

*'All the news that's fit to print':* Motto of the New York Times

**Back in 1998, I wrote the foreword to the first issue of *Sources*, so it was with great pleasure I accepted an invitation to write the introduction to this ICT edition. It's addressed to those people who have not learnt how to utilise the power of computers, and to group leaders who don't use their computer knowledge to present information to their groups**

I was a late convert to computers, although as a young physicist I worked for a brief period in the 50s on digital storage devices. Later, in the 80s, when engaged with college management, I toyed with a Sinclair home computer, and even learned to programme it, but I was not greatly attracted to computers.

The possible applications did not appeal because I didn't own a large collection of things that needed a catalogue. I knew what books and discs I had and it was easy enough to keep a record manually of the annual yield of my tomatoes and runner beans.

Obviously, I was impressed by the vast amount of data that could be handled as exemplified to me once on a visit to the DES Pension Office. We were shown a large reel of magnetic tape and told that it contained the pension calculations of all serving and retired teachers.

One of the major drawbacks with computers seemed to be the vast amount of paper churned out, so when the Treasurers Department at County Hall sent me the monthly college printout, I got someone else to go through it and tell me whether or not we were 'in the red'.

However, my attitude altered soon after I retired. I changed from being the honorary secretary of a small professional association, to becoming its first part-time general secretary.

My wife taught me to type – what a boon those self-correcting typewriters were. I acquired some expertise with

Tippex, and a photocopier made it unnecessary to make multiple carbon copies. I was launched in my new role sending letters to Government Departments and Ministers on matters of concern to the members of my association.

By this time, the Personal Computer had been invented. The costs came down steadily so that desktop computers became more easily replaceable and, as a result when my son upgraded, he passed his old PC on to me.

He showed me how to get started, where the pitfalls were and helped me out of trouble when I got stuck. Then, once I learned about word processing, the job of being a secretary was transformed – no longer was it necessary to prepare carefully what I wanted to say in a letter to avoid the dreaded retype.

Writing a piece of text, whether long such as a report, or short like a memo, became so much easier – virtually overnight – and you could preview the layout before committing it to print. You could also change your mind as often as you liked – rearrange, delete or whatever, and, if used with care, 'spell check' meant it wasn't necessary to have the dictionary at hand.

So, how does one get started with computers? It is not necessary to be a 'techie' and my own experience shows that the crucial point comes when you find there is something you want to do and you would welcome help to make it easier/quicker/flexible etc.



## An Introduction

### By Len Street

Len was trained as a physicist and retired as a college principal. He became involved with U3A in 1992 and was founder chairman of Lea Valley U3A.

In 1994, he was elected to the NEC and after three years elected chairman and served until 2000. He continued to be associated with NEC sub-committees – in particular the SCE and the FSC. In December 2002, he was awarded the OBE for services to U3A.

This could be one of hundreds of possible options: keeping in contact with grand children that live on the other side of the world; searching archives for information to pursue your special interest; keeping the membership records for your club; writing your memoirs; cross referencing your collection of theatre programmes; downloading pictures of your children; playing bridge and chess with people who live miles away – the possibilities are endless.

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### In the next issue

The next issue of *Sources* (No 29) will be posted to those on  
 the database in November 2006. The special theme will be  
 Out and About – educational field trips.

Contributions are considered for inclusion by an editorial  
 panel. Please submit them not later than 8 September – via the  
 national office or direct to the editor at:

Gelt Mill House, Castle Carrock, Brampton CA8 9NQ

You can send them by e-mail to [tony.thornton@virgin.net](mailto:tony.thornton@virgin.net)  
 (preferred), on disc or cleanly typed suitable for scanning (but  
 hand written words are also acceptable). Every effort will be  
 made to acknowledge them. Looking ahead to Issue 30 in  
 March 2007, the focus will be on Architecture.

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### Feedback

If you have any comments on topics in this issue, please write  
 to the editorial panel, c/o U3A National Office or e-mail the  
 editor at: [tony.thornton@virgin.net](mailto:tony.thornton@virgin.net) Tel: 01228 670403

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Isolation is anathema to  
 U3A and we are winning  
 the war against it.

Those that can't join a  
 conventional, terrestrial U3A,  
 will soon be able to join  
 Virtual U3A – an Internet  
 online group with global  
 membership.

Groups can be isolated too.  
 The members may meet each  
 other regularly, yet be unaware  
 that other groups exist doing  
 similar things.

They don't know there is a  
 network coordinator to tell  
 them who and where these

groups are. And that this  
 person is networked by a  
 national coordinator with a  
 voice on the NEC.

Many group leaders don't  
 use these two steps to the top,  
 preferring to mind their own  
 businesses. They don't receive  
 the available help, or offer  
 their help to groups not doing  
 so well.

When the last issue of  
*Sources* was being compiled, it  
 was estimated there were ten  
 religious groups in the  
 network. Now, the coordinator  
 believes there are around 35.

## In my view

*Tony Thornton*

Editor

So don't be isolated. If you  
 are a group, contact your  
 network coordinator (the list is  
 in *U3A News*). If you are  
 infirm or remote, then for you,  
 Virtual U3A will soon beckon.

Meanwhile, get your  
 computer equipment ready and  
 hone your skills. Browse the  
 U3A website, buy a webcam  
 and get it to work. Remember,  
 nothing is beyond the wit of  
 man or woman.

Our theme for next time is  
 Educational Field Trips,  
 which is another subject not  
 covered before. I can best  
 guide you on this by stressing  
 the word 'educational'.

Finally, on behalf of the  
 panel, I would like to thank  
 two retiring panelists.

Mike Williams has other  
 heavy U3A commitments and  
 Doug Jones completes a  
 lengthy term of office.

continued from page one

Once you have found your particular need, you can learn how to process text and then apply that to your task.

Be single minded. Ignore most of those other mysterious symbols on the screen and concentrate on the minimum you need to achieve what you want.

Remember that, short of using a hammer or spilling the coffee over the keyboard, it is not easy to harm a computer and if you get into a muddle, switch off and start again.

The 2003 U3A Survey showed that, although more than 90% of U3As had a computer group, the number of U3As that made use of computers within other subject groups was small at less than 15%. Although anecdotal evidence suggests that this proportion has changed in recent years it will, nevertheless, still

be much lower than the potential.

What I am suggesting is making use of a computer to store and then display a sequence of images – photos, pictures of paintings, drawings, pages of text, tables of data, family trees, video clips, objects d'art, stamp collections, etc.

For smallish groups – those that meet in a member's home (the survey showed that nearly half of groups do), it is possible to display the images stored on a computer via a TV screen. For larger groups, a digital projector is required and while these cost more than a conventional optical projector, a number of U3As have made successful applications for a grant to *Awards for All* for this equipment.

