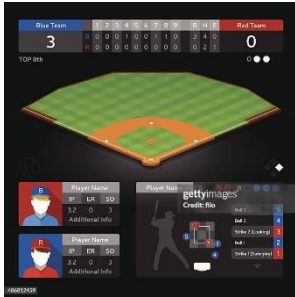




## Talkin' Baseball

7

by Sybil DelGaudio



Wanna know who “deserves” to be in the Baseball Hall of Fame and who probably doesn’t? How ‘bout why some position players like Pee Wee Reese and Phil Rizzuto probably made it (other than through their statistics)? Or how many MVPs or Golden Gloves did Johnny Bench have? Or who had more career RBIs: Mike Schmidt, George Brett or Wade Boggs?

The answers to all the above and much, much more were offered in Arnie Serotsky’s *Talkin’ Baseball* class held this past spring on Zoom.

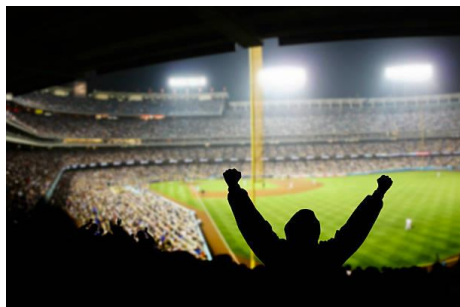
It was a fun and extremely informative class that brought back memories for me of the Brooklyn Dodgers, who abandoned both our beloved Ebbets Field (photo on right) and their devoted fans in 1958 to move to L.A. Don’t get me started...



Arnie has been a rabid baseball fan for as long as he can remember, all the way back to the boys of summer (as Roger Kahn termed the Dodgers in his book about the team) and his response to their painful move to the West Coast. No switch to the Yankees for Arnie: he’s been a Mets fan—throughout the good and bad years—since that fateful move. But he’s also a fan of the game itself, seemingly loving every great player and sometimes even acknowledging some of the great teams—except for the Yankees.

It’s easy to find baseball fans, but much harder to find students of the game itself, both its history and its current events. That’s Arnie: a passionate fan and an impressively knowledgeable student of the game, willing to share his enthusiasm with those lucky enough to have signed up for his class.

Thanks, Arnie and let’s go Mets! (I, too, like Arnie, have never been a Yankee fan. S.D.)



## It's All about the Grapes

8

by Linda Rizzotto

Short of renewing my passport and booking overseas travel, the class, *A Wine Tasting of France*, was the best way to explore the wines of France.



Armed with two wine glasses (and it was stressed they must be glass, not plastic), I headed to class, not knowing what to expect. Fifteen of us settled in as **Arnie Serotsky** introduced himself and what he expected to cover.

Slides and the accompanying commentary provided a full picture of all that the world of wine entails, starting with some French vocabulary. To understand what makes wine taste the way it does involves some biochemistry, a little meteorology, and a smattering of earth science. And grapes. It's really all about the grapes.



Each class finished with a sampling of two different wines that Arnie selected for us to try, along with a scoring sheet. We each had our favorites.

There is a rumor going around that next fall Arnie might be taking us on another tour, this time in Italy. I hope it's true.







Uncorking



Pouring



Examining the label



Enjoying

Photos by  
Yvonne Sewell  
and  
Jo Hausam





Spotlights on...

## **Tish Fitzpatrick and Nora Quinlan**

### **Co-Chairs for Class Managers for In-the-Classroom Courses**

At the beginning of the Spring 2025 Semester, **Tish Fitzpatrick** and **Nora Quinlan** jointly assumed the responsibilities of chairing the Classroom Management Committee for in-person courses. **Rob Cohen** handles the Zoom courses.

All are responsible for recruitment, orientation, and support of our class managers.

**Patricia (Tish) Fitzpatrick** is a recently retired Licensed Clinical Social Worker and Psychotherapist. In a career that spanned 35 years, she held a variety of positions as a director, clinical supervisor, educator, consultant, and private practitioner. She provided mental health treatment to children, adults, families, and couples in hospital, school, and outpatient settings as well as in her own private practice. She specialized in the treatment of trauma, grief and loss, addictions, and mood disorders.



She also served as the Coordinator for the Westchester County Chapter of the Trauma Recovery Network, an international organization that provides pro bono treatment support for First Responders.

Tish joined Vassar's LLI in 2023 and one of her first classes was *Pickleball*. She is now an avid pickle ball player and organizer of a group of former LLI pickle ball classmates who have been playing together every week since 2023. Tish volunteered as an LLI Class Manager for a number of semesters before taking on her current role as Class Manager Coordinator.

She has thoroughly enjoyed her experience at Vassar's LLI, finding it provides wonderful opportunities for continuing her love of learning. She has also had the good fortune of meeting many interesting people through LLI, and forming new friendships with some, both in her classes as well as through her volunteering.

Tish grew up in Pleasant Valley. For most of her adult life, she lived in Westchester County, except for 10 years when she lived in Los Angeles. She returned to Dutchess County in 2022, now living in Hyde Park. She is married and has one daughter. She loves movies, gardening, travelling, the arts, and playing pickleball.



**Nora Quinlan** was born and raised in New York City. She is a graduate of Martin Van Buren High School, Queens College, and Columbia University. Her undergraduate degree is in history, and she has two Master Degrees: Library Science and Art History.

Nora moved to the Hudson Valley from South Florida with her husband Bruce in 2021.

