

SOUTHERN CONNECTICUT MENSA CHRONICLE

If you or someone you know would like to be a speaker at our monthly dinner, please contact Jim Mizera at 203-522-1959 or Jmizera@hotmail.com. The dinner is held the third Saturday of the month.



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going back to 2000 are available on the Internet at <http://scm66.org> (Note: this is a new URL). You can download the latest e-mail version of the Chronicle there, as well as previous issues. All issues are in read-only Adobe Acrobat format so there is no chance of viruses accompanying the files.

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Southern CT Mensa is looking for an Activities Coordinator. If you would like to fill this position, please contact President Rick D'Amico at usamarbiol@aol.com

SCHEDULE OF CHAPTER EVENTS - NOVEMBER

Friday, November 9, 7:00 *Southern CT and Western MA Joint Dinner*
 Monthly dinner at the Old Sorrento Restaurant, Newtown Road, DANBURY, CT. Interested Mensans should contact Ward Mazzucco at (203) 744-1929, ext. 25, wjm@danburylaw.com, or Rev. Bill Loring at (203) 794-1389, frbill@mags.net.

 Saturday, November 17, 6:30
Monthly Dinner at Tonelli's Restaurant
 41 Grassy Plain St, Bethel, CT 06801. Steve Gould, Secretary of the Danbury Railway Museum, and his assistant Pete McLachlan, will give a presentation on the history of the railroads in Connecticut. He will discuss the first railroads in the state, the coming of the New York, New Haven and Hartford lines, how the New Haven Railroad became dominant, the decline and bankruptcy of the New Haven and the Penn Central, and also the present and future of commuter trains, Amtrak, and freight railroads. Steve will also tell us about the Danbury Railway Museum and the activities of

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railroad buffs. Dress is casual. Before the presentation, we will enjoy dinner. Choose what you like from the menu; restaurant adds tip onto the bill. You can bring a donation of money or food to benefit the Connecticut Food Bank. Contact Jim Mizera, jmizera@hotmail.com, 203-522-1959, for information and reservations. Guests are welcome. Restaurant review: <http://acorn-online.net/acornonline/bestbets/bbets05-04-21.htm> If you have suggestions for other places we can meet or how we can run our dinners better, please contact chapter President Rick D'Amico at usamarbiol@aol.com.

Directions FROM STAMFORD: Take I-95. Merge onto US-7 Connector NORTH via EXIT 15 toward Norwalk. Take US-7 Connector to Main Ave. / US-7. Continue to follow US-7 North about 2 miles. Turn LEFT onto US-7 / CT-33 / Westport Rd. & continue to follow US-7 about 5.5 miles. Turn RIGHT onto School St. / CT-107 / CT-57. Follow CT-107 about 1.5 miles. Turn slight right onto Redding Rd / CT-107. Follow Redding Rd. 5.7 miles. Redding Rd becomes CT-53. Go about 3 miles to the Restaurant, on the left at 41 Grassy Plain St. FROM BRIDGEPORT: Take CT-15 SOUTH / Merritt Pkwy Exit 44 toward CT-58 / Fairfield / Redding. Turn LEFT onto Congress St. Turn RIGHT onto Black Rock Tpke. / CT-58. Follow CT-58 about 15 miles. Turn LEFT onto CT-302 / Milwaukee Ave. Turn LEFT onto Greenwood Ave / CT-302 and go about 1.5 miles. Turn SLIGHT RIGHT onto Grassy Plain St. / CT-53. <0.1 miles Map Go about .1 miles to the Restaurant,

If you wish to comment on articles or submit material, please write or e-mail Jim Mizera at PMB #181, 7365 Main St., Stratford, CT. 06614-1300, Jmizera@hotmail.com. E-mail submissions are preferred. Please include your name, address, and e-mail address or telephone number. Anonymous material will be rejected, although names will be withheld on request. Items will be returned if accompanied by a self-addressed, stamped envelope. Currently, the deadline for postal submissions is the 15th of the month preceding publication, and the 20th of the month for e-mail submissions.

at 41 Grassy Plain St.
 FROM HARTFORD & I-84: Take I-84, EXIT 8 toward
 Newtown Rd. / Bethel. Turn SLIGHT RIGHT onto US-6
 W. 0.1 miles Turn SLIGHT LEFT onto Newtown Rd.
 1.2 miles Turn LEFT onto Old Shelter Rock Rd 0.5
 miles Turn SLIGHT LEFT onto Cross St.. 0.1 miles
 Turn LEFT onto Shelter Rock Rd < 0.1 miles Stay
 STRAIGHT to go onto Shelter Rock Ln 0.4 miles 13:
 Turn RIGHT onto Great Pasture Rd. 0.2 mi. 14: Turn
 LEFT onto South St / CT-53 / Lower South St. Continue
 to follow CT-53. 0.7 mi.

TENTATIVE SCHEDULE OF EVENTS FOR DECEMBER

Friday, November 14, 7:00

Southern Connecticut and Connecticut/Western Massachusetts Joint Dinner

See information above

CONNECTICUT AND WESTERN MASSACHUSETTS CHAPTER UPCOMING EVENTS

This is not a complete listing WE - Weekly Event,
 ME - Monthly Event, YE - Yearly Event CT & W.
 Mass Calendar Editor Gisela Rodriguez, (860)
 872-3106, email: lilith@snet.net.

Mensans on the Radio: C&WM Mensan Janine
 Bujalski is on the airwaves every 1st & 3rd
 Friday 6-10 a.m. on 89.5FM, WPKN in
 Bridgeport, CT. There is a limited internet broad-
 cast - about 25 can listen simultaneously at
 www.wpkn.org . From 6-9 AM there's jazz, blues
 & music from Brazil and from 9-10 AM the
 music is from Louisiana, mostly Cajun & zydeco.
 C&WM Mensan Will Mackey is hosting Friday
 evening Classics from 4:00 p.m. until 7:00 p.m.
 weekly on 91.3 FM, WWUH, in West Hartford.
 The name of the program is "What You Will" and
 its focus is chamber music.

For event listings in the Media, leave a message
 for me by the 10th of the previous month at
 (860) 872-3106 or email Lilith@snet.net Subject:
 Calendar There's also the [CWM-Announce]
 upcoming events reminder email list, which I
 send out *approximately* weekly. Subscribe
 and unsubscribe options are located at
<http://lists.us.mensa.org/mailman/listinfo/cwm-announce>
 for your convenience. And any
 Mensan who wants to notify their fellow Ms
 about any late-breaking event s/he wants to
 share with our delightful chapter, please email

me ASAP with the details and I'll get it out to
 the list. You may also check the website
www.cwm.us.mensa.org for our calendar
 updates.

NOVEMBER

1, 8, 15, 29 Thursdays 7:00 pm

Scrabble

(ME) at Emmanuel Synagogue, 160 Mohegan
 Drive, West Hartford. Ellen Leonard, 860-667-
 1966 (Please call first to make sure this is hap-
 pening today, canceled on Jewish holidays.)

2 Friday 5:30 pm

Happy Hour in Wallingford (ME, 1st Fridays) Ann
 Polanski (contact her at 203-269-4565 or
ann.polanski@rfsworld.com) hosts us upstairs
 at George's II Restaurant, 950 Yale Avenue,
 Wallingford, CT 06492 Phone: 203-269-1059.
 Directions: Exit 66 off Wilbur Cross Parkway.
 Turn left (south) onto Rte 5. Take first left that's
 not a highway entrance onto Yale Avenue.
 George's II is in the Yale Plaza on the right.

3 Saturday 3:00 & 8:00 pm

ShoreGrass at NOMAD (Northeast Music, Art and Dance) Festival

3:00 The Shaws with Jerry Rasmussen and
 The Patons

8:00 ShoreGrass with special guests Stacy
 Phillips and Rick Brodsky

191 Mitchell Drive, Wilbur Cross High School,
 New Haven, CT

Ticket prices vary, Info: www.nomadfest.org.

Members of ShoreGrass (including M Barbara
 Shaw) will join Jerry Rasmussen and Sandy &
 Caroline Paton at 3:00 for a program called
 "Sing Me a Story" and ShoreGrass will present a
 concert of old and new bluegrass, folk, country

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 mat so there is no chance of viruses accompanying
 the files.

and original music at 8:00 pm. This annual festival includes dance sessions, music from around the world, instrument workshops, crafts, sings, jams, food and more. Info: (203) 372-3890 or (203) 372-8632 or www.nomadfest.org.