Apart from the obsolescence of 35mm film (fewer companies are making

optical projectors and film) there are some definite advantages in going digital. Once correctly focussed, there is no further need for adjustment, whereas slides often pop under the effect of heat and need refocusing.

Total blackout is not required. It is more versatile in that titles or captions can be added; stills can be interchanged with moving images with or without sound; correction of 'keystone' distortion is possible; the projector never jams and so on.

If this seems to be daunting, take encouragement from the fact that the ICT Advisory Group, a subcommittee of the NEC, is organising a series of workshops and/or demonstrations of these techniques and the first will take place at the U3A conference in September.

## Learning Together Online

In March, three U3A members sat at home watching a lecture on their respective computer screens. The 40 other people that made up the audience were dotted around the globe

The lecturer was a teacher from a girls' school near London and he was also sitting at home in front of his computer complete with webcam and microphone. This allowed him to transmit video images of himself to the group.

We called him Drew. We could see him in a corner of our screens, hear his voice and see the material that he was displaying for us as he spoke. The lecture was hosted by a company in New York and the system is called Live Classroom.

For the U3A members the experience was novel and exciting and they were swept along by Drew's enthusiasm for the experience that he was eager to share.

He described how he had recently started using a new online course management system with his 13-year-old pupils and how, to his astonishment, their enthusiasm for studying and exploring new ideas had suddenly exploded.

He noticed that they were most engaged when they were learning together and sharing ideas. This extended to continuing their projects into school holidays, even though many of their homes were as far away as Sri Lanka.

If you are a member of U3A, the idea that collaborative learning is effective and fun isn't new. It is our greatest

### Virtual U3A is an online learning community for people who are isolated

strength – a principle that we have been nurturing for the last 24 years.

It is this enthusiasm for shared learning that has often discouraged many U3A members from being interested in the concept of learning via the Internet.

Online learning has been perceived as a solitary experience. It is true that the earlier generation of course management systems were rigid and unsympathetic. They were built around the need for the teacher/expert to impart knowledge as efficiently as possible to the passive student/recipient. Fortunately, we and the programmers have moved on.

The system that Drew was illustrating has the arresting name of Moodle. This new generation of course management systems is popularly called Virtual Learning Environments (VLEs).

So what is it that has got people excited about 'just another piece of software' and why are those of us who are developing the Virtual U3A also caught up in this excitement?

This new generation of learning environments is being developed by educationalists who are passionate about learning rather than teaching.

One of the core theories is the concept that real learning takes place in groups – that we probably learn best



**Elaine Williams**

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when we are sharing ideas and interacting with other people.

The possibility that you can genuinely learn collaboratively online has immense significance for the development of the Virtual U3A.

When we started the pilot scheme some 18 months ago we knew nothing of course management systems and we had never heard of Moodle. We have a contact at the Open University to thank for this opportunity.

We are creating an online learning community for people who are isolated – a learning experience which is satisfying, inspiring and fun. We can't offer walking groups online (the survey revealed that walking was our most popular U3A group) but we can think about language learning or even music appreciation.

We need not limit our imaginations. It is an exciting journey – we hope that some of you will want to join us along the way.

Virtual U3A creates a U3A for people unable to benefit from the usual U3A membership. We imagine it will attract membership from around the world.

Caterham U3A Web group has been running since January 2005. The leader previously taught informatics and electronic publishing at university, and the members had some experience with PCs

By Susan Jones

Since local FE colleges already offer hands-on introductions to IT, our meetings take a different form – seminar-style sessions involving demonstration and discussion.

A laptop-lcd television screen and wireless Internet connection allow on-line resources to be explored dynamically, and outline material is posted on our website for members to follow up.

Our first objective was to produce a website. Group members generated content, took photographs, participated in decisions about the site's structure and design, and took on the job of purchasing a domain name and publicising the site to other members and local organisations.

The need for standards was emphasised from the outset, and the site adheres to accessibility guidelines and the Worldwide Web Consortium 'strict' XHTML syntax. The site acts as a shop window for our activities, and the facility for mailing the membership secretary has produced some new contacts.

But Caterham U3A has been running for 20 years, and many long-established groups see no need to advertise their activities, or attract more members than they can accommodate at a sitting.

A few sections are updated frequently, but it is not yet a substitute for more traditional methods of communication.

As for long-term continuity, it is not clear how well it would survive if the current group leader went under the proverbial bus.

Since last September, our remit has broadened to take in more general IT topics, still mainly Internet-based. They have included: Social Software, Making Connections, Colours and Pictures, Dealing with Data, and Doing Things with Words. Note the plural in the last title: Microsoft Word is not the only game in town here.

# Taking Stock



The Caterham Cedar Tree: a well-known landmark  
Members are proud of this image that appears on the website's front page

The full list plus outline notes is on:  
[www.dege.ukfsn.org/u3awebgroup/](http://www.dege.ukfsn.org/u3awebgroup/)

For the group leader, there have been two challenges: maintaining a sense of progression in the context of fluctuating attendances; and balancing the practical and conceptual aspects of the subject.

Some sessions do include step-by-step demonstrations of software functions that members have found difficult.

In the long term, however, becoming more confident with computers involves understanding what is going on behind the façade presented by a piece of software, so intuition can take over when that software behaves unexpectedly or, as inevitably happens, its interface changes from one version to the next.

But that is a difficult message to put across to IT novices who are looking for specific answers, and a few potential group members have been deterred by an approach which sounds too advanced.

Perhaps the most successful sessions have been those that attempted to widen members' intellectual horizons. This has involved visits to interesting websites such as Wikipedia, the Samuel Pepys blog, the Oxford English Dictionary (conveniently available without charge while we were 'doing things with words'), the Gutenberg project site for online books, and the Babelfish automatic translation facility.

Members have been surprised at the material freely available on the Web and wondered aloud about the motives of those who put it there. One answer is that there is still a culture of openness among users that takes its cue from the Web's admirable founder, Tim Berners-Lee.

'If you know it, share it' – remarkably similar to the principles of the U3A.

That raises a point about U3A policies with respect to e-learning. Obviously there is much to be gained by disseminating material electronically to isolated members of the community, and current initiatives for a Virtual U3A and online courses are commendable. But there is an argument that any educational organisation exploiting the Web should also contribute to it in some way.

So, while it may be reasonable to restrict access to online course material to U3A members who have registered and paid, perhaps eventually it could be published under a Creative Commons licence and made generally available.

That would benefit its readers from within and outside the U3A, and the course authors, who would see their work being more widely disseminated, perhaps attracting a greater range of interesting feedback.

As any teacher knows, that positive response from learners is our main source of satisfaction.

For several years, Wokingham has had a thriving Computer Topics group that had access to PowerPoint demonstrations. It preached mainly to the converted – those who were computer literate and interested in broadening their understanding of software and applications.