She worked for 40 years as a librarian at several universities in Kansas, Colorado, and Florida. Nora was a rare book and special collections librarian for many years. Highlights of her career include developing and building rare book collections, running a teaching press, working with donors, creating exhibits, and teaching students.



In 2001 she shifted gears and became the Head of Reference and Instructional Services at the Nova Southeastern University (NSU) Alvin Sherman Library, a unique joint-use academic/public library between the University and Broward County, Florida. Not only did she work with students and faculty, but she developed programming and exhibits for the public of all ages. Nora oversaw the library gallery, the genealogy collection and partnered with the Broward County Genealogical Society. She also worked closely with NSU's Lifelong Learning Institute and did presentations for them.

After learning about the Vassar College LLI program from a former instructor, she joined in 2024. Nora is also a volunteer with AARP which includes lobbying for AARP and doing presentations on topics of interest to seniors as a member of their Speakers Bureau. She is also the Ulster County Coordinator for CoCoRaHS, an international citizen-science group, based in Ft. Collins, CO, that measures and reports daily precipitation.

Nora has been quilting since the 1980s and she is currently a board member of the Wiltwyck Quilters Guild and serves as their liaison to the Catskill Mountains Quilters Hall of Fame. Nora is also a member of the Esopus Artist Guild and has started taking classes at the Woodstock School of Art.

\*\*\*

Nora and Tish at the End-of-the-Year Party thanking all of the class managers.



## THANK YOU to the *In-the-Classroom* Class Managers

Rachel Reisman

Madeleine Cole

Kathleen Crampton

Ann Saylor

MaryAnne Williams

Christopher Parks and David Wise

Janet Rosdil

Cary Phillips Auerbach

Susan Fink



Joette Kane

Rob Cohen

Sarah Kennedy

Betsy Kopstein

Linda Bouchey

Miriam Tannen

Terry Quinn

Linda Rizzotto

John Dux

Bill Davies

Gala Leganof

Maureen Potter

Judy Elkin

Theresa Bracchi

Marian Pompa

Ellen Waggener

Nora Quinlan

Maureen King



## Life-Enriching Zoom Classes

by Susan Freeman

Both Zoom classes, *Faces Behind the Cases*, presented by Mickey Steinman, and *The Italian Renaissance Framed by Northern European Artists*, presented by John McGiff, were constantly lively and full of new and interesting material that was never disappointing.

Each teacher, of course, is very knowledgeable, but more importantly, each presented his subject with enthusiasm and clarity, allowing those of us who might be new to the subject to understand it.

I have learned to enjoy Zoom classes as much as being in a class room. I've always found Zoom presentations to be very organized and therefore accessible.

I am hoping both Mickey Steinman and John McGiff will be teaching in the fall. I'd like them to know that both of their classes were life enriching in many ways.

## THANK YOU to the Zoom Class Managers

John Coleman

Margery Groten

Edward Hogarty

Gina Klein

Gala Leganof

Linda Heitmann

Caryl Morris

Rob Cohen



**Rob Cohen** is a member of the Classroom Manager Committee. He is responsible for recruiting and supporting the Zoom class managers. In addition, he trains the volunteers in the mechanics of using Zoom.

## Harry Hopkins: An Unsung Hero

14

by Gala Leganof

**Rob Cohen** successfully managed *Harry Hopkins: FDR's Assistant President & Friend*, presented by two prominent historians, **Al Vinck** and **Linda Bouche**y.

The class was very interesting and overwhelmingly enjoyed by all. Many participants never knew the significance of Harry Hopkins—a man, who played a key role not only in the domestic administration of FDR, but also in helping to define the Western and Soviet spheres in Europe at the end of WWII.

To explain: Devasted Western Europe was rebuilt through the American Marshall Plan after WWII. Eastern Europe fell under the Soviet sphere of dominance. Churchill famously referred to that area as being behind the “Iron Curtain”. Harry Hopkins played a significant role in the wartime events and the negotiations that followed.

In the photo, the leaders of the Big Three— FDR, Winston Churchill, and Joseph Stalin—are at the negotiating table at the 1945 Yalta conference in Crimea. Hopkins is right behind President Roosevelt in the center of the table. Stalin is third on the left, and Churchill the first on the right.



The presentation was full of historical contexts in reference to the FDR presidency. It encouraged us to think critically and to appreciate someone who was so important, yet is so little known. Thank you to both presenters for sharing your knowledge.

\*\*\*

by Tish Fitzgerald

I was embarrassed to admit that I knew nothing about Harry Hopkins before taking the class with Al Vinck and Linda Bouche

y Hopkins was not only an assistant and close friend to FDR but also a pivotal figure in shaping our nation's history. His influence on the New Deal, his leadership in wartime strategy, and his role in diplomacy had a profound impact on the country and the world.



What struck me most were the parallels between his time and what's happening in our country today. Hopkins worked tirelessly to help the less fortunate, playing a key role in implementing programs that benefited all Americans. Even while battling serious health issues, he persevered to ensure relief efforts and social programs succeeded. Yet today, we're witnessing the dismantling of many of the agencies that grew from the hard work of unsung heroes like him. Understanding his legacy makes it even more urgent to protect the progress he fought for.