7 Wednesday 6:00 pm

Happy Hour in Madison (ME, 2nd Wed) This one is at the Dolly Madison Inn in south-central CT. The Dolly is located just off Route 1 at 73 West Wharf Road, Madison 06443, phone 203-245-7377. We'll meet around 6 PM. There is free lounge food for patrons, and there are burgers and salads to order if you like.

Directions: Take I-95 to exit 61 Rt. 79. Go south on Rt. 79 toward Rt. 1 and Madison center for 0.5 mi. Take a right (west) onto Rt. 1 and drive 0.4 mi. to West Wharf Road. Take a left (south) on W. Wharf and drive 0.3 mi. to the Dolly Madison Inn. Parking is available next to the Inn and across the road in the large lot. Questions? Contact Joe Wonowski at 203-785-2998 weekdays, and 203-457-9770 evenings. Hope to see you there!

9 Friday 6:00 pm **Diner Dinner** (semimonthly, 2nd and 4th Fridays) at Olympia Diner, Rte 5, Newington, just north of the Berlin town line and North East Utilities. Menu ranges from toasted cheese sandwich to steak and fish dinners. Basic bar menu available, no happy hour prices, but the food is good and very reasonable. Questions? For info, contact Howard Brender at 860-635-5673 or howiebren@aol.com

9 Friday 7:00 pm **Connecticut Butterfly Association** The Connecticut Butterfly Association is having its fall indoor meeting in Yale University's Peabody Museum Auditorium, 170 Whitney Ave., New Haven. Robert Michael Pyle presents "Swallowtail Seasons: The First Butterfly Big Year." He will be available to sign books from 7:00-7:30 (for those who own his books--they will not be for sale), the talk will

begin at 7:30. More info is available at www.ctbutterfly.org. I will be there in a yellow sweatshirt! It is free and open to the public--folks can contact Mensan Diane Adams for more info at ButterflyPR@comcast.net or 860-526-1993.

15 Thursday 6:00 pm **Dinner in downtown New Haven**

(ME, 3rd Thursday) We'll try a new restaurant each month! This month at Sahara Mediterranean Cuisine and Pizza, 170 Temple Street, New Haven (203-773-3306). Minutes from I-95, Exit 47. Street parking or municipal garage at Crown and Temple Sts. Questions? Contact Mindy Hoffer at 203-785-1075 or mindyhoffer@yahoo.com

15 Thursday 6:30 pm **Pioneer Valley Dinner** (ME, 3rd Thursday) at Aqua Vitae Italian Restaurant, route 9 in Hadley, MA. Join us. Conversations, friendship, solve the world's problems, drink and eat. Questions? MargotZalkind@aol.com

23 Friday 5:00 pm **Happy Hour** (ME, 4th Friday) Colonial Tymes, 2389 Dixwell Ave, Hamden. Located about 1/2 mile north of Exit 60, Wilbur Cross Parkway. We are now reserving the middle tables on the left as you walk in the bar. Dinner is a possibility if enough people are interested. Come on down and join us this month, we'd love to see ya. Contact Gail Trowbridge (203) 877-4472 or Gail.Trowbridge@att.net.

28 Wednesday 12:00 noon
Middlebury Lunch (ME, last Wednesday) at Maggie McFly's in Middlebury, visible on the right from Rte. 63 just south of the Rte 63 and

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Rte 64 intersection. This intersection is at the end of a long ramp at Exit 17 on Rte 84 west. From this exit, turn left at the 63/64 intersection. If you use Exit 17 on Rte. 84 east (heading toward Hartford), turn left off the exit ramp and see Maggie McFly's on your left. Contact

Richard Fogg at 860-274-2370 for more info.

LOOKING AHEAD

DECEMBER

8 Saturday Noon

Let's Do Lunch

at Rein's Deli again at noon

<http://vernon.reinsdeli.com/orderze/SMenu/1/Menus.aspx>. You don't have to come to the book discussion afterwards, but you are certainly invited to do so if you like. Remember, look for the yellow balloon. Contact Bob Smith at 860-872-3106 or BoboRobDOS@snet.net

8 Saturday 2:30 pm

Book Discussion

War on the Middle Class by Lou Dobbs.

Saturday 12/8/2007 at Bob & Gisela's house at 2:30 pm. Contact Gisela Rodriguez at 860-872-3106 or Lilith@snet.net

JANUARY

26 Saturday 2:30 pm

Book Discussion

How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day by Michael J. Gelb, at Pam Guinan's house at 2:30 pm on Saturday 1/26/2008. As this is a book of exercises, it might be cool for each of us to select an exercise or two ad libitum, and then share our experiences at the discussion. All welcome to join in (kibitzing specialists included); contact Pam Guinan at 860-563-5761.

REGIONAL GATHERINGS

November 23 - 25, 2007

2007 BRILLIANCE BY THE BAY

REGISTER BY AUGUST 15 FOR BEST \$65 RATE

All the fun happens again at the Holiday Inn Golden Gateway, 1500 Van Ness (at Pine), San Francisco, CA 94109. To reserve a room, call 800-HOLIDAY or 415-441-4000 and mention Mensa Brilliance by the Bay and our group code "AME" to get the RG rate. SR/DR/TR/QR only \$97 + tax (20th floor & above \$119). Room rates guaranteed to Oct.31. Parking \$23/night for overnight guests with in/out privileges.

Register online at www.sfmensa.org/rgreg.html and use PayPal® or send completed form with a check payable to "San Francisco Regional Mensa" to: SFRM RG, c/o Susan Heimlich, Registrar, 1960 Park Blvd., Palo Alto, CA 94306.

Registration: (check all that apply)

Meals: (check all that apply) FULL WEEKEND

DAY TRIPPER

Children 17

and under: half price

Nov. 22 (details will be provided)



FROM THE REGION I VICE CHAIRMAN*Lori Norris*

November: the traditional month for giving thanks. But as I discovered years ago, life is much simpler when I make the effort to be thankful every day or at least most days. What I'm thankful for: my family, my husband, my son. I'm thankful for a job that I enjoy. And I'm continually thankful for Mensa - the friends I'm making, the fun that I'm having, and the increased self-confidence I've achieved. Of course, I still enjoy celebrating Thanksgiving with family and friends. I confess I am one of those people out shopping in the wee hours the morning after Thanksgiving. We shop for Adopt-a-family for Christmas gifts and we get some great buys. It feels good to shop for those less fortunate than us and even better to be able to get more for less.

In October, Ron and I attended Connecticut and Western Massachusetts Mensa's MensAutumn. It was a very interesting weekend. First off, all the meals were included in the price of registration and the food was good. Speakers were varied and the topics they covered included dance lessons, Celtic lore, TV from the sixties and now, and, to continue the dog tradition, seeing-eye dogs. A representative from Fidelco Guide Dog Foundation brought her foster dog to spend some time with us. If you've ever been interested in raising a seeing-eye dog, check out their website. Okay, there was food and speakers. What have I forgotten? Oh, the people. We spent time with a couple from Ohio who were touring New

England for a week. I also had the pleasure of meeting a former national chairman from Australia, Bill Fisher and his wife Cyndi, who are taking a six-week vacation touring the U.S. and enjoying as many Mensa events as they can. They flew out the day after the RG, headed for Yellowstone Park, and plan on returning for Liberty Bell and then Chicago's Weem. So far, I haven't made it to Weem, but from what I've heard it's one heck of a party! Someday, hopefully, we'll be able to attend.

As I write this column, Ron and I are awaiting the arrival of our guests for a games night. Our Australian friends taught me Grabble, a new fast moving and competitive version of Scrabble. It requires a quick mind and quick fingers. I look forward to playing it.

November brings Summer of Love, the Boston Mensa Regional Gathering. Come celebrate as they revisit the summer of 1967. I was much too young to remember that year, but I'm sure it'll be great fun. And my husband gets to wear some of his tie-died t-shirts (how can one man own so many). Check out the website at <http://bostonrg.org>. Hope to see you there or somewhere.

- Lori

THE OCTOBER DINNER TECHNOLOGY AND CHARITY

Charitable organizations, whether here or abroad, require technology to get their job done. At our October dinner, we heard just how technology helps one major charity, Save the Children, accomplish its worldwide humanitarian mission. Lee Steuber, Deputy Chief Information Officer for Save the Children (Westport, CT) and a former Southern CT Mensa president, gave us an overview of STC's work and an inside look at how computers and communications help relief efforts across the globe.