We realised that there were many members joining who were anxious to learn about computers and the Internet, but who found themselves out of their depth in this group.

The local library offers a good introduction to get people started and provides equipment, but there is a queue, and it seems members are shy of the attention from strangers, not liking to admit their lack of understanding.

It was my responsibility to start up study groups. I discovered Rosemary Jenkins, Angela Langley, Paul King and our Computer & Technology Group Leader, Brian Pettitt. These people are talented, patient and willing to help others. Brian has control of the software on our somewhat elderly laptop.

We surveyed members who requested 'beginners help' asking what hardware and software they had. The results were daunting. Members had acquired all manner of PCs and laptops with a variety of software. A fair proportion had broadband connection. This meant that, were you to describe an action or show a demonstration screen, the appearance would be different from their own and thus be confusing.

Members wanted to use their machinery for all kinds of things. Some

# Filling the IT Training Gap

Pauline Riocreux: Wokingham U3A

## *Don't introduce a mixed ability group to addressing labels for Christmas cards*

had no idea other than e-mailing people, while others were anxious to set up membership lists for organisations and prepare complex labelling files.

All were interested in digital photography with little idea of the complexities involved. Some had not yet purchased the hardware and wanted guidance in that also. Most had children or grandchildren who were too experienced to communicate basic steps.

We tried a six-meeting introductory course for eight people but the requirements and the understanding were too mixed. Also we had only a demonstration laptop with a projector so we were dealing with only one problem at a time and boring the rest. But having undertaken the challenge, we were loath to leave it when the need was there.

After much discussion, it was agreed to try entertaining a few members in their own homes. With two borrowed laptops and a PC, hands-on and individual tuition is possible for several members to try out simple actions under supervision.

Members seem to feel more

comfortable in a small group of people they know. They help each other and the 'experts' have a chance to spot difficulties and deal with them.

Paul took the Internet, e-mail and security problems out of the equation by demonstrating them in his home to a few members. These meetings threw up offline problems that had to be dealt with – such as the use of Windows and file management.

We now hold an occasional 'Forum' meeting to bring everyone together and create a self-help unity to air general problems.

You can never catch up with Microsoft and get everyone on level ground. Even if we could afford to book computers at a school and could spend the time setting up a programme, it would not be what is wanted because nothing would look the same as 'on my machine'.

Members have to be persuaded that this is a skill that improves with practice and that no-one cares if you make a mistake and have to switch everything off and start again. We haven't cracked it – but we will go on trying because we feel we are making a difference.

One last word – don't try introducing a mixed ability group to addressing labels for Christmas cards. There are so many opportunities for failure and it is demoralising for tutor and pupil.

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## Technology and Teamwork

By Mike Williams  
Hastings & Rother U3A

The extent to which ICT is empowering small groups of people to function efficiently as teams these days is rather exciting.

Now that communications has become a vital part of Internet activity, some of the more traditional activities associated with teamwork, such as correspondence and face-to-face meetings, even conventional fixed-line phone calls, are rapidly being superseded.

In their place, we have mobile telephones, e-mails and texting, Internet telephony, instant messaging, audio and

video conferencing – who knows where it will end.

In the area of U3A learning, we are witnessing ways in which the technology can take its place in our educational endeavours. An example of a collaborative enterprise is U3A's involvement with the European eLSe project ([www.u3a.org.uk](http://www.u3a.org.uk) click on European Project).

One of my tasks in this project was to write some of the training material that forms part of the course. U3A members from all over the country formed a band of advisors and proofreaders. They cast their eagle eyes over my efforts making an invaluable contribution to the production process.

This has been achieved by forming a

small online group that communicates by e-mail, the documentation being passed back and forth as e-mail attachments. The finished product is then sent on electronically to the German team in Erlangen who are heading the project.

A vital part has been the video conferencing that has taken place between representatives in Germany, Spain, Lithuania, Italy and the UK.

These activities have done much to contribute to a bonding process amongst members of the team, as well as being a most entertaining and enjoyable way of conducting 'business'.

The twin concepts of Technology and Teamwork sit comfortably alongside one another and the future holds exciting prospects for further developments.

# Just don't go there!

**So you have offered to run a beginners computer group and make a website. No problem. You've been working with computers since the operating system was a box of punched cards (and didn't drop it!). You just didn't realise what you were in for**

## Mollie Pullan, Mid Argyll U3A

Some beginners take to computing like ducks to water. Usually they can type, and the keyboard is familiar, as are fonts and margins. So you do a quick tour of the word processing program and send a test e-mail to yourself using the program and address.

Seems okay, getting used to the mouse, but I suggest first a few quiet games of Solitaire or Hearts.

Then the Internet – again, not a problem. The members of this group know what they want to find, and a bit of fun and games about what happens with vague terms like 'Danish' (thousands of recipes for pastries) sets them on the road to refining search terms.

Other beginners are terrified. The mouse flies all over and heads peer closely at the screen. Demonstrating fonts, style, size etc. creates a state of near alarm so let's break for a coffee.

So I've abandoned that approach. Instead I start with a visit to the websites of Amazon or Marks & Spencer and let them loose finding something they want to buy or look at. Suddenly the mouse appears trained. Typing a favourite author in the box on Amazon is not that difficult even with one finger, so you can disappear for a while. Word processing can come later – the beast is tamed.

Making a website involves other hazards. I use Netscape Composer. Most retired people cannot afford posh programs, and in any case these are not much use for learning the basics.

But some will wish to include animations, a chat room, an unreasonable number of pictures in an unreasonable size and format. So you have to get into a bit of image processing and demonstrate the difference in byte size between a bitmap and a GIF or JPEG, and the difference between loading a half page image and a standard web size.

Send a bitmap to your machine on an e-mail and then the same image as a



Spreading the ICT word in Lochgilphead

JPEG. Do the same with a simple animation and a still image. Look at some sites that think it is smart and trendy to have viewers watch their animated logo (it isn't!). These and other web page issues are dealt with by visiting Jacob Nielson's [www.useit.com](http://www.useit.com).

His searchable website has a common-sense approach, and searching for 'Seniors' will lead to information about what older people do and do not like.

Remember most viewers will have old computers with lower resolution displays and no Broadband, so *please* centre your pages and keep the kilobytes under control. No animations, use high contrast print (remember cataracts even at an early stage affect colour vision), a simple home page, clear links, and on-screen guidance where necessary.

Remember your disabled members and get accessibility guidelines from [www.w3.org](http://www.w3.org), where you can have your site tested for usability online, and [www.vischeck.com](http://www.vischeck.com) to check your images for usability by people with red/green colour blindness

Good luck. Think of the scope you have provided to be buttonholed at General Meetings by husbands who can't get on their computers because their wives have gone e-shopping; by requests to put on a family video for the grandchildren in Australia; or being asked without a computer in sight to sort out someone's spreadsheet.