Article and photos by **Sudhir Desai**



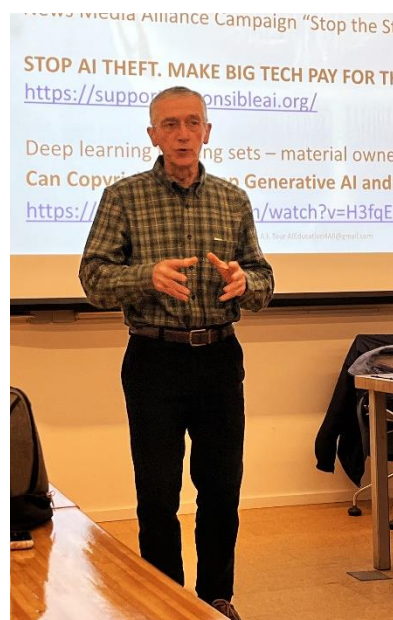
**Jean-Claude Fouere** took us on a wonderful and educational tour of Artificial Intelligence (AI).

AI has come a long way since its early beginnings in the 1950s. Originally based on symbolic reasoning and logic, early AI systems attempted to mimic human reasoning through rule-based programming. Meanwhile pioneers like Alan Turing, Marvin Minsky, Frank Rosenblatt, and Arthur Samuel laid the foundation for “machine learning / neural networks” in an attempt to imitate how humans learn and make inferences. However, due to limited computational power and unrealistic expectations, progress stalled during several “AI winters” when AI development significantly slowed down for lack of funding.

Today, thanks to very powerful computer processing, vast amounts of internet-based training data, and advanced algorithms, AI thrives. AI systems learn patterns from vast amounts of data and generate responses when prompted. These advancements power technologies like voice assistants, recommendation engines, autonomous vehicles, and tools like ChatGPT. AI now plays a central role in sectors ranging from healthcare and finance to education and logistics. Yet, challenges remain. Issues such as ownership of the training data, ethical concerns, and lack of transparency demand careful attention.

Looking forward, AI’s future is both promising and uncertain. The development of Artificial General Intelligence (AGI)—systems capable of human-like reasoning—could transform society, but also raises serious ethical and safety questions. The key to a successful AI future lies in responsible innovation, global collaboration, and clear and well-thought-out regulations. If guided wisely, AI has the potential to solve complex global problems and greatly improve human life.

With new and powerful updates coming almost weekly if not daily, we started each class with the question “What new AI developments happened last week?” Jean-Claude then led us into a discussion on the changes and their impact on our daily lives. This was an excellent course. I hope he comes back with an updated course next semester.



*Note: I used ChapGPT to write most of this article. S.D.*

Members of the Medical Reserve Corps, **Mitchell Shron** and **Jim Soto**, photographer **Les Muldorf**, lawyer and writer **Jodé Millman**, lifetime rower **Anita Kiewra**, and retired nurse **Lynn K. Rightmyer**, all volunteered to participate in LLI's *Lunch, Then Learn* Series.

The programs were: *Citizens Preparedness*, *AI in Photograph*, *True Crimes of the Hudson Valley: A Fictional View*, *Rowing on the Trireme Olympias*, and *Stop the Bleed*.

Intrigued by the title, I attended *Rowing on the Trireme Olympias*. I learned that the Trireme Olympias was an ancient Greek fighting ship, designed for day-long journeys that rammed its enemies. As an archeological experiment, the Greek navy commissioned its re-creation using authentic techniques (i.e. 40,000 pegs not nails).

The ship is propelled by 170 rowers, using three rows (trireme) of oars, each oar weighing about 40 pounds. After the replica was completed in 1987, a call went out for rowers. **Anita Kiewra** learned about the project. "Looking for adventure," she said, "she submitted her credentials and was accepted for the Trireme Trials."



Through a series of slides, Anita related her adventure, beginning with training sessions in Boston, followed by those in Poros, Greece, with all the other rowers, men and women from around the world, and then finally to her rowing position in the ship. Because Anita was small, she wasn't as cramped as others in the very tight spaces in the ship.

It took 20 minutes for all the rowers to board the ship and the maximum rowing time was 20 minutes. Anita said, "It took a lot of discipline, requiring a full-body effort."

In 2004, the Olympias was used to transport the Olympic flame as it approached Athens for the games. It is currently in dry dock in Athens, as a museum ship.



Anita considers rowing to be a lifetime sport. She continues to coach with the Mid-Hudson Rowing Association.

-J.H

## Encounters with the Wild

17



Everyone in class loves **Judith Saunders!** She is a wonderful presenter and engages the class in discussions in an honest and open give and take. I was honored to be her Class Manager for the class ***Encounters with the Wild in Contemporary Poetry***. I have taken all of her classes over the years at VCLLI. Judith is well respected by both her students and peers!

Photo and comment by **Madaleine Cole**

A quiz from J.H.

**Can you guess the wild animal that is described in the following excerpts?**

The lines were taken from some of the poems studied in Judith's poetry class.