Everyone in the audience had heard of Save the Children and that's not surprising. It is one of the oldest and best-known charities in the world. Save the Children started in Great Britain in 1919 and the U.S. organization just celebrated its 75th anniversary. It has offices in 28 countries and provides charity in 40 nations.

The Work of Save the Children

Lee said that Save the Children's efforts are organized into two areas - development work and emergency aid. The development work consists of daily efforts to improve living conditions among destitute populations of the earth. She stressed that Save the Children's development work is aimed "not just at giving a meal," but at giving children a future. It provides nutrition and agricultural help, medicine and treatment for AIDS and other communicable diseases, and it works to prevent disease by improving sanitation, water supplies, and defenses against mosquitoes that spread malaria. It also provides education, including setting up schools in refugee camps, and strives to get children to stay in school at least until they are ten years old.

In the U.S., Save the Children does much of its work in Louisiana, Mississippi, Appalachia, and immigrant communities in the Sun Belt and western regions. Lee reported that two major campaigns of STC in the U.S. are its literacy and anti-obesity programs.

STC started its special emergency division 15 years ago during the earthquake in Iran. "When disaster strikes," Lee explained, "we want to be

on the ground within 48 hours." Save the Children has done just that after disasters such as the tsunami in Southeast Asia and Hurricane Katrina. In both crises, Save the Children workers set up communications with the outside world that helped victims contact relatives and emergency workers direct aid to the most urgent areas.

Technology and Non-profits: Doing More with Less

One of the first things you notice when working for non-profits, Lee said, is that they definitely lag behind in technology. Sometimes in the Third World, she noted, relief sites don't even have electricity and have to run equipment off car batteries. "Save the Children is not on the leading-edge in the non-profit world," she offered, "but it is near the front."

Save the Children has used technology in the office and in the field to accomplish more. In their headquarters in Westport, they use fundraising software to manage their collections and outreach. In the STC outposts, STC has used software in managing logistics. Lee gave the example of FACTS, a web system donated by Microsoft to track food and commodity shipments and supplies. STC is using the system now in Latin America to cut down on paperwork, phone calls, and travel to check on inventory and the timeliness of shipments.

One program Lee shepherded through Save the Children was the PDA (personal-digital-assistant) program. Putting applications on PDA's saves time and effort in data collecting. Before PDA's, if an area lost power, workers lost their data. Now STC's field workers can gather data more quickly and securely, and even include official photos where necessary.

Donors, especially foundations and grant organizations, want to see results and so Save the Children has used technology such as PDA's to document the results they have gotten in various projects like their literacy campaigns. In efforts like these, STC has used long-distance courses for training field office workers and

teaching children, and donors can go online and learn about these successes.

Cell-phones have also made a major difference. Save the Children relief workers in villages and camps now have better communications with the national offices, and can give updates more frequently, especially during emergencies.

STC is the leader in NetHope, a consortium of several major charities, including World Vision, CARE, Atlanta, and Oxfam, to share technology in undeveloped areas of the world. Because of the lack of electricity in poor areas, aid workers find it difficult to collect data, contact headquarters and emergency crews, use the Internet, provide education, and many other tasks. NetHope allows them to collaborate in using scarce technology such as conference equipment.

One novel benefit of technology is that it now allows donors to electronically "visit" a community, "meet" and talk with children and program leaders at project sites, and see their donation dollars at work.

Working for a Non-Profit: What's It Like

This is the first time that Lee has worked for a non-profit; previously she worked for Pepsi and as an independent consultant. She spent some time reflecting on the similarities and differences in working for businesses and charities. Some things remain the same, Lee noted ruefully; she still faces too many meetings and too much e-mail. But the differences are evident. She feels more of a clear-cut mission working for STC and accepts the fact that non-profit workers take home a smaller salary with no bonuses and no perks such as first-class flights for managers.

Charity organizations make decisions differently. "Working for a non-profit is more consensus-driven," Lee said. "Things move more slowly unless there is an emergency." On the other hand, it is easier to become familiar with the top people in the organization. At Save the Children, Lee feels she knows the highest-ranking officers and their abilities quite well.

For the relief workers in the field, there is a very stark difference; the work can be dangerous and

horrifying. Working in Iraq, they see corpses daily. In Darfur, the dead are piled up in gruesome numbers. "The refugee camps are safe," Lee said, "but things may not be very safe at all just one mile away." In disaster or war-torn areas, relief workers become aware that while they can help, they can't eradicate the problems. They must relieve what suffering they can and offer hope in seemingly hopeless situations.

Lee told a story that highlighted the poignant dilemmas relief workers face. She was helping one of STC's field workers prepare for his assignment in Afghanistan, and the worker's young daughter gave him a Barbie doll to give to some Afghan youngster. But he couldn't give it away in front of a crowd of needy children; it would seem unfair to the other children for him to single out any one of the impoverished youths for the gift. So he had to wait for a moment when he could give it to a young girl alone. He captured the moment on film for his daughter, and Lee shared this picture with us on the computer slide show she brought along.

We saw many other photos of relief sites, some provided by STC's emergency crews and some by their development workers. Pictures of village life in Afghanistan, devastated landscapes of the tsunami stricken areas of Asia, and the disaster zones of New Orleans after Katrina were a few of the most vivid shots.

While Lee and her technology staff don't travel nearly as much as the relief workers, she has traveled for business meetings to Istanbul, Ethiopia, London, Cairo, and Bangkok, and was preparing for a trip to Panama the day after the dinner. She had some photos of her travels to STC conference sites around the world, including a memorable shot of her riding a camel in Egypt amidst the pyramids.

Fundraising

Charity work begins with donations. Save the Children gets about one-half to two-thirds of its funds from foundations and government grants, and the rest comes from individuals. Lee cited the Gates foundation as a very generous donor, giving Save the Children \$38 million in software. Donors will be pleased to know that Save the Children spends 90% of its

revenue on programs and only 10% on administrations and solicitation. For those who want to learn more about how their charitable donations are spent, Lee recommended the web site www.charitynavigator.org, which provides data on what percentage of their funds charities spend on programs. Another Mensan recommended www.give.org, which does similar work.

Questions and Answers

Mensans had a number of questions for Lee about STC's humanitarian work overseas. How does Save the Children work with foreign governments and ordinary citizens in countries hostile to the United States? Lee said that Save the Children is a NGO (non-governmental organization) but that it often works very closely with Third World governments. Even in countries antagonistic to the United States, STC wins the trust of residents by letting them know right away the humanitarian projects they will be undertaking. This means getting publicity out in the communities, and providing training for teachers, health-aides, and social workers.

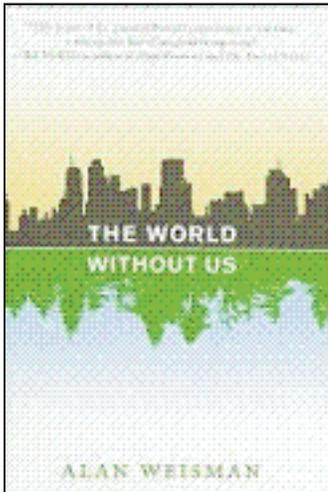
What did Lee think about technology issues in the developing world such as the \$100 laptop computer and the ban on DDT use? She said that in countries where income is only about \$1 a day, laptops will not provide much help and shouldn't be high on the priority list. But in countries of greater means, such as South American countries where yearly incomes average \$1000, development workers can make good use of inexpensive computers to train the poor for office jobs.

As for DDT use, Lee stated that foreign aid officers were debating the ban, which has been blamed for millions of deaths. Consequently, the ban has been relaxed somewhat; in some countries, public health workers can now spray insecticide on mosquito netting to guard against malaria.

Continuing the Work

As Lee parted to prepare for her trip to Panama, many Mensans who remember her well from her work as a Mensa officer in the 1990's, paused to thank her for her informative talk and wished her well in her job. If you wish to help Save the Children or learn more about its work, you can visit their website at www.savethechildren.org.

NEXT MONTH: Steve Gould, Secretary of the Danbury Railway Museum, and his assistant Pete McLachlan, will be on hand to talk about the history of the railroads in Connecticut. Mensans thoroughly enjoyed Pete's presentation last fall and look forward to another intriguing discussion in November.