# Give it

John Carpenter:

My first computer, 20 years ago, was an Amstrad PCW. It had a monochrome screen, LocoScript for word processing and not a mouse or virus in sight.

That wonderful machine, which some authors still favour, certainly had me hooked at an early stage. Gradually, on this and later machines, I came to terms with modems and e-mail, Windows, mice, programming and using the Internet.

My wife Audrey and I differ in our enthusiasms in this new hobby. She is interested in content: "I don't care how it works – what will it do?" I am intrigued by what goes on under the hood as well as what useful pops out.

But in the past ten years I have become interested in the social consequences of computing, especially in the impact of the Internet. And here I find that there is a divide in people's attitudes to it, although not always in ways I would have expected.

I am especially interested in the reactions of people in our age group. Audrey and I have met people whose attitudes range from gleeful enthusiasm, almost addiction, to: "We have one, but don't use it much." And: "I wouldn't have one in the house."

The strange thing is that the viewpoints have no pattern to them. We know couples where the woman is the keen surfer and the man is not – and the other way round. We have friends whose backgrounds would have made them naturals but who aren't, and others whose unexpected keenness and knowledge bowls us over.

You could argue that this is just a social observation, and of not much consequence. But I believe that it is important.

Although the focus of new technology is on people half or even a third of our ages, it is clear that (a) the Third Agers are a group to be reckoned with, and (b) there is too much happening in the wired, or indeed wireless world for us to miss out.

But why have a computer, and especially one connected to the Internet? There must be as many answers to that as there are users. For Audrey and me it means for example, simplifying routine tasks such as downloading forms to get a railcard; shopping; buying train tickets; renewing library books; writing articles; staying in touch with friends and family no matter where we are in the world; adding greatly to

# a try

## Loughborough U3A

a hobby such as family history which is being transformed by using the Internet; looking up assorted facts; recycling any unwanted items through the Freecycle network ([www.freecycle.org](http://www.freecycle.org));



and studying for a diploma and a higher degree. How could anyone not take advantage of this?

But people do resist, and I would love to know why. Is it the fear that the machine might be damaged if they do something wrong? Is it cost? Fear of failure, especially in front of friends and relatives? Security concerns about the Internet? A general dislike of anything modern, especially if it is electronic?

I am sure that there is a broad spectrum of reasons in such a wide range of people, but I think it is important to understand these more deeply. I recently attended a workshop at the Oxford Internet Institute where everyone was younger than me. When I raised this subject you could see the eyes glazing over – it didn't strike any chords, and so we moved on to other topics.

I'm left with the feeling that if we are to understand some of our attitudes better, we are the people who should do the finding out. I'm still trying to make up my mind if that is feasible and, if so, how best to tackle it.

For that reason, I would be interested to hear your views about using the Internet, and especially if you are a reluctant or non-user. Can you express why you feel that way? Is it for any of the reasons I suggested earlier, or is there something else putting you off?

How willing are you to give it a try? If yes, what would entice you? A short course you could follow at your own speed? A helping hand from a person of your age who is not a whiz kid?

And is there anything useful to be gained from an enquiry like this? Please write to the editor, and in a future edition I will try to summarise what you feel and draw some conclusions. In the meantime, please track down someone who could encourage you.

I believe that people in our age group should stay in touch with this technology, and that 'a journey of a thousand miles begins with a single step'.

# Teaching IT in the U3A

A couple of years ago, before I retired, I was browsing a stall in Adult Learners Week. I was collared by a determined lady who told me the things U3A could do for me. She then looked me straight in the eye and asked: "And what can YOU do for the U3A?"

I muttered something about being an IT lecturer and she beamed like a cat offered a succulent mouse. Within days I had a note from the chair saying she hoped I would join because they had lots of desperate beginners.

So I arrived fairly publicly as 'the IT woman'. The people who had expressed a need were put in touch with me and it's grown from there. I do two or three sessions a month and so far I've had about 25 customers.

It's listed as a group within our U3A although it doesn't operate in the usual way – I go to each person's home. I think it's important to teach a beginner on the equipment they have, even if it's not state of the art (a lot of my clients have Works rather than Word).

Half of them have been given a cast-off machine by a son, daughter, or even a grandchild. That generous soul then returned to Australia or wherever, at best leaving minimal instructions about how to switch the thing on.

One woman was so terrified of it that she wanted permission not to use it. It dated from the 1980s so I suggested she contact the council to remove it and then go to one of their taster courses to find out whether she wanted another one.

Another problem with these gift machines is the amount of stuff still on them – I've consigned many a copy of *Tomb Raider* to the recycle bin.

Most people want to use e-mail and the Internet and sometimes want advice about providers. Introducing people to the Internet is rewarding – one of my students has a son travelling in the South Seas and she wanted to find places he's been to. Half an hour with Google Images and she had enough pictures to cover her walls, to her great delight.

I don't charge, although some people feel they should be paying, but I never refuse a chat over a coffee. I like the freedom the non-charging gives me – I can arrange a time that suits me. I say I'm too busy if necessary, and if I have a problem with someone, I don't have to go again. (This has happened only once.)



Jo Livingston: Bexley U3A

I like working one-to-one because the term Beginner covers a wide spectrum and it is so much better to gear the session to what the person wants (it's bliss after trying to teach a prescribed syllabus to a group of 15 stropky teenagers).

At the college, I wrote my own work books and when I started the home teaching I broke them down into individual topics, never more than one side of A4. This works better than a larger unit. I can give notes on whatever we've covered in that session.

For someone more advanced, I may download the lot. (I carry them round with me on paper, on a floppy disk, on a CD and on a memory stick – to suit all equipment.)

But I think it's important not to overload the beginners. There is a book I recommend: *Computing for the Older Generation* by Jim Gatenby (Babani). This covers the basics in normal English. I also advise them never to buy an IT book more than half an inch thick or costing more than £10.

I know that some groups use schools or libraries to run a more conventional IT group. I haven't investigated this – after ten years in FE I'm enjoying the freedom of my present system and have no wish to tie myself to a fixed time dictated by a school, which may not suit my clients any better than it would suit me.

Maybe when I run out of students it will be time for a rethink but that seems to be some way off.

# ICTAG

Paul Baron  
U3A Webmaster

## Information Communication Technology Advisory Group

The meeting was set up to contact helpers for the European Minerva eLSe (e-Learning for Seniors) project for teaching isolated older learners IT skills via the Internet. However other projects were on the agenda.

The eLSe project needed help with proofreading the two learning modules being written by U3A, and later, mentors would be needed to help the distant learners.

Technology would allow the mentors to see and control the learner's PC over the Internet (if required) to give maximum support to get the learners through the course.