(Answers below)

1. *A four-legged bouquet of black peonies on tan hides / in configuration never to be repeated in the world / rising to a peak, a periscope of bloom, that hold a little tufted head / six feet high...*  
--Mona Van Duyn
2. *A barely mobile hard roll, a four-oared helmet, / she can ill afford the chances she must take / in rowing toward the grasses that she eats.* --Kay Ryan
3. *...they rise / in a pit of energy, / like dark stalks, / among the wild, pink roses, / their mouths / narrow and stubborn, / their eyes / staring.* --Mary Oliver
4. *Towering, antlerless, / high as a church, / homely as a house...* --Elizabeth Bishop
5. *I can see / his body's chalky beige, / its black and white quills / pulsing, his blunt / pig's head tucked low, / and the targe of his arse / black as charcoal.* --Eamon Grennan
6. *...always / hauling course / ropes, hitching/ lines to the / best posts / possible. It's / heavy work / everyplace, / fighting sag...* --Kay Ryan
7. *Streamlined at both ends, / double-engined / charged with the energy of canceled reversals / he plunges due east toward wet grass / the slowest possible orient express...*  
--Gwen Head
8. *Sloughs of its down once fell to the prairie, like snow / as it chalked the bright skies of the North Temperate Zone.* --Maxine Kumin

Answers:

- 1.Giraffe; 2.Turtle; 3.Snakes; 4.Moose; 5.Porcupine; 6.Spider; 7.Earthworm ; 8. Trumpeter Swan



Spotlight on...

## Andrew Hartman

**Rachel Reisman**, the class manager for *The Glory of Classical Music*, wrote:

I wasn't quite sure if I would like The Glory of Classical Music. Yes, I like classical music, but don't know much about it. My memories are mostly from taking piano lessons as a kid. But what a treat this class turned out to be!

The instructor, **Andrew Hartman**, has an unbelievable wealth of knowledge about so many composers, entertaining us with little humorous stories about their lives. He spent each class covering a specific genre of classical music and playing selections from his enormous personal collection of recordings.

This class was an utter delight, and surprisingly so.



**Gail McGlinchey**, another student, wrote:

This LLI offering was excellent. In addition to an overview of the eras of Western classical music, I gained a great deal more...about human nature, about the impact history has upon the arts, about the possibility of sound reconciling a sense of self with life's demands. As we enjoyed selections from symphonies, operas and films, the class became a community respecting each other's musical enthusiasm. It was glorious.

Andrew Hartman's knowledge is far-ranging. In class he incorporated relevant biographies, humorous interactions among composers, and likely narratives behind famous works. Helpfully he projected screen photos, recommended composer-centered movies, and compared modern musical popularity with preferences from the past. After every session via email, we received a list of the composers and excerpts we had heard that day. Andrew Hartman concluded his messages by writing, "And as always, thank you for listening."

His faith that music can be transformative was infectious. He gave us an enduring gift: a deeper appreciation for composers and musicians throughout time. I am very grateful.

Like Rachel and Gail, I, **Jo Hausam**, was entranced by what we were hearing, some pieces familiar, others not, and by what we were learning about the composers. I was struck by Andrew Hartman's passion about and proficiency in classical music. I was curious about how this came about and how and why he joined LLI? After our last class, I had the pleasure of speaking with him.

(continued on the next page)



Andrew told me that as a child, growing up in the Bronx, his mother was a huge fan of WQXR, NYC's classical music station. She took him to shows and operas. Her passion became his passion. While he enjoyed other music, including rock in his teenage years, classical music seeped deeply into his head and heart. Today, he is a classical music scholar.

Andrew went to the Bronx High School of Science and New York University, where, as an undergraduate, he studied political science and history, followed by two master's degrees, one in Archival Sciences. This evolved into a career as a Business Archivist, managing and organizing the records of a company's history and operations. He still works part of the week in NYC.

While still young, he had three goals: Hear every piece of beautiful music, read lots of good books, and travel as much as possible. Over time he has succeeded in achieving those goals. He has amassed a classical music collection of over 6,000 LPs and CDs, ranging over 1,000 years of music. Each time he acquired a new album, he read the accompanying liner notes, continually supplementing his musical knowledge. I was astounded at how much he remembered. He said: "You remember what you love."

Alongside his work, he realized he wanted to share his love of history and music. He is a frequent lecturer at schools, community centers, and early on, at the now disbanded NYC Opera Guild, where he lectured on rare operas. After befriending a member of the Bruderhof Communities in New York and Pennsylvania, he taught classes to both adults and children. He's attended over 1,000 live performances, including chamber and orchestral concerts, ballets, and operas.

In addition, Andrew loves nature and is an avid hiker, taking advantage of all that the Hudson Valley offers. He moved here twenty-nine years ago. His wife works at Vassar College, which is how he learned about LLI.

Andrew reminded us that classical music used to be the music of the people. Pianos were in most homes and composers were stars. But it is no longer the dominant musical genre in our culture. It's less popular today because most of us lack the ability to slow down and focus on lengthy, acoustic compositions with a wide dynamic range. Classical music requires time and attention on the part of the listener. Yet, in spite of this, while other musical genres come and go, it has remained. Andrew said:

"It will never die. Its unlimited riches speak to every human emotion."

He will return with his CDs, his speakers, and his great appreciation of classical music for a repeat of this class in the Fall 2025 semester.



## THANK YOU to the Hard-Working Hospitality Volunteers



For many of us who attend on-campus classes, our first stop of the day is the Hospitality Room in Kenyon Hall. For it is there that we grab our first or second cup of coffee, eat a cookie, and say *good-morning* to our fellow students.

Food and drink remain available throughout the day.



We are very grateful to the volunteers who arrive early on Friday morning to brew the coffee, heat water for tea, and set out plates, cups, and snacks...

and to those who clean up at the end of the day!