BOOK REVIEW

By Rick D'Amico

The World Without Us
by Alan Weisman

The World Without Us is the latest work of Alan Weisman, a senior editor and producer for Homelands Productions. One of his previous books, *Gavoitas: A Village to Reinvent the World*, won the 1998 Social Inventions Award from the London-based Global Ideas Bank and was reprinted in many magazines. In 2005 he wrote an article in Discover Magazine entitled Earth Without People, upon which this book is based.

Imagine for a moment that all humanity suddenly disappeared from the earth but its infrastructure remained intact. Would the earth revert back to the way that it was before us? After researching the question and consulting many scientists, Weisman speculates on what would very likely happen.

As a Northeasterner, I found Weisman's analysis of the future of Manhattan particularly provocative and extremely well thought out. He gives a very plausible description of how things will fall apart and what will last. He then proceeds to reason why the vegetation in Manhattan would not return to what was 200 years ago - the species that have arrived in the New World since then would hold their own with the native species and give us new metro-landscape. Without giving too much away, I can tell you that Lexington Avenue would see some big changes.

Although man's structures will ultimately crumble, some of man's legacy will remain. In his chapter "Polymers Are Forever," Weisman

describes how plastic will find its way into the future. Although someday geological processes may turn plastics back into the oil and coal from which they came, they will be around much longer than most of man's other creations.

In a chapter entitled "The Petro Patch," Weisman speculates what would happen to the petroleum infrastructure. Without human management, explosions and fires would run rampant, and pollute the air and poison the environment.

The author also considers how man's absence would affect the balance of nature and forecasts the many species that would benefit and the few that would diminish in the post-human world. Some of his projections are counterintuitive; for example, you probably wouldn't think of cockroaches as one of the losers.

This book is very well thought-out and researched, with a noteworthy bibliography and ten pages of acknowledgements. As a biologist, I found this book very intriguing reading. More often than not, I agreed with his predictions of the flora and fauna that would take over man's ecological niche. Paradoxically, I suspect that this book will help readers better understand mankind's current impact and his importance to this world.

Hardcover: 336 pages

Publisher: Thomas Dunne Books (July 10, 2007)

ISBN-10: 0312347294

COMMENTARY

by Gerard Brooker, Ed.D.

"When you go home, tell your friends that we are a normal nation," my Israeli guide said to me one recent searing hot afternoon as we passed by Ramallah, the official site of government for the Palestinian Authority. "Tell them to come to beautiful Israel."

It was at first a little unnerving to pass through a variety of check-points and armed guards, and to see the settlements as well as the controversial walls that separate Israelis from Palestinians and easy terrorist attacks.

To be sure, it is an uneasy time in Israel right now, as one never knows where or when the next human bomb or rocket will explode. It is a restless time trying to hide under the guise of normalcy. Anger and self-righteousness remain high on both sides over the proposed Palestinian state, and who has the right to the contested land.

At the moment, negotiations are at a standstill. The situation desperately needs U.S. intervention, yet the Bush administration does little but rattle sabers at Iran, something the Israelis do not really need. An air strike from the U.S. on Iran, even a so-called "surgical strike" on military and/or nuclear facilities, will only worsen terrorist activities in the Mid-East.

Israel is a most beautiful country - the land of Jerusalem, the Dead Sea, Masada, Nazareth, Qum Ran - where the Dead Sea Scrolls were discovered, and Tel Aviv; a land of deserts and mountains, and green pastures irrigated by the blue waters of the Sea of Galilee.

Ironically, its very beauty and religious significance made it a bit sad to be there, as I wondered how much more hatred, destruction and killing might occur in the name of religion, its varied presence always hovering over the Old City of Jerusalem, an extraordinary historical and religious place where holy sites of different religions tumble over each other. The Garden Tomb of Jesus is across from the Muslim

Quarter, and Gethsemane, where Christians believe that Jesus prayed the night before His death, is situated on the Mount of Olives, a stone's throw from the largest Jewish cemetery in the world, and overlooking the Dome of the Rock, built by Moslems in 632 A.D., and more recently covered in gold.

Praying at the Wailing Wall in the Old City is an extraordinary experience. As I put a note (kvitlach) for peace into one of the cracks in the wall, I thought about the significance of being where the Romans destroyed the Second Jewish Temple about 2000 years ago. Yet, it is still a place of contention as it is part of the foundation of the Dome of the Rock, and those who want to rebuild the Solomon Temple would need to destroy mosques near the Temple Mount, an area of great reverence for Muslims.

Most of the Via Dolorosa, where Christians believe Jesus carried the cross, is in the Muslim section of the Old City. As I walked the way of the crucifixion, an Arab called after me. I had given him one shekel too many and he insisted, as a true follower of the Koran, on returning it to me.

Perhaps the most memorable experience for me in Jerusalem was the Yad Vashem Holocaust Museum. As I walked into the almost dark inner core of the Children's Museum section that honors the million and a half children murdered in the Holocaust, I was asked to trust walking into the darkness when suddenly the entire ceiling was lit up by a thousand points of light refracted from one simple candle. It takes more than three months, non-stop, to read the names of the children.

I prayed for the rise of the Messiah, the Jewish Goddess Eloah, Jesus, Allah, for someone who yearns to bring peace to the Holy Land, and who has the vision, determination, skills and daring to make it happen.

GOOD WINE CHEAP

(and good food to go with it)

This month's column has less to do with wine and food pairing and more to do with just fun things to do in the Fall. The wines mentioned are from our recent trip along the Hudson Valley Wine Trail. The recipe is a very easy answer to the question, "I was invited to a holiday dinner party. Out of politeness, I asked if I could bring something. And, OH MY GAWD, they actually said yes! Now what do I do?" Calm down, this is a very simple recipe.

We got off the NYS Thruway at the New Paltz exit and traveled down Route 9W to the Village of Marlboro. On a side road at the edge of the village is the Stoutridge Winery. This is a brand new winery that is just releasing its first wine. Their very technical and informative tasting featured wines primarily from producers in the Finger Lakes region, where the owner/wine-maker worked and went to college. Stoutridge's first release is a dry and crisp but fruity white made from the Vidal Blanc grape. It's a perfect choice for fish or chicken or as an aperitif and costs \$12 a bottle. After visiting the winery, we stopped back in the village for lunch at the Raccoon Saloon for "The best hamburger in the Hudson Valley", some killer onion rings, and an absolutely gorgeous view of the Hudson River from our table.

After lunch, we wended our way up the mountain to Glorie Farm Winery. This view here was not just beautiful but spectacular. You can see for about 30 to 40 miles over the Hudson Valley. After a very entertaining tasting, I actually bought a mixed case. The wine that I want to highlight here is a red called Red Monkey. This is an interesting blend of Cabernet Sauvignon, DeChaunac (a French-American hybrid), and Noiret (an innovation from the Geneva Experimental Station) grapes. The nose and initial taste are reminiscent of a Bordeaux, but the mid-taste through finish is similar to the country wines of the South of France. This wine would match well with pot roast or pork loin and gravy. Once again, this wine sells for \$12 a bottle.

This just scratches the surface of wonders to behold at the now 42 vineyards to be found in the Hudson Valley and Catskill Mountain wine region. For more information, go to NewYorkWines.org or google for wineries in your own state, particularly Pennsylvania, Connecticut, Maryland, Virginia or the Carolinas. Be prepared for a wonderful food, drinks, beautiful landscapes and a chance to meet people who truly love their work.

BEAN AND GROUND BEEF CASSEROLE

(This recipe has been floating around our family for years.)

Ingredients:

1 lb. ground beef
 1 diced onion
 1 can pork and beans
 1 can lima beans drained
 1 can dark red kidney beans drained
 1/2 cup brown sugar
 1/2 cup catsup
 1 tbsp. mustard (whatever kind you got)
 and, about 1/2 lb. bacon.

Cook the ground beef and onion together in a frying pan until all meat is brown. Drain excess fat (This will not be necessary if you use 90% lean meat). Combine all ingredients (except bacon) in a 2 1/2 or 3 quart casserole dish and top with enough bacon to cover. Cook in a pre-heated oven for one hour at 350 degrees. This will generally serve about 8 people as a side dish. And, the amazing thing is that people will actually ask you for the recipe.