SenTrain was also mentioned as a European project to train the trainers of

older learners – but our U3A's input into that is to be much less than for eLSe.

The newly-formed ICT Advisory Group also included a description of the ongoing and successful U3A Online Courses project that boasts an ever-increasing number of courses specially written by U3A volunteers.

Another educational project is called the Virtual U3A (vU3A), an attempt to recreate the functions of a U3A Group on the Internet.

After a successful pilot project last year, they are looking for serious development of the idea this year. We have come across free public software called Moodle which is a virtual



**On 21 February, a group of U3A ICT enthusiasts met in London. The response was so great that a second meeting in April proved necessary to accommodate the number of people interested**

learning platform (VLE) which will be useful to the vU3A and our online courses.

Finally, two new communication opportunities were mentioned. First Skype, free software that enables you to phone another computer user anywhere in the world for

nothing. The other is Flash Meeting developed by the Open University that allows computer conferencing in an easy way for any number of participants. We have used this during its late stages of development and it has proved to be a winner.

## Pioneering ICT: The Internetwork

Some 21 members attended, ranging from experts to newbies. We talked about computers, e-mail, desktop publishing – no shortage of ideas.

The best way to carry our ideas forward seemed to be to form a Subject Network. This would give us a framework to spread the word.

I learnt about computers by working as a volunteer in the national office for four years. I knew the ropes so I volunteered as coordinator.

We appointed a committee, which included Roger Cloet, who gave illustrated lectures and ran the Sci-Tec Network; Peter Sinclair, who ran the online list of overseas U3As; Tom Holloway, who had loads of technical expertise; and Paul Baron, who was to be the U3A webmaster.

**Eight years ago, a fringe meeting was held at the Annual Conference for those interested in encouraging the use of ICT**

**Jean Thompson: Coordinator U3A Internetwork**

To call ourselves Internet Network sounded odd so we settled for Internetwork.

Progress has been amazing. U3A newsletters have changed from duplicated sheets to slick publications, PowerPoint presentations can amaze conference audiences, local U3A websites abound and two campaigns – Computer days and Web Weaving – brought technical know-how to local groups.

Today, a Virtual U3A is being set up, digital projectors are becoming standard, U3A has its online courses and NEC members are online.

More copies of *U3A News* arrive by direct mailing and travelling costs are cut by holding Flash meetings.

Our electronic monthly, *Signposts*, has more than 1,000 readers and U3A now has two websites: [www.u3a.org.uk](http://www.u3a.org.uk) and [www.worldu3a.org](http://www.worldu3a.org) for our international contacts.

Communication is improved with discussion lists available from Technical Support to Cooperation.

It would be flattering but untrue to attribute this development to Internetwork though we have played our part. Nor have we forgotten



our colleagues who keep their distance from computers and feel threatened by ICT progress.

But now the time has come for change. An ICT Advisory Group has been formed and has many new volunteers willing to support it. New possibilities lie ahead and we wish them every success.

It has been a privilege to see so many developments and I am glad to have been a U3A member throughout such exciting times. Viva ICT!



In the March issue of *Sources* I referred to a list of DVDs that we sent to the chairman of every U3A in Britain. This was to advertise the new material we have available in this format and to promote its use

We are continuing to acquire new material on DVD but this does not mean that we are disposing of existing stock in other formats. We still have slides, videos, audio cassettes and CD-Roms available for loan.

It is now becoming difficult to buy new stock in video format and to replace videos that are damaged by users.

We would ask you, therefore, to be careful with videos and not to use them in machines that are old or known to be faulty. It is possible to have videos commercially repaired if the damage is slight and I will use this facility as often as I can to keep popular videos in circulation.

## Family and Social History

Last autumn I mentioned that we had acquired a number of DVDs on Family History and this material has become popular and heavily used. I have now added new items to our collection: *Discover Your Family History – A Guide For Beginners* produced by the Society of Genealogists, and *Who Do You Think You Are* produced by the BBC and related to the TV series of the same name, but giving specific information on how to start searching and using archives. It is not just a copy of the TV programmes but does use clips from them to illustrate the methodology.

I know that a large number of U3A groups study social history and I have some videos which would be of interest to them. *The Way It Was* covers the period from the 1920s to the 1960s while *The Way We Were* comes as two videos, one covering the 1930s and 40s and the other covering the 1950s and 60s.

The material on these videos comes from homemade cine films and covers aspects of everyday life at the time. The background music has also been carefully chosen to fit the period. The earlier video is presented by Thora Hird, the later one by Tony Blackburn.

## Gardening

The winter is a busy period for our gardening resources. So many groups use them for meetings when they cannot go out and look at gardens. We have a large collection of videos and now have many DVDs available as well.

We have recently acquired copies of the first and second BBC series *A Year At Kew* introduced by Alan Titchmarsh. We have around 60 different gardening videos and 14 DVDs so there is a wide selection to choose from. For a complete list please contact the Resource Centre.



## Art

In autumn 2005, we bought the BBC series *Renaissance*. This is a six-part series presented by Andrew Graham-Dixon and first shown on TV in 1999. Each 60-minute video analyses a wide range of works from an artistic and cultural perspective to present a truthful history of the Renaissance.

I can supply a brief summary of the contents of each programme with the names of the artists featured. The full series would make an interesting short course and, as I know that this is a popular period of study with U3A art history groups, I expect the series to be heavily used.

## Science

There is little available at the moment on DVD which would be of interest to Science groups, but I recently bought *Space Race* – a four-part series on one disc which charts the battle between the USA and USSR to create the most powerful rocket, put a man in space, and land astronauts on the moon. To borrow this or any other item I have mentioned please contact:

Elizabeth Gibson  
Resource Centre Manager  
Third Age Trust, 19 East Street  
Bromley, Kent BR1 1QH  
Tel: 020 8315 0199 (Tues and Thurs only)  
E-mail: resource.centre@u3a.org.uk

# Gallery Talks at the Imperial War Museum

The Shared Learning Project resulted in U3A members presenting research talks on exhibits in the museum atrium

by  
Ian Funnell

Education officer Grant Rogers had the idea of giving gallery talks as they do in the National Gallery, but with U3A members taking the lead.

After an inspirational discourse by Grant on a variety of exhibits on the opening morning, a team of willing volunteers turned up to spend Wednesdays in the octagonal library under the dome.

We booked our seats in the library in advance and when we turned up we were greeted by a pile of books on our chosen topic that had been located by the library staff. They were most helpful and introduced us to several of the curators.

We handled posters dealing with the recruiting campaigns and those on wartime diet and security. We were shown how to operate the Sten gun and heard about the police firearms amnesties that led to some strange weapons being handed in.

In the first two weeks, we chose our research topics and from then on the midday meetings in the cafeteria were mainly debriefs on each other's progress.