**Tim Ryan  
Amy Huber  
Mary Hannah  
Renee Capitanio  
Karen Consolato  
Nancy Severns  
Pat Levengood  
Donna Milano  
Gus Cirielli  
Christopher Baltus**

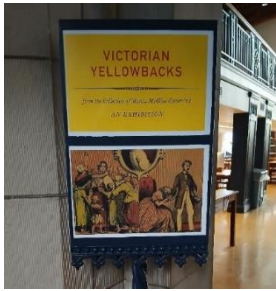
**Tim Ryan**, Chair of the Hospitality Committee, on the right, poses with some of his crew.



# What are Victorian Yellowbacks?

21

by Nora Quinlan



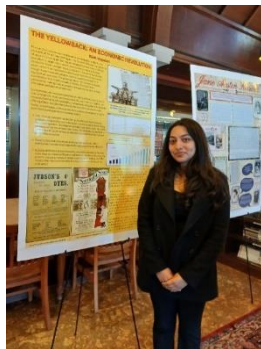
On April 9, 2025, fourteen members of VCLLI attended the very enjoyable program on Victorian Yellowbacks at the Vassar Library.

**Ronald Patkus**, Head of Vassar College Library's Special Collections and College Historian, welcomed us and introduced the program. The Victorian Yellowbacks collection is a recent gift from Marcia McGee Carter, Vassar Alumna, Class of '62.

Numbering a few hundred volumes, the collection consists of what were, at the time of their publication, inexpensive reprints of novels and other works, often published with yellow covers. These books were sold at WH Smith book stalls in British railroad stations to travelers during the nineteenth century.

Vassar English professor **Susan Zlotnick** followed with a talk on the history of Victorian Yellowbacks and how she came to do an intensive class for twelve students in the fall of 2024 and how they prepared the exhibit showcasing the collection.

Each student selected a specific topic on Victorian Yellowbacks. Topics covered included how they were printed, what authors were published, how they were advertised and promoted, etc. Students were asked to create a poster, as well as to write a research paper. They then worked on how to turn their research into an exhibit. Students visited the Frances Lehman Loeb Art Center to learn how to create a visually appealing exhibit.



Seven of the students from Professor Zlotnick's class then gave short presentations about their research topics. All were quite interesting and a few were even very funny!

Then we had a look at the posters and talked to the students about their work. (Photo on bottom right)



The session ended with a visit to the exhibition on the first floor of the library to see a sampling of Yellowbacks on display.







## Storytelling Enhances Course on Revolutionary War Battles

by Sudhir Desai

**Bob Ulrich** has been presenting classes about various aspects of the American Revolutionary war for many years. His classes are always full. He has a storytelling style that makes it very interesting. He also adds a lot of personal stories from visiting many of the sites of the battles.

As a naturalized citizen I didn't know much about the revolution, so it was very interesting and educational for me to attend these classes. This was a two semester course. Here is some of what I learned.

The American Revolutionary War, fought between 1775 and 1783, featured several major battles that were pivotal in shaping the course of American independence. Among these, the Battles of Lexington and Concord marked the beginning of the conflict in April 1775. These skirmishes ignited colonial resistance and rallied support for the Patriot cause.

Another significant early battle was the Battle of Bunker Hill in June 1775. Although technically a British victory, it demonstrated that colonial forces could stand up to the professional British army, boosting American morale.

In December 1776, the Battle of Trenton became a turning point when General George Washington led a surprise attack across the Delaware River. The American victory rejuvenated the revolutionary spirit at a critical moment. Soon after, the Battle of Princeton further improved American prospects.

The Battle of Saratoga in 1777 is considered a major turning point. American forces, led by General Horatio Gates, defeated British General Burgoyne's army, which helped convince France to formally ally with the colonies—a decisive factor in the war's outcome.

Finally, the Siege of Yorktown in 1781 effectively ended the war. With French naval support, combined French and American forces trapped British General Cornwallis, leading to his surrender. This victory prompted peace negotiations that culminated in the Treaty of Paris in 1783.

These key battles, through tactical resilience and strategic alliances, transformed a colonial rebellion into a successful fight for independence. Each played a vital role in securing freedom and shaping the future United States.



## A Day at Storm King Art and Sculpture Center

23

On May 8, 2025, 24 LLI members traveled by bus to New Windsor, NY to the Storm King Art and Sculpture Center, a 500 acre outdoor museum. Fortunately, good weather enabled all to enjoy the contemporary large-scale sculptures and beautiful scenery.



Photos by  
**Diana Salsberg**  
and **Jill Braven**

## The Continuing Relevance of Argentinian Cinema

by Marion I. Lipshutz



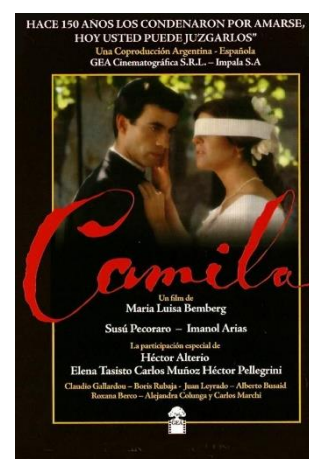
I am grateful to Prof. Mihai Grunfeld (pictured on the left) for his introduction to *Argentinian Cinema*. His love for the Spanish language and Latin American history and culture enhanced the value of this course, as did his expertise in posing thoughtful questions, focusing on crucial moments in each film, and facilitating class-wide and small group discussions.