RUMINATIONS**THE TRAINING OF THE IMAGINATION**

A.C. BENSON

Master of Magdalene College, Cambridge from
Cambridge Essays on Education (1919)

Ch. 3

IT might be hastily assumed by a reader bent on critical consideration, that the subject of my essay had a certain levity or fancifulness about it. Works of imagination, as by a curious juxtaposition they are called, are apt to lie under an indefinable suspicion, as including unbusinesslike and romantic fictions, of which the clear-cut and well-balanced mind must beware, except for the sake, perhaps, of the frankest and least serious kind of recreation. Considering the part which the best and noblest works of imagination must always play in a literary education, it has often surprised me to reflect how little scope ordinary literary exercises give for the use of that particular faculty. The old themes and verses aimed at producing decorous centos culled from the works of classical rhetoricians and poets. No boy, at least in my day, was ever encouraged to take a line of his own, and to strike out freely across country in pursuit of imagined adventures. Even English teaching in its earlier stages seldom aimed at more than transcriptions of actual experience, a day spent in the country, or a walk beside the sea. Only quite recently have boys and girls been encouraged to write poems and stories out of their own imaginations; and even now there are plenty of educational critics who would consider such exercises as dilettante things lacking in practical solidity.

But I desire in this essay to go further back into the roots of the subject, and my first position is plainly this; that imagination, pure and simple,

is a common enough faculty; not perhaps the creative imagination which can array scenes of life, construct romantic experiences, and embody imaginary characters in dramatic situations, but the much simpler sort of imagination which takes pleasure in recalling past memories, and in forecasting and anticipating interesting events. The boy who, weary of the school-term, considers what he will do on the first day of the holidays, or who anxiously forebodes paternal displeasure, is exercising his imagination; and the truth is that the faculty of imagination plays an immense part in all human happiness and unhappiness, considering that, whenever we take refuge from the present in memories or in anticipations, we are using it. The first point then that I shall consider is whether this restless and influential faculty ought not in any case to be "trained", so that it may not either be atrophied or become over-dominant; and the second point will be the further consideration as to whether the faculty of creative imagination is a thing which should be deliberately developed.

In the first place then, it seems to me simply extraordinary that so little heed is paid in education to the using and controlling of what is one of the most potent instinctive forces of the mind. We take careful thought how to strengthen and fortify the body, we go on to spending many hours upon putting memory through its paces, and in developing the reason and the intelligence; we pass on from that to exercising and purifying the character and the will; we try to make vice detestable and virtue desirable. But meanwhile, what is the little mind doing? It submits to the drudgery imposed upon it, it accommodates itself more or less to the conditions of its life; it learns a certain conduct and demeanour for use in public. Yet all the time the thought of the boy is running backwards and forwards in secrecy, considering the memories of its experience, pleasant or unpleasant, and comforting itself in tedious hours by framing lit-

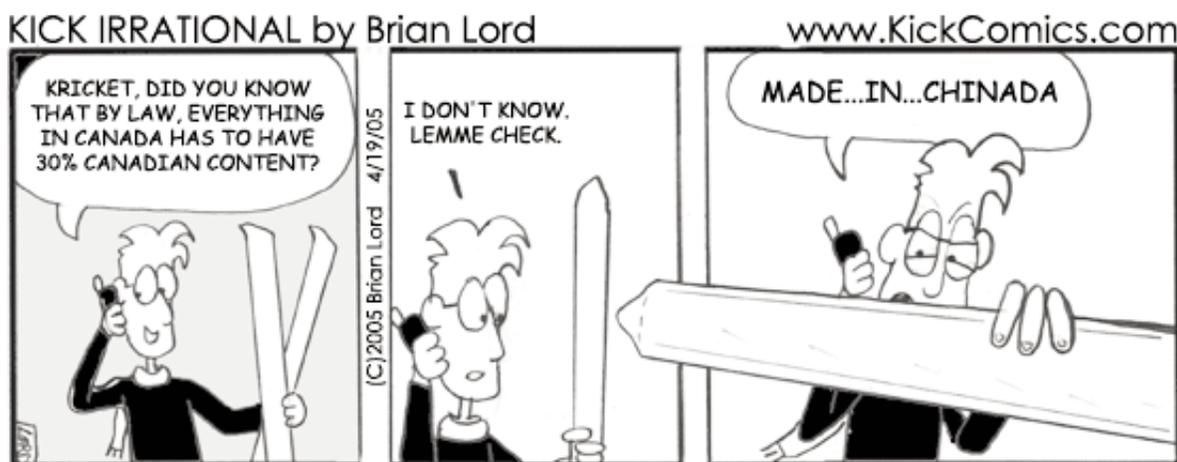
tle plans for the future. I remember my old schoolmastering days, and the hours I spent with a class of boys sitting in front of me; how constantly one saw boys in the midst of their work, with pen suspended and page unturned, look up with that expression denoting that some vision had passed before the inward eye - which, as Wordsworth justly observes, constitutes "the bliss of solitude" - obliterating for a moment the surrounding scene. I do not mean that the thought was a distant or an exalted one - probably it was some entirely trivial reminiscence, or the anticipation of some coming amusement. But I do not think I exaggerate when I say that probably the greater part of a human being's unoccupied hours, and probably a considerable part of the hours supposed to be occupied, are spent in some similar exercise of the imagination. What a confirmation of this is to be found in the phenomena of sleep and dreams! Then the instinct is steadily at work, neither remembering nor anticipating, but weaving together the results of experience into a self-taught tale.

And then if one considers later life, it is no exaggeration to say that the greater part of human

happiness and unhappiness consists in the dwelling upon what has been, what may be, what might be, and, alas, in our worst moments, upon what might have been "My unhappiest experiences," said Lord Beaconsfield, "have been those which never happened"; and again the same acute critic of life said that half the clever people he knew were under the impression that they were hated and envied, the other half that they were admired and loved; - and that neither were right!

The imaginative faculty then is a species of self-representation, the power of considering our own life and position as from the outside; from it arise both the cheerful hopes and schemes of the sound mind, and the shadowy anxieties and fears of the mind which lacks robustness. It certainly does seem singular that this deep and persistent element in human life is left so untrained and unregarded, to range at will, to feed upon itself. All that the teacher does is to insist as far as possible on a certain concentration of the mind on business at particular times, and if he has ethical purposes at heart, he may sometimes speak to a boy on the advisability of not allowing

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his mind to dwell upon base or sensual thoughts; but how little attempt is ever made to train the mind in deliberate and continuous self-control!

The latest school of pathologists, in the treatment of obsessed or insane persons, pay very close attention to the subjects of their dreams, and attribute much nerve-misery to the atrophy, or suppression by circumstances, of instincts which betray themselves in dreams. I am inclined to think that the educators of the future must somehow contrive to do more - indeed they cannot well do less than is actually done - in teaching the control of that secret undercurrent of thought in which happiness and unhappiness really reside. Those who have lived much with boys will know what havoc suspense or disappointment or anxiety or sensuality or unpopularity can make in an immature character. It seems to me that we ought not to leave all this without guidance or direction, but to make a frontal attack upon it. I do not mean that it is necessary to probe too deeply into the imagination, but I believe that the subject should be frankly spoken about, and suggestions made. The point is to get the will to work, and to induce the mind, in the first place, to realise and practise its power of self-command; and in the second place, to show that it is possible to evict an unwholesome thought by the deliberate welcoming and entertaining of a wholesome one. The best of all cures is to provide every boy with some occupation which he indubitably loves. There are a good many boys whose work is not interesting to them, and a certain number to whom the prescribed games are a matter of routine rather than of active pleasure. Indeed it may be said that hardly any boys enjoy either work or games in which they see no possibility of any personal distinction. It is therefore of great importance that every boy whose chances of successful performance are small should be encouraged to have a definite hobby; for an occupation which the mind can remember with pleasure and anticipate with

delight supplies the food for the restless imagination, which may otherwise become dreary from inaction, or tainted by thoughts of baser pleasure. A schoolmaster only salves his conscience by supplying a strict time-table and regular games. A house master ought to be most careful in the case of boys whose work is languid and proficiency in games small, to find out what the boy really likes and enjoys, and to encourage it by every means in his power. That is the best corrective, to administer wholesome food for the mind to digest. But I believe that good teachers ought to go much further, and speak quite plainly to boys, from time to time, on the necessity of practising control of thought. My own experience is that boys were always interested in any talk, call it ethical or religious, which based itself directly upon their own actual experience. I can conceive that a teacher who told a class to sit still for three minutes and think about anything they pleased, and added that he would then have something to tell them, might have an admirable object-lesson in getting them to consider how swift and far-ranging their fancies had been; or again he might practise them in concentration of thought by asking them to think for five minutes on a perfectly definite thing - to imagine themselves in a wood, or by the sea, or in a chemist's shop, let us say, and then getting them to put down on paper a list of definite objects which they had imagined. The process could be infinitely extended; but if it were done with some regularity, it would certainly be possible to train boys to concentrate themselves in reflection and recollected observation. Or again a quality might be propounded, such as generosity or spitefulness, and the boys required to construct an imaginary anecdote of the simplest kind to illustrate it. This would have the effect of training the mind at all events to focus itself, and this is just what drudgery pure and simple will not do. The aim is not to train mere memory or logical accuracy, but to strengthen that great faculty which we loosely call imagination, which is the power of evoking

mental images, and of migrating from the present into the past or the future.