The building and the museum have had an interesting history. The Imperial War Museum was opened in the Crystal Palace by King George V on 9 June 1920, following a decision by the Cabinet in 1917 that a National War Museum should be set up.

It was housed in two cramped galleries in South Kensington from 1924 to 1935. The museum was then relocated to its present home in the central portion of the Bethlem Royal Hospital or Bedlam.

This Royal Hospital, which cared for the insane, had occupied the building from its construction in 1815 until the early 1930s when it moved to Eden Park, Beckenham, and the east and west wings were demolished.

The museum was closed from 1940 to 1946 and many of the objects were moved to stores outside London, but some damage was done to the remaining exhibits during air raids.

The museum now covers conflicts in which Commonwealth forces have been involved, from the start of WWI in August 1914 to the present day.



Ian Funnell giving the Zeppelin talk

Our research topics covered the same period, with presentations on Conscientious Objectors in WWI, Christmas in the Trenches and on the Home Front, and Zeppelin Raids on Britain, covering mainly what became known as The Great War.

Other presentations on Boots and Periscopes have a universal applicability but certainly the pressures of improving armaments made the periscope particularly useful in the trenches, with some rifles being produced for shooting around corners. They were also used to give tank commanders a view of the battlefield, while for battlefield observation from the trenches, a 20-metre-high unit was developed. This periscope was telescopic and mobile so that it could be deployed to the best observation point. In the museum, St Paul's Cathedral is the designated target for observation.

The development of the tank was covered by Grant in the gallery talk he gave as part of our initial programme.

In the 1930s, rearmament, initially in Germany but followed by all the combatant countries, led to new and more terrible weapons. We followed some of these using the audio guides, and learned more about the first atomic



Grouped around Little Boy: Grant Rogers on left, and right: Ian Funnell, Barbara Penney, Ron Giddens and Jean Davidson

weapons around the genuine bomb casings in the atrium for Little Boy and Big Boy that were deployed over Hiroshima and Nagasaki.

Our choice of topics included the Bofors Gun in WWII, the defence-related topics of air raid shelters, and evacuation and experience of the Tip and Run Raids on the South Coast.

Tony described his evacuation to the Devon coast. There the enemy aircraft came over in daylight and were so low that they could not be detected by radar and got away before the air raid alarm had been sounded.

Various members had recollections of the shrapnel debris of war being around in the streets.

Cont...

More surprisingly, Ron's mother had been taken to see the wreckage of the first Zeppelin shot down by a British aircraft.

On 3 September 1916, SL11, a wooden-framed airship 174 metres long, was shot down over Cuffley near Potters Bar by Lieutenant Leefe Robinson who gained a Victoria Cross for his action.

This was a turning point in the battle for the skies because the psychological advantage of the Zeppelin in bombing and terrifying the population was replaced by the recognition that the Zeppelins were vulnerable and could be shot down in flames.

Just over a year later, a raid by 13 airships on 19 October 1917 against Sheffield, Manchester and Liverpool, may well have been observed by Ian's mother-in-law living in Leeds. She recalls seeing airships in the skies.

The level of navigation accuracy in those days, combined with adverse weather conditions, meant that at least one of the airships reached London by mistake, so flying over Leeds as well as Sheffield is credible.

Hans gave a talk on the launching of V-weapons from Holland in the last years of the war. V1s could be intercepted by fighter aircraft or shot down by ground fire, but the supersonic V2 rockets gave no notice of their impending arrival.

In retrospect, it is amazing how far and how quickly developments in jet engines and rockets for wartime purposes have led to new technologies such as global positioning systems and phenomena such as the cheap weekend in Prague.

The talks are being written up and will be included in a report for the Resource Centre and anyone who may be interested in our research.

The gallery talks are running from April to December on the first and third Wednesday of each month at 3pm. U3A visitors are welcome.

They are called First and Third Talks. On the first afternoon, we had a good crowd of visitors including many children, listening to a talk on Zeppelins.

Grant provided German camel-hair-

felt boots, incendiary bombs and photographs of the airships and we had maps of the flights and bomb damage sites to show our audience.

Surprisingly the audience contained a researcher for a likely *Timewatch* television programme on Zeppelins and the first Battle of Britain.

Anyone interested in taking part in this continuing project should ring Ian Funnell on 01372 374236 or Jennifer Anning on 020 8830 6931.

### The Team

Barbara Penney, North London  
Charles Moss, Orpington  
Hans Meijer, Aylesbury  
Ian Funnell, Fetcham  
Jean Das, Kingston  
Jean Davidson, Wandsworth  
John Milne, North London  
Michael Darling, Woking  
Ron Giddens, Caterham  
Tony Mayes, Bexley

The programme of talks is advertised on the museum website at:  
<http://london.iwm.org.uk/server.php?show=conEvent.999&navId=00b003003>

Last autumn in London we were at the Imperial War Museum, researching and talking to the public about various relevant subjects (see report alongside).

We were also at the Science Museum. In January, a team started work at the Rangers House, Blackheath, and they will be reporting later on this year, as will the Film Project team, after their study day at the National Film Theatre in May.

After Easter, we will be helping to create a permanent exhibition for visitors to the Manor Gardens Centre in Holloway, explaining the story of its origins (as the Islington School for Mothers in 1913).

We are looking forward to the autumn when U3A teams will be working with the British Museum (for the fourth time), the Hunterian Museum in the Royal College of Surgeons, and at Dulwich Picture Gallery.

Outside London things are happening too. There was a fascinating project at the Ulster Museum in Belfast, which Joyce Gibson reported on in the last issue. There are several projects in the South West, especially in Plymouth. Barbara Goodyear told us about one, also in the last edition.

## New Shared Learning Projects

You will have seen, in past editions of *Sources*, accounts of some of the projects that have taken place recently



Jenny Clark

We are hoping there will be another region-wide project, this time in Essex, where they are looking at three possible topics – Industries of Essex, the Coastline, and Renewable Resources.

I am delighted that people are considering schemes outside London. These are a great idea – different and much wider. We can involve many groups, individuals, U3As and neighbourhoods. The timescale can be longer and the research widespread.

If anyone is thinking of such a project, do let your Regional Rep know, so that he or she can involve as many people as possible. Let me know too, so that we can provide support and the experience of what other people have done before, for example in the Sussex Region, whose excellent project on Entertainment was such a success.

There is now a Start-up Leaflet on Shared Learning Projects, and also an updated *Guidelines for SLP Coordinators*. The leaflet is available from national office and the guidelines from me, or from Jennifer Anning, who has been working with me and will take over coordination of the London SLPs in the summer.

We are working together and updating some of the supporting documents, so do ask either of us for help and advice. Let us know what is happening in your neck of the woods. It is great to hear about new ideas and suggestions. Share them with the rest of us – good ideas spark other good ideas.