It is beyond the scope of this brief article to delve into a long analysis of each the six Argentinian films we saw, but all of them complement each other and illuminate important political, historical, and cultural issues. Although they are of varied styles and range from the tragic to the comedic, with many points of irony, bureaucracy, and alienation in between, the impact of economic inequality and authoritarianism is present either explicitly or implicitly in all the films. They sparked animated discussions and never shied away from painful issues.

The Argentinian films that we watched and discussed were *Camila*, *The Official Story*, *Nine Queens* (analogous to the American film *House of Games*, which we also watched), and *The Secret in Their Eyes*, *Lost Embrace*, and *Wild Tales*.

While I am eager to see and to discuss all the films again, with an emphasis on the themes of human rights, political economy, and gender dynamics, the two films that had the deepest impact on me were *Camila* and *The Official Story*.

*Camila* introduced me to Camila O'Gorman, a real-life historical figure of the 19<sup>th</sup> century, who had the bad luck to fall in love with a man from what must have been the most inaccessible cohort of Argentinian men in that era, namely, a Catholic priest. The themes of emerging nationalism, church-state relations, democracy vs. authoritarianism, urban-rural tensions, and their intersections with patriarchal family structures were riveting. The cruelty and cynical opportunism of Camila's father were heartbreaking and precipitated a tragedy. In pursuit of power and status, the patriarchal father betrayed his own daughter.



Film Poster

(continued on next page)



In its examination of Argentina's Dirty Wars, (1974-1983), *The Official Story* is unsparing and merits widespread discussion in the current American context as a cautionary tale about the ravages of fascism. It explores the horrifying, CIA enabled violence and neoliberal regime of economic austerity that brought a ruthless military junta to power. In painstaking detail, it shows us how a fascist state corrupts and destroys the most intimate relationships between spouses, and between parents and children. The acting is superb.

This film has renewed my deep respect for the breathtaking courage of the Mothers of the Plaza de Mayo, who demonstrated with signs showing the names and photographs of their missing children—often pro-democracy college students and faculty who were abducted, tortured and murdered by the junta's enforcers. The surviving children of those who were murdered were given to couples connected to the junta.



Photo source: <https://www.plenglish.com/news/2024/01/04/mothers-of-plaza-de-mayo-march-for-2386th-time-in-argentina/>

In summary, the cumulative impact of *Camila* and *The Official Story* reminded me of the jolt of recognition that I felt the first time I read Adrienne Rich's great feminist poem "Diving into the Wreck," and realized that it was an allegory about the "wreck" of patriarchy.

I look forward to taking Prof. Grunfeld's upcoming course on ***Cuban Cinema*** next year, for another deep dive into important historical and contemporary issues.

## Where are My Shoes???

by Nora Quinlan

The Vassar College LLI ***Gentle and Accessible Mat Yoga*** class met in a dance studio in Kenyon Hall next to the Hospitality Room. Class participants were asked to take off their shoes and leave them outside the room to protect the dance floor. This is regularly done and when class is in session you will see student shoes lined up outside the door.



This spring I took the class. I dutifully left my well-loved, size 9.5, black, Merrell Women's Jungle Moc Mountaineering Boots outside the room. Imagine my shock, the third week of classes, when I left at the end of the class to find my shoes GONE! What the H! Where are my shoes! I went back into the studio and looked around hoping somehow that I had forgotten the rules and brought the shoes inside or someone had brought them in or that they had followed me into the room. But no, not!

(continued on the next page)

I asked people in the studio if they had seen my shoes or taken mine inadvertently, but the few students left, as well as the class manager and instructor, said no they had not. I went outside and looked again. The shoes were still gone! I noticed the other studio next door had a class and looked at their pile of shoes and even went into that class to check around inside the door, but my shoes were not there. By now I was starting to panic. How was I going to get to my next class, let alone my car to go home, if all I had on my feet were my socks? I went back to the yoga class door and by now there was only one pair of shoes left, blue cloth pull-ons with zippers. Not my shoes!

I went to the Hospitality Room and started asking people if they had seen my shoes. I got several strange looks and Tim Ryan suggested I put up a sign with my phone number as someone would probably come back once they realized they had my shoes. So I quickly made a sign and taped it up where my shoes should have been.

I needed to get to my next class and so I had to walk there in my socks. I checked the feet of everyone I passed to see what shoes they were wearing. People in the class told me that they were now looking for my shoes too and some pointed out those who have similar shoes. But not my shoes!

After the class I went back to the Hospitality Room. I needed to think what to do and a cup of tea would help. I continued to tell everyone who came by that my shoes were missing and had they seen them? By now I realized that it had to be someone in the class as the blue zippered shoes were still outside the studio. I then remembered that the class manager could email everyone in the class. I looked for her, but was told she had left. So I emailed her the following:

*I still can't find my shoes!!! I think someone in the yoga class went home with them on. CAN You send a group email to ck their shoes lol maybe they will realize they have the wrong ones on*

About an hour later the class manager emailed me back the following: *That person who went home with your shoes is ME! I am SO sorry! I have a pair very similar to yours and yours fit. I am a little distracted these days! I had errands to do and never realized what I had done until I got home and went to take my shoes off! I was just going to send out an email to the members of the class. I hope you wore my shoes home! How can I get your shoes to you? My apology for this mix-up!*

So I wore her shoes home. The following Friday in the yoga class we exchanged shoes. And I made very sure NOT to leave my shoes outside the room again!