I believe it to be a very notable lack in our theory of education that so little attempt is made to bring the will to bear upon what may be called the subconscious mind. It is that strange undercurrent of thought which is so imprudently neglected which throws up on its banks, without any apparent purpose or aim, the ideas and images which lurk within it. I do not say that such a training would immediately give self-control, but most peoples' worst sufferings are caused by what is called "having something on their mind"; and yet, so far as I know, in the process of education, no attempt whatever is made, except quite incidentally, to dispossess the strong man armed by the stronger victor, or to help immature minds to hold an unpleasant or a pleasant thought at arm's length, or to train them in the power of resolutely substituting a current of more wholesome images. The subconscious mind is too often treated as a thing beyond control, and yet the pathological power of suggestion, by which a thought is implanted like a seed in the mind, which presently appears to be rooted and flowering, ought to show us that we have within our reach an extraordinarily potent psychological implement.

So far then on the more negative side. I have indicated my strong belief that much may be done to train the mind in self-control. Indeed our whole education is built upon the faith that we can, perhaps not implant new faculties, but develop dormant ones; and I am persuaded that when future generations come to survey our methods and processes of education, they will regard with deep bewilderment the amazing fact that we applied so careful a training to other faculties, and yet left so helplessly alone the training of the imaginative faculty, upon which, as I have said, our happiness and unhappiness mainly depend. We must, all of us be aware of

the fact that there have been times in our lives when all was prosperous, and when we were yet overshadowed with dreary thoughts; or again times when in discomfort, or under the shadow of failure, or at critical or tragic moments, we have had an unreasonable alertness and cheerfulness. All that is due to the subconscious mind, and we ought at least to try experiments in making it obey us better.

I now pass on to consider a further possibility, and that is of training and developing a higher sort of creative imagination. It is all in reality part of the same subject, because it seems to be certain that most human beings suffer by the suppression or the dormancy of existing faculties. It is here, I believe, that much of our intellectual education fails, from the tendency to direct so much attention to purely logical and reasoning faculties, and to the resolute subtraction from education of pure and simple enjoyment. I used to try many experiments as a schoolmaster, and I remember at one time bribing a slow and unintelligent class into some sort of concentration by promising that I would tell a story for a few minutes at the end of school, if a bit of work had been satisfactorily mastered. It certainly produced a lot of cheerful effort; my story was simple enough, description as brief and vivid as I could make it, and brisk tangible incidents. But the silence, the luxurious abandonment of small minds to an older and more pictorial imagination, the dancing light in open eyes, did really give me for once a sense of power which I never had in teaching Latin Prose or the Greek conditional sentence. I always told stories for an hour on Sunday evenings to the boys in my house, and though few of my intellectual and ethical counsels are remembered by old pupils, I never met one who did not recollect the stories.

Now we have here, I believe, a source of intellectual pleasure which is consistently neglected

and even despised. It is regarded as a mere luxury; but we do not make the mistake of substituting gymnastics for games, and removing the pleasure of personal performance. Why can we not also do something to encourage what old Hawtrey used so beautifully to call "the sweet pride of authorship"? The worst of it all is that we look so much to tangible results. I do not mean that we must try to develop Shakespeares, Shelleys, Thackerays; such airy creatures have a way of catering for themselves! I do riot at all want to turn out a generation of third-rate writing amateurs. But many boys have a distinct pleasure not only in listening to imaginations, and riding like the beetle on the engine, but in evoking and realising some little vision and creation of their own brains. Of course there are boys to whom mental activity is all of the nature of a cross laid upon them for some purpose, wise or unwise. But there are also a good many shy boys, who will not venture to make themselves conspicuous by literary and imaginative feats, and who yet if it were a matter of course and wont, would throw themselves with intense pleasure into literary creation. The work done, for instance, at Shrewsbury, at the Perse School, at Carlisle Grammar School, in this direction - I daresay it is done elsewhere, but I have seen the work of these three schools with my own eyes--show what quite average boys are capable of in both English poetry and English prose.

One of the best points of such a system of literary composition is that even if slower boys cannot effect much, it gives a most wholesome opening to the creative faculties of boys, whose minds, if stifled and compressed, are most likely to work in unwholesome and tormenting directions.

My suggestion then becomes part of a larger plea, the plea for more direct cultivation of enjoyment in education. Some of our worst mistakes in education arise from our not basing it

upon the actual needs and faculties of human nature, but upon the supposed constitution of a child constructed by the starved imagination of pedants and moralists and practical men.

One of the first requisites in cultivating intellectual and artistic pleasure is to build up taste out of the actual perceptions of the child. That is a factor which has been most stubbornly and unintelligently disregarded in education. Developments in character are of the nature of living things; they cannot be superimposed they must be rooted in the temperament and they must draw nurture and sustenance out of the spirit, as the seed imbibes its substance from the unseen soil and the hidden waters. But what has been constantly done is to introduce the broadest effects and the simplest romance, directly and suddenly to the biggest masterpieces. The absence of all gradation and reconciliation has been characteristic of our literary education. Of course there is an initial difficulty in the case of the classics, that there is very little in either Greek or Latin which really appeals to an immature taste at all; and such books as might appeal to inquisitive and inexperienced minds, such as Homer or the "Anabasis" of Xenophon, are made unattractive by the method of giving such short snippets, and insisting on what used to be called thorough parsing. Even "Alice in Wonderland", let me say, could only prove a drearily bewildering book, if read at the rate of twenty lines a lesson, and if the principal tenses of all the verbs had to be repeated correctly. It is absolutely essential, if any love of literature is to be superinduced, that something should be read fast enough to give some sense of continuity and range and horizon. The practice of dictionary-turning is sufficient by itself to destroy intellectual pleasure, but it used to be defended as a base sort of bribe to strengthen memory: it was argued that boys would try to remember words to save themselves the trouble of looking them up. But this has no origin in

fact. Boys used not to be encouraged to guess at words, but to be punished for shirking work if they had not looked them out. It is to be hoped that English will be in the future increasingly taught in schools; but even so there is the danger of connecting it too much with erudition. The old "Clarendon Press Shakespeare" was an almost perfect example of how not to edit Shakespeare for boys; the introductions were learned and scholarly, the notes were crammed with philology, derivation, illustration. As a matter of fact there is a good deal that is interesting, even to small minds, in the connection and derivation of words, if briskly communicated. Most boys are responsive to the pleasure of finding a familiar word concealed under a variation of shape; but this should be conveyed orally. What is really requisite is that boys should be taught how to read a book intelligently. In dealing with classical books, vocabulary must be always a difficulty, and I myself very much doubt the advisability in the case of average boys of attempting to teach more than one foreign language at a time, especially when in dealing, say, with three kindred languages, such as Latin, French, and English, the same word, such as "spiritus", "esprit", and "spirit" bear very different significations. The great need is that there should be some work going on in which the boys should not be conscious of dragging an ever-increasing burden of memory. Let me take a concrete case. A poem like the "Morte d'Arthur", or "The Lay of the Last Minstrel", is well within the comprehension of quite small boys. These could be read in a class, after an introductory lecture as to date, scene, dramatis personae, with perfect ease, words explained as they occurred, difficult passages paraphrased, and the whole action of the story could pass rapidly before the eye. Most boys have a distinct pleasure in rhyme and metre. Of course it is an immense gain if the master can really read in a spirited and moving manner, and a training in reading aloud should form a part of every

schoolmaster's outfit. I should wish to see this reading lesson a daily hour for all younger boys, so as to form a real basis of education. Three of these hours could be given to English, and three to French, for in French there is a wide range both of simple narrative stories and historical romances. The aim to be kept in view would be the very simple one of proving that interest, amusement and emotion can be derived from books which, unassisted, only boys of tougher intellectual fibre could be expected to attack. The personalities of the authors of these books should be carefully described, and the result of such reading, persevered in steadily, would be, what is one of the most stimulating rewards of wider knowledge, the sudden realisation, that is, that books and authors are not lonely and isolated phenomena, but that the literature of a nation is like a branching tree, all connected and intertwined, and that the books of a race mirror faithfully and vividly the ideas of the age out of which they sprang. What makes books dull is the absence of any knowledge by the reader of why the author was at the trouble of expressing himself in that particular way at that particular time. When, as a small boy, I read a book of which the whole genesis was obscure to me, it used to appear to me vaguely that it must have been as disagreeable to the author to write it as it was for me to read it. But if it can be once grasped that books are the outcome of a writer's interest or sense of beauty or emotion or joy, the whole matter wears a different aspect.