**Jenny Clark: 020 8346 3751**

**[jemal@onetel.net](mailto:jemal@onetel.net)**

**Jennifer Anning: 020 8330 6931**

**[jennifer.anning@btopenworld.com](mailto:jennifer.anning@btopenworld.com)**

# Successful Internet Searching

By  
Susan Radford

# Google

It is important before you start to have a search strategy, which means thinking about what you want to achieve. Try and identify concepts/ideas, possible synonyms and construct your strategy from this. Be realistic about what you want to accomplish.

One problem with the Internet can be 'information overload' – there is a huge amount of information out there, both good and not so good. It pays to be clear about how much you want to find.

In Information Retrieval, the measure of results is known as Recall v Precision. Recall is a measure of comprehensiveness, i.e. every item on a given subject, whereas Precision is a measure of accuracy, i.e. the number of relevant items. There is an inverse relationship between the two and an increase in one will lead to a decrease in the other.

It is also important to look at the sources of information you find and question their authority and currency. For example, if you look for information on a medical condition, is the website found a reputable name, like NHS-direct, or produced by someone with no medical expertise? Also, is the information current or out-of-date?

There are many search engines (websites where you can search for information) on the Internet but I will talk about Google ([www.google.co.uk](http://www.google.co.uk)) because it is widely used. Why is it so popular?

- simple, uncluttered home page
- incredibly simple to search
- no difficult decisions for users
- and it searches eight billion pages in less than a second

But is it any good? The reason why people love Google so much is that it never lets you down. Plug in a word or two and back comes a flood of results. It's so reliable that you might start thinking that it is infallible. If you can't find it with Google, then either it doesn't exist, or you should suspect that you've mistyped the search.

**Finding information was once the preserve of librarians, but with the advent of the Internet, information on virtually everything is available at the click of a button. Whilst this is a great facility, searching can bring its own problems and it can be helpful to learn from the training and experience of professionals**

Be warned: Google searches for words, not concepts. The pages it finds will contain your search terms, but many of those pages will be irrelevant because the words are used in a different context.

Part of the problem is using too few words. Most people seem content to use just one or two terms. Try putting the word java into a Google search and you can expect results containing links to pages about the island, the coffee bean, and the programming language (and a whole lot else besides).

It pays to think about the context of the thing you're searching for and to include search terms that reflect the context. There are simple tricks that improve the relevance of the results you get back.

Be further warned: Google search results display adverts at the head of the results list and on the right hand side of the page. Google calls them 'sponsored links'.

## Basic search

Let's try a search for plasma display screens by entering this in the search box and hitting return.

Google reckons to have found 'about 2,260,000' pages. You can be sure that every one of those pages contains the three words – 'plasma' and 'display' and 'screens'.

Now let's repeat the search, but this time putting quotes around the words to make it a phrase search. Suddenly we've filtered out, 2,249,000 pages.

First time around we asked Google to find pages containing three words, anywhere on the page. This time we are insisting that the words must appear together as a phrase and now have 10,400 results.

You can mix single words and phrases in the same search. Say you wanted to find out who invented plasma display screens. Type in the search box: who invented "plasma display screens" and you get 18 results. Google underlines the words and phrases it's looking for. Note that the word who is not underlined which means it wasn't in the search.

It's usually better not to ask complete questions. By using just the essential words the search will be (even) quicker and you will get more accurate results. In this case you could type: invent "plasma display screens" and get 179 results.

There are other special characters to aid searches such as the wildcard and ways to include or exclude words. Information on these can be found on Google by clicking the more >> link and going to Help Central.

Susan Radford is a library assistant in the U3A Resource Centre and is studying for an MA in Information Studies at the University of Brighton. Information herein on Google searching is credited to University staff.

# Producing a Newsletter - or two

The importance of newsletters is confirmed by feedback to me as a subject Network Coordinator and a former editor of my U3A's newsletter.

For a writer, disseminating information and ideas is a pleasure, rather than the chore it may be for some coordinators, and the newsletters I see meet this basic condition.

It is essential to consider what readers want to know and to make them feel 'ownership' of the Network (or the U3A). Writers are interested in competitions and websites and I research and publish these. Not difficult, as I have a Writers Diary and people sometimes send in details. I involve members by asking for contributions – I mean asking, not simply hoping.

At any Study Day, Summer School or Online Short Story course, I invite at least one volunteer to send a report. Groups are e-mailed for news of their activities and *Sources* Editor Tony Thornton writes a regular 'How to' column – and gets his reminder e-mail.

There are now few excuses to stay computer illiterate. Local libraries provide a free Internet service and an e-mail address list is the most economical form of communication.

Groups are asked to provide an e-mail

address (which may be different from the posting address and again broadens group involvement). I make no apologies for emphasising e-mail. Without it, I would have to type copy, write letters and make many phone calls. My time is precious and I doubt if there would be many eight-page newsletters.

For the past two years, the winter newsletter has included a supplement with the winners of the U3A Short Story Competition and this year, the winning poems and judges' comments.

Newsletters are posted on the national website and many U3As now have their own websites, so that readership could become global. This does mean ensuring addresses or phone numbers are not published on the Internet without permission.

Lin Jonas and her staff at the national office offer invaluable help by posting newsletters – the proof copy and the mailing list are sent to them and copies normally mailed within a week. It is then up to group leaders to circulate copies among members. I have been a little shocked to find how many don't.

The Harrogate U3A Newsletter is published three times a year but a monthly digest of up-to-date news is available on their website and at monthly

Why bother to produce newsletters? Does anyone read them? Yes - if they are interesting, eye-catching and relevant

**Maggie Smith**

**National Coordinator**

**Creative Writing Subject Network**

meetings. Subject networks and local U3As provide an important link with the national organisation.



Many members still deny any knowledge of the Resource Centre, of *Sources*, of Subject Networks or Online Courses, yet these are free or inexpensive and broaden possibilities for group or individual study. Repetition of information available in *U3A News* and *Sources* helps attract and enthuse the casual reader.

Frequency of a newsletter will depend on the enthusiasm and time available of the coordinator/local editor. Writers, of course, seize on any excuse to exercise their keyboards but in my Thesaurus 'Coordinate' includes 'Mesh, organise, integrate'. Even one page of up-to-date information is invaluable.

# Healthy Chips

**John Crick: High Wycombe U3A**

I have never been one to shirk from a challenge and when I found that my local U3A did not have a woodcarving group in which I could pursue my new-found interest, I decided it was time to do something about it. An initial sounding brought together six interested members and we decided to go ahead.

My initial project at an evening class had been to carve an English Rose and this has become the standard 'apprenticeship piece' for newcomers. No two are the same but they are proudly displayed as the first achievement.

Our timing was most fortunate. An application for lottery funding was being collated. As a result of the grant we purchased benches, carving tools, mallets etc. and sharpening equipment. The cost was £800. This augmented our personal equipment and meant that our only shortfall was on skills.