## A Chance to Look Closely, Understand, & Appreciate

27

### Two Reflections on the Italian Renaissance Art Course

by **Celia Serotsky**

*The Italian Renaissance Framed by Northern European Artists*, a course offered on Zoom by presenter **John McGiff**, was a joy to attend each week. It offered a respite from the responsibilities of daily life. Thank you, John, for offering us this gift.

Each week we viewed slides of works from both Italian and Northern European artists while John explained details about their creation. Beginning with Duccio, a 14<sup>th</sup> century Sienese painter, and continuing through Botticelli, Titian, Michelangelo, DaVinci, Bronzini, and Cellini, all 15<sup>th</sup> and 16<sup>th</sup> century Italian artists, we examined the finer points of each artist's works.



*Primavera* by Sandro Botticelli

The Northern European artists included Hesenheime, Dürer, Gruenevaldt, Grünewald, Holbein, and Bruegel. As with the works of the Italian Renaissance painters, we learned of the distinctive characteristics of the Northern European artists. For me, who loves art history and has visited many museums in Europe and in the U.S., it was still new information. My eye has now been trained to see and look for the details of the works of these artists.

John's course was so informative and well organized that I made sure I attended each class. Thank you, John, for your time, effort, and expertise that you shared with us each week. We are grateful.

by **Sandy Corwin**

My eyes and mind were truly opened every Tuesday afternoon when I attended this class. I am somewhat embarrassed to admit that I signed up for this class because I found much of Italian Renaissance art dull. When I visited a museum, the Renaissance galleries were the ones that I briskly walked through because the art did not interest me. I thought it was time to give this type of art a chance.

Through John's excellent presentations, the videos he suggested we watch prior to the class, and the questions and comments of my fellow classmates, I now appreciate so many aspects of this art—the exquisite attention to details, the different ways the artists handled textures and colors, the use of shadow, and the many different techniques the artists used to depict their subjects. I am glad to report that I am beginning to learn how to look at a type of art that I had formerly dismissed.

Thanks also to our class manger **Gina Klein** who faithfully sent us the list of suggested readings and videos a few days in advance of the class.



Article and photos by **Tish Fitzpatrick**

I had the incredibly good fortune to take a very special, inspiring course this semester, ***My Escape***, which was presented by **Esther Odescalchi**. Esther described, in harrowing detail, the story of her escape to freedom from the Communist Russian regime in Hungary, during the Hungarian Revolution of 1956.

Esther began by telling us of her impoverished and frightening life as a child under Communist rule, when no one could be trusted and raids by the Secret Police were constant. Esther and her family were considered by the Communist regime to be an “enemy of the people” since her father, uncles, and grandfathers were noblemen. After the Communist takeover, everything was taken from them and Esther and her parents were forced to live in an unheated, small summer cottage, lacking many basic necessities. Because she was a child of a nobleman, Esther was denied an education. Food was doled out on food lines and Esther described feeling perpetually hungry. Citizens were routinely given rotten food to eat. Some of her relatives were executed and her father’s high level job was taken from him.

It was Esther’s father who encouraged her to escape to the free world. He wanted her to be educated and live a life of freedom and opportunity. Escaping meant that she had to leave her parents, since they could not leave. She was a teen-ager when she made the spontaneous decision to flee Budapest. She left with nothing but the clothes on her back. She joined a group of relatives and their friends, seven of them in all, and with fake farm workers passports, they snuck onto a train to reach Vienna and freedom.

Esther’s story of her escape held our class in rapt attention, as she shared the many details of her unbelievably dangerous and courageous journey to Austria. She travelled with her group as far as possible on the train, risking their lives as secret police and Soviet soldiers often searched the train for “escapees” at each stop. Eventually, it became too dangerous to continue traveling on the train, since trains were being blown up and the police had “shoot to kill” orders for any residents caught trying to escape. The group had to make the remainder of their journey on foot, usually under the cover of darkness. She described this journey through swamps, thick mud, and fields of reeds that cut through their skin. She spoke about walking or crawling on all fours in the darkness, often within earshot of the guards. They traveled in rainstorms and in snow, with temperatures so frigid that she often lost feeling in her feet. At times, they lost their sense of direction, not knowing if they were getting closer to or farther away from Vienna.

(continued on the next page)

At one point, the group was taken in by a family of Hungarian peasants. They were given food and Esther was able to get warm. But they had to leave soon after, lest they put the family in danger. The family tried to convince Esther to stay with them, but she chose to continue her journey towards freedom, despite the clear dangers she faced.

Approaching Austria, Esther's group learned that local guides were no longer willing to risk being killed while leading refugees to the border. Russian soldiers were now searching village homes for escapees and bodies were being brought back from the border. But Esther's group pressed on. They eventually made it to the border and entered Austria. It was nothing short of a miracle that they survived this unimaginable journey. She wrote a memoir about her escape soon after she arrived in Vienna, where she lived with a relative.

Esther eventually moved to the United States and completed her education, earning a Master of Science Degree in Library Science and a Ph.D. in Communications. After a career as a librarian, she joined IBM and worked in executive communications for many years.

I was completely enthralled and amazed as I listened, week after week, to Esther's story, as she described her life under Communist rule, the destruction of her family's nobility, the executions of her relatives and friends, and her escape to find freedom. And here was Esther, now, sharing her story with me and my fellow class members. It was rather surreal to contemplate what an experience such as Esther's would have been like had it been my life. I was awe-struck that Esther was not only forced to experience such an ordeal, but that she lived to tell us about it.