The same principle applies with just the same force to history and geography; both of these studies can be made interesting, if they are not regarded as isolated groups of phenomena, but are approached from the boy's own experience as opening away and outwards from what is going on about him. The object is or ought to be slowly to extend the boy's horizon, to show him that history holds the seeds and roots of the present, and that geography is the life-drama

which he sees about him, enacting itself under different climatic and physiographical conditions. The dreariness and dreadfulness of knowledge to the immature mind is because it represents itself as a mass of dry facts to be mastered without having any visible or tangible connection with the boy's own experience. The aim should rather be to teach him to look with zest and interest at what is going on outside his own narrow circle, and to help him to move perceptively along the paths of time and space which diverge in all directions from the scene where he finds himself.

It may be indisputably stated that all connected knowledge is stimulating, and that all unconnected knowledge is at best mechanical. Perhaps one of the most fruitful of all subjects is vivid biography, and no serious educator could perform a more valuable task than in providing a series of biographies of great men, really intelligible to youthful minds. As a rule, biographies of the first order require an amount of detailed knowledge in the reader which puts them out of the reach of ill-stored minds. But I have again and again found with boys that simple biographical lectures are among the most attractive of all lessons. At one time, with my private pupils, I would take a book at random out of my shelves, read an interesting extract or two, and then say that I would try to show why the author chose such a subject, why he wrote as he did, and how it all sprang out of his life and character and circumstances.

Of course the difficulty in all this is that the field of knowledge is so vast and various, while the capacities of boys are so small, and the time to be spent on their education so short, that we quail before the attempt to grapple with the problem. We have moreover a vague idea that the well-informed man ought to have a general notion of the world as it is, the course of history, the literature of the ages; and at the same time

the scientists are maintaining that a general knowledge of the laws and processes of nature is even more urgently needed. I cannot treat of science here, but I fully subscribe to the belief that a general knowledge of science is essential. But the result of our believing that it is advisable to know so much, is that we attempt to spread the thinnest and driest paste of knowledge over the mind, and all the vivid life of it evaporates in the process. The thing is, frankly, far too big to attempt; and, we must henceforth set our faces against the attainment; of mere knowledge as either advisable or possible. What we must try to do is to educate the faculties of curiosity, interest, imagination and sympathy; we must begin from the boy himself, and conduct him away from himself. What we really ought to aim at is to give him the sense that he is surrounded by strange and beautiful mysteries of nature, of which he can himself observe certain phenomena; that human history, as well as the great world about him, is crowded with interesting and animating figures who have laboured, toiled, loved, acted, suffered, sinned, have felt the impulse both of base and selfish desires, but no less of beautiful, exalted, and inspiring hopes. We want to convince the young that it is not well to be narrow, close-fisted, insolent, suspicious, petty, self-satisfied. "Imaginative sympathy", that is to be the end of all our efforts. If we aim only at producing sympathy, we may get a vague sentimentalism which is just distressed by apparent suffering, and anxious to relieve it momentarily, without reflecting whether it is not the outcome of perfectly curable faults of system and habit. If we aim only at imagination, then we get a barren artistic pleasure in dramatic situations and romantic effects. What we ought to aim at is the sympathy which pities and feels for others, as well as admires and imitates them; and this must be reinforced by the imagination which can concern itself with the causes of what otherwise are but vague emotions. We want to make boys on the one hand

detest tyranny and high-handedness and bigotry and ruthless exercise of power, and on the other hand mistrust stupidity and ignorance and baseness and selfishness and suspiciousness. The study of high literature is valuable not as a mere exercise in erudition and linguistic nicety and critical taste, but because the great books mirror best the highest hopes and visions of human nature. The precise extent of the intellectual range matters very little, compared with the perceptiveness and emotion by which the realisation of other lives, other needs, other activities, other problems are accompanied.

I must not be supposed, in saying this, to be leaving out of sight the virile exercise of logical and rational faculties; but that is another side of education; and the grave deficiency which I detect in the old theory was that practically all the powers and devices of education were devoted to what was called fortifying the mind and making it into a perfect instrument, while there were left out of sight the motives which were to guide the use of that instrument, and the boy was led to suppose that he was to fortify his mind solely for his own advantage. This individualist theory must somehow be modified. The aim of the process I have described is not simply to indicate to the boy the amount of selfish pleasure which he can obtain from literary masterpieces; it is rather to show the boy that he is not alone and isolated, in a world where it is advisable for him to take and keep all that he can; but that he is one of a great fellowship of emotions and interests, and that his happiness depends upon his becoming aware of this, while his usefulness and nobleness must depend upon his disinterestedness, and upon the extent to which he is willing to share his advantages. The teaching of civics, as it is called, may be of some use in this direction, as showing a boy his points of contact with society. But no instruction in the constitution of society is profitable, unless somehow or other the dutiful motive is kindled,

and the heroic virtue of service made beautiful.

When then I speak of the training of the imagination, I really mean the kindling of motive; and here again I claim that this must be based on a boy's own experience. He understands well enough the possibility of feeling emotion in relation to a small circle, his home and his immediate friends. But he is probably, like most young creatures, and indeed like a good many elderly ones, inclined to be suspicious of all that is strange and foreign, and to anticipate hostility or indifference. What he would willingly share with a relation or friend, he eagerly withholds from an outsider. To cultivate his imaginative sympathy, to give him an insight into the ways and thoughts of other men, to show to him that the same qualities which evoke his trust and love are not the monopoly of his own small circle - this is just what must be taught, because it is exactly what is not instinctively evolved.

The training of the imagination then is a deliberate effort to persuade the young to believe in the real nobility and beauty of life, in the great ideas which are moulding society and welding communities together. It cannot be done in a year or a decade; but it ought to be the first aim of education to initiate the imagination of the young into the idea of fellowship, and to make the thought of selfish individualism intolerable. It is not perhaps the only end of education, but I can hardly believe that it has any nobler or more sacred end.

PLEASE NOTE:

In order to address privacy concerns regarding members' personal information appearing in the Chronicle, which is currently available to the general public through the Newsletter archive on the Southern Connecticut Mensa website (<http://scm66.org>), we are about to implement a "Members Only" area. When this feature of the website is activated, the Newsletter Archive will no longer be available to the general public - it will only be available to current SCM members.

During the next few weeks, SCM members who receive the Chronicle via email will receive an email message from Tom O'Neill, the SCM Webmaster. This will include instructions for accessing the "Members Only" area.

If you receive our newsletter via regular mail, we do not have your email address (or were asked not to use it). To gain access to the Members Only area of the site, you will need to contact Tom through the "SCM66 Webmaster" contact link on the homepage of the site.

Once the "Members Only" portion of the website is in place, there are plans to create an online hub, through which SCM members can communicate and exchange ideas and information with one another. Because this area of the site will not be available to the general public, members' privacy will be secured.

PUZZLES & QUESTIONS

(Answers may be in next month's Chronicle.)

1. Who are the most famous historians of all time? Who are the best?
2. Which state is closest to Connecticut in area? Which state is closest in population?
3. What are some misconceptions about creativity?
4. Which states does the Mississippi River run through?
5. What was the best new technology in 2007?
6. Which state has the highest percentage of workers who walk to work?

ANSWERS TO LAST MONTH'S PUZZLES:

2. How many U.S. citizens live in Mexico? In Canada?

A: Estimates vary. According to the Mexican government, the total is about 200,000. According to the U.S. State Department, over 500,000 U.S. citizens or ex-citizens live in Mexico. One academic puts the number between 600,000 and 1,000,000 based on a survey. However, most U.S. citizens in Mexico do not register with the U.S. consulate because they are not required to. Some have tourist visas or passport, some have become Mexican citizens, but some are there without either. The number may become clearer if the Mexican government follows through with a plan to require a national identity card for foreigners. There are an estimated 680,000 U.S. citizens living in Canada. The Canadian national government in Ottawa does not have an estimate of how many Canadians live abroad. The Asia Pacific Foundation in Vancouver, Canada, conducted a survey that says that 2.7 million Canadians, 8.3% of the population, live abroad, with about 720,000 in the U.S., about 650,000 in Asia, about 490,000 in Europe, and about 380,000 in South America and Africa. About one-third of these are immigrant Canadians, and about two-thirds are Canadians born in Canada.