At our last class, Esther arrived in traditional Hungarian dress, sharing a special slice of her life in Hungary with us.



What a gift I found in Esther's presentation. She is truly a remarkable woman and her course was a very memorable experience for me.

Thank you, Esther, for inspiring me with your strength, courage, and determination in your quest for freedom. And thank you also for giving our class such an incredible gift!

## Our Party Venue: The Aula

30



**The Aula** is the name of the large room where VCLLI holds its end-of-year parties. The name, derived from Latin, can refer to a court, courtyard, or a large hall, often used as a classroom.

It is located in **Ely Hall**, which has a long history.

In 1887, through the efforts of Vassar Professor Achsah Ely and others, money was raised from trustees, alumnae, and students, to build what was called the Alumnae Gymnasium. The building was used as a gym until the opening of the Helen Kenyon Hall of Physical Education in 1933.



Today, Ely houses the Department of Earth Science and Geography, the A. Scott Warthin Jr. Museum of Geology and Natural History, and The Aula. Sources: <https://vcencyclopedia.vassar.edu/buildings-grounds-technology/buildings/alumnae-gymnasium-ely-hall/> and [https://en.wikipedia.org/wiki/Ely\\_Hall](https://en.wikipedia.org/wiki/Ely_Hall)

What was originally the large exercise room of the gym, renamed The Aula, is now used for campus events, including art shows, conventions, performances, and parties such as ours.



Tables awaiting the arrival of LLI members.

LLI party organizers: Rachel Etkin, Mihai Grunfeld, Maureen King, and Terry Quinn.







## Images of the VCLLI End-of-Year Party

31

May 16, 2025

Photos by Marian Pompa





One of the articles in the Spring 2025 issue of VQ, (*Vassar Quarterly*), the magazine for Vassar College alum, focused on the **100<sup>th</sup> anniversary of the Vassar Arboretum**. Vassar President Elizabeth Bradley wrote: *How fitting that a liberal arts college—where developing healthy habits is fundamental to learning—would have an arboretum to foster not only beauty, but also the physical and mental health of all who take the time to enjoy it.*

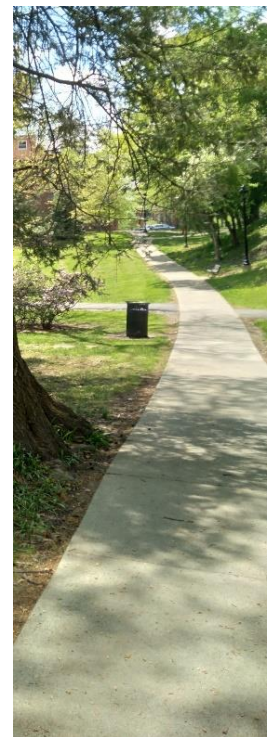
Matthew Vassar originally conceived of the campus design to be an integral part of the educational program.

In 1925, the landscape architect, Beatrix Farrand, hired as Consulting Landscape Gardener to the college, started the arboretum.

In 2024, Vassar joined the *Campus Nature RX* network of colleges and universities to *familiarize the community with the many opportunities to engage with greenspace and to promote awareness of nature's healing powers.*



VCLLI members **Paul Hirsch** and **Ellen Waggener** eat lunch at a table outside Blodgett Hall.





## Do You Want to Know Who Runs the LLI Show?

33

Check out the info below.

VCLLI is administered by a **General Council**:

the Chair: **Mihai Grunfeld**

Vice Chair: **Neila Radin**

Treasurers: **Yvonne Sewell & Carolyn Lampack**

Secretary: **Maribeth King**

At-Large Members: **Carole Wolf, Terry Quinn;**

and the **Chairs of Committees**:

Executive Committee, Chairs: **Mihai Grunfeld, Neila Radin.**

Curriculum Committee, Chair: **Sybil DelGaudio**

Classroom Managers Committee Co-Chairs:

**Nora J. Quinlan & Patricia Fitzpatrick** (in-person classes);

**Rob Cohen** (Zoom classes)

Membership and Registration, Co-Chairs: **Sudhir Desai & Paul Stoddard**

Hospitality Room Committee, Chair: **Tim Ryan**

Special Events Committee, Co-Chairs: **Diana Salsberg & Terry Quinn**

Communications Committee, Chair: **Joanne Valeo**

Newsletter Editor: **Jo Hausam**

Phone Support Coordinator: **Howard Spilke**

Course Catalog Managers: **Sybil DelGaudio, Neila Radin, Beth Hayes**

Photographers: **Sarah Kennedy & Marian Pompa**

Newsletter and Catalog Artwork: **Marty Zlotkin**

Webmasters: **Mihai Grunfeld, Neila Radin, Rachel Etkin**

Member Engagement Committee: **Ed Kinkade**

Transportation Committee: **Terry Quinn**

**Administrative Assistant: Rachel Etkin**

**The time and effort of these committed volunteers keep the program alive and on track.**



Rachel Etkin, Sybil DelGaudio, and Sudhir Desai relaxing in the Kenyon Hall lobby.

### **Vassar College Lifelong Learning Institute**

124 Raymond Avenue, Campus Box 160,  
Poughkeepsie, NY 12604

**Office:** Blodgett Hall, Room 115

**Phone:** 845-437-7229

**Email:** [lli@vassar.edu](mailto:lli@vassar.edu)

**Website:** <https://pages.vassar.edu/lifelonglearning>