The U.S. State Department estimates the number of Americans living abroad at 4 million but there is no double-checking of this figure. There are people who do not return the census and people who do not report their status accurately, so all estimates are quite uncertain. It is also very difficult to estimate how many have moved temporarily, how many have moved permanently, and how many aren't sure about their status. About 550,000 U.S. military personnel and members of their families live abroad, but this is the only number that can be counted accurately.

4. Which state in the U.S. has the most rivers?
- A: Alaska and Michigan have the most rivers. Alaska has an estimated 314 rivers and Michigan has about 309 passing through it.

NOTED AND QUOTED

Keep true to the dreams of thy youth. - *Johann Friedrich Schiller, (1759 - 1805), German poet and dramatist*

History has many cunning passages, contrived corridors and issues. - *T.S. Eliot, (1888 - 1965)*

The terrible thing is that we can never make ourselves drunk enough. - *Andre Gide, (1869 - 1951), French novelist*

Luck has no home; it is a nomad, wandering in and out of lives. - *Anonymous*

Life is neither a good nor an evil. It is a field for good and evil.
- *Seneca the Younger, (4 B.C.E. - 65 A.D.), Roman statesman, tragic playwright, and Stoic philosopher*

All wars are civil wars because all men are brothers. - *François Fenelon, (1651 - 1715), French Catholic theologian, poet, and writer*

What bothers me about television is that it tends to take our minds off our minds.
- *Robert Orben, (1927 -), U.S. humorist*

The market always does what it should do, but not always when. - *Joseph D. Goodman, (1894 - 1958), Forbes investing columnist*

The happiness of most people we know is not ruined by great catastrophes or fatal errors, but by the repetition of slowly destructive little things.
- *Abbe Dimnet, (1869 - 1954), French churchman and writer*

Life is a subjective experience. - *Anonymous*

The words which are spoken are rarely the words which are heard, but we must go on speaking.
- *Margaret Laurence, (1926 - 1987), Canadian novelist and short story writer, Long Drums and Cannons: Nigerian Dramatists and Novelists 1952-1966 (1968)*

The worst is yet to come.
- *Alfred Lord Tennyson, (1809 - 1892), English poet*

How desperately difficult it is to be honest with oneself. It is much easier to be honest with other people.
- *Edward F. Benson, (1867 - 1940), English novelist, short story writer, and biographer*

Charity is organized kindness. - *Anonymous*

It is difficult to live in the present, ridiculous to live in the future, and impossible to live in the past. Nothing is as far away as one minute ago.
- *Jim Bishop, (1907 - 1987), U.S. journalist, columnist, editor, and biographer*

If we don't discipline ourselves the world will do it for us.
- *William Feather, (1889 - 1981), U.S. author, publisher*

Amateurs hope. Professionals work.
- *Garson Kanin, (1912 - 1999), U.S. screenwriter, playwright, and director*

When you were born, you cried and the world rejoiced. Live your life so that when you die, the world cries and you rejoice. - *Cherokee Saying*

Fame is finally only the sum total of all the misunderstandings that can gather around a new name. - *Rainer Maria Rilke, (1875 - 1926), German poet*

You can't run away from trouble. There ain't no place that far. - *Anonymous*

Time is a great teacher, but unfortunately it kills all its pupils.
- *Hector Berlioz, (1803 - 1869), French romantic composer.*

All is change. - *Euripides, (c. 480 - 406 B.C.E.)*

Progress, far from consisting in change, depends on retentiveness. - *George Santayana, (1863 - 1952), Spanish born Harvard philosopher.*

Epochs and ages we speak of in a way to make believe we understand them. We know much more about the present than about any past age or epoch, and yet how little we understand the present! - *Caret Garrett, (1878 - 1954), U.S. business journalist, novelist*

A stone, however large it may be, cannot be enough to build a tall castle. A man, however great he may be, cannot be a hero by himself. A tall castle can be so tall because there are foundation stones that remain unknown. A man can be such a great hero because there are many heroes that remain unknown.
- *Tokutomi Soho, (1863 - 1957), Japanese journalist, publisher, and historian*

POETRY CORNER**CLOUDS**

Rupert Brooke (1887 - 1915)

DOWN the blue night the unending columns press
 In noiseless tumult, break and wave and flow,
 Now tread the far South, or lift rounds of snow
 Up to the white moon's hidden loveliness.
 Some pause in their grave wandering comrade-
 less,
 And turn with profound gesture vague and slow,
 As who would pray good for the world, but know
 Their benediction empty as they bless.
 They say that the Dead die not, but remain
 Near to the rich heirs of their grief and mirth.
 I think they ride the calm mid-heaven, as these,
 In wise majestic melancholy train,
 And watch the moon, and the still-raging seas,
 And men, coming and going on the earth.

THE LAST BUCCANEER

Thomas Babington Macaulay (1800-1859)

The winds were yelling, the waves were swelling,
 The sky was black and drear,
 When the crew with eyes of flame brought the
 ship without a name
 Alongside the last Buccaneer.

Whence flies your sloop full sail before so fierce a
 gale,
 When all others drive bare on the seas?
 Say, come ye from the shore of the holy Salvador,
 Or the gulf of the rich Caribbees?"

From a shore no search hath found, from a gulf
 no line can sound,
 Without rudder or needle we steer;
 Above, below, our bark, dies the sea fowl and the
 shark,
 As we fly by the last Buccaneer.

To-night there shall be heard on the rocks of Cape
 de Verde
 A loud crash, and a louder roar;
 And to-morrow shall the deep, with a heavy
 moaning, sweep
 The corpses and wreck to the shore."

THE GRASSHOPPER

Anacreon (c. 572-488 B.C.E.)

HAPPY insect! what can be
 In happiness compar'd to thee?
 Fed with nourishment divine,
 The dewy morning's gentle wine!
 Nature waits upon thee still,
 And thy verdant cup does fill;
 'Tis filled wherever thou dost tread,
 Nature self's thy Ganymede.
 Thou dost drink, and dance, and sing;
 Happier than the happiest king!
 All the fields which thou dost see,
 All the plants belong to thee;
 All that summer hours produce;
 Fertile made with early juice.
 Man for thee does sow and plow;
 Farmer he, and landlord thou!
 Thou dost innocently joy;
 Nor does thy luxury destroy;
 The shepherd gladly heareth thee,
 More harmonious than he.
 Thee country-hinds with gladness hear,
 Prophet of the ripen'd year!
 Thee Phoebus loves, and does inspire;
 Phoebus is himself thy sire.
 To thee, of all things upon earth,
 Life's no longer than thy mirth.
 Happy insect, happy, thou
 Dost neither age nor winter know;
 But, when thou'st drunk, and danc'd and sung
 Thy fill, the flowery leaves among,
 (Voluptuous and wise withal, Epicurean animal!) -
 Sated with thy summer feast,
 Thou retir'st to endless rest.

The stately ship of Clyde securely now may ride
 In the breath of the citron shades;
 And Severn's towering mast securely now flies
 fast,
 Through the sea of the balmy Trades.

From St. Jago's wealthy port, from Havannah's
 royal fort,
 The seaman goes forth without fear;
 For since that stormy night not a mortal hath had
 sight
 Of the flag of the last Buccaneer.

MENSA MIND GAMES 2007 RESULTS

More than 200 Mensans gathered in Pittsburgh in April for Mensa Mind Games 2007. During the three-day event, members played and rated 59 board and card games. The top five games have earned Mensa Select distinction and may use the Mensa Select seal on their games.

MIND GAMES 2008 will be held April 11-13 in Phoenix.

To register, visit
<http://www.mindgames.us.mensa.org> FAX 1-603-286-2093 PHONE 1-800-MENSA4U
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Southern CT Mensa is looking for an Activities Coordinator. If you would like to fill this position, please contact President Rick D'Amico at usamarbiol@aol.com

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If you or someone you know would like to be a speaker at our monthly dinner, please contact Jim Mizera at 203-522-1959 or Jmizera@hotmail.com. The dinner is held the third Saturday of the month.

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