After seven years, we can tackle a diverse range of projects and the annual coffee morning allows us an opportunity to proudly display our year's work.



The annual coffee morning is an opportunity to proudly display the year's work

Over time, we have invited along a local professional carver to guide us and built up a collection of instruction books. With our self-induced confidence, our group of male and female carvers can recommend this activity.

If anyone is interested in starting a similar group, I would be pleased to provide further information.

# Keep your Word

I have been editing our local newsletter (recently restyled the Bulletin) in Hastings & Rother U3A for around nine years. I also edited *Sources* issues 16-24 before handing over to my successor, Tony Thornton, who has given our national journal its present professional appearance.

As well as editing, both of these activities have involved designing and producing the publications, both done on my PC at home. This is not surprising, because this must be what every U3A newsletter editor in the country is doing.

Some of you may be interested to know that I have always worked with Microsoft Word and not with Adobe PageMaker, Quark XPress, MS Publisher or any other dedicated desktop publishing software.

Professional or semi-professional programs such as these undoubtedly make light work of laying out a publication for those closely familiar with their vast range of features.

The majority of us, though, aspire to little more than competent word processing and for this we tend to rely on MS Word, if not something closely akin to it. Many desktop publishing programs tend to be on the expensive side and are a minority sport.

I often wonder how U3As cope when they lose the services of what I might call advanced practitioners of newsletter production who, because of their level of expertise and possession of dedicated software, have delivered a superbly

## Mike Williams believes Microsoft Word can be used to produce good looking newsletters



produced newsletter for their readers. Their successors might understandably feel a little daunted or intimidated.

What I would like to do is to offer a word of encouragement to those who have considered newsletter production for their U3A but have been put off by what they perceive as a need for highly developed desktop publishing skills.

Maybe it will have surprised a few people to learn that *Sources* issues 16-24 were produced using MS Word. Of course, a professional would have spotted the amateur's approach but one hopes that not too many serious shortcomings were perceived by the average reader.

It is interesting to look through the March 2006 issue of *Sources* and ask how many of its features are achievable solely through the use of desktop publishing software and how many could have been achieved by someone with a working knowledge of Word's slightly more advanced features.

I think we can safely say that Word can handle the main three-column layout and the different styles and sizes of headings and sub-headings, together with the incorporation of graphics and photographs.

With Word we can produce white on black text, shaded boxes, drop caps

(there's one at the beginning of this article), page numbering, variable line spacing, quirky fonts and many other styles and effects as may be required.

I trust that readers will be aware it is not my intention to play down the use of desktop publishing software or to suggest in any way that it represents some kind of overkill.

My motive is simply to put forward the view that, in a large number of cases, MS Word will be 'man enough for the job' in the hope that it may encourage more budding editors to have a go. Believe me, it can be a rewarding job and a good way of getting to know your U3A and the people in it.

Not so long ago, I delivered a one-day Study Day for local U3As in our region on some of the less familiar features of MS Word. The idea was to show that it wasn't too difficult to produce good-looking documents with something that many people had on their computers and that they should not be discouraged from trying their hand at editing a newsletter.

To accompany this day out, I produced a set of notes that participants received on a floppy disk. I have arranged for this file to be placed on the national website. It can be downloaded from:

<http://www.u3a.org.uk/files/MSWordFeatures.doc>

## The Maidenhead Newsletter

From the outset in 1998, Maidenhead U3A has produced a monthly newsletter, which is the 'nervous system' of our U3A – 'lifeblood' being the members.

In the newsletter we publish a monthly diary, news of new activities, membership information, venue changes, outings bookings, details of walks, etc.

On the odd occasion we unavoidably skipped a month, it took maybe ten weeks to retrieve the situation and get back into phase.

I have correlated regional U3A newsletter frequency with membership

numbers/growth and activities. This convinces me that a monthly issue is desirable to maintain a vibrant U3A, which I like to think we have. There are better ones I know, and newsletters are but one facet, but it works for us.

Our four-page, A3-folded newsletter contains contributions from most committee members and group convenors, and is capably edited and reviewed by the committee before release at the monthly meeting.

We keep it simple – just text. It's produced in MS Word and printed in black. This format is a little tired but it

### Michael Tucker: Maidenhead U3A



serves us well and keeps the preparation load down.

The cost is £50/month to photocopy 220 copies for those members requiring hard copies (one per household). The others are served by e-mail distribution to 155 e-addresses, thus covering our 400 members.

Any hard copies not collected at meetings are either delivered locally by members, or posted out, (30-50/month).

# Fillers For Fun

**Fillers:**  
**Editors need them! They can brighten and lighten your newsletter and they can be fun**



**By Barbara Cobbett**  
**Editor of the Fairford & District**  
**U3A Newsletter**

**O**ur newsletter is presented as three sheets of A4 folded, making an A5, 12-page booklet. An editor's nightmare comes about when the newsletter is finished and only ten pages have been filled.

Help! I have to fill two pages and there is no way I can cut the issue down to eight pages by using only two folded sheets. (This doesn't happen often.)

Contributions from the interest groups flow in, and I keep an eye open for useful information relating to the wider U3A, such as summer schools, holidays, and short courses in the area. And I always have handy the odd crossword puzzle or general knowledge quiz to fall back on if I have a lot of space available.

What I always need is something to fill a small space here and there. This is where the odd quote, usually amusing, comes in useful.

My husband and I are ardent book lovers and we find shelf space for a library of useful reference books. We also see newsletters from other U3As in the Cotswold Link area and these can be a valuable source for fillers.

When we're on holiday, we often come across wayside notices which we immediately make a note of for future use. Whilst walking in Northumberland, we found this sign on a footpath:

*If ye be man, if ye be woman  
If ye be gan or ye be comin  
If ye be soon or if ye be late  
Please take time to shut the gate*

Appropriately in the newsletter, this quote followed a report from one of our walking groups. On another occasion the walkers found this quote next to their report: 'My grandmother started walking five miles a day when she was 60. Now she's 97 years old and we don't know where she is'.

Quotes for walkers abound. Here's another – a sign outside a pub in the Yorkshire Dales: 'Boot Friendly Pub. Please keep them on!'

One of my favourite holiday finds in Yorkshire, was placed with a contribution from the gardeners: 'Pick your own hoss muck – free!'

Poems make useful fillers, whether you need just a single verse or one which runs to a whole page.

The editor (Tony) won't thank me for suggesting that he should print the entire poem on this page, but have a look at *When I Am Old!* by Gervase Phinn. He writes amusingly of the time when he will move in with his son and his daughter-in-law and it fills a page.

Last October, my husband (who is my 'technical department' and the printer's

devil) attended the Cheltenham Literature Festival and we came away with a wealth of material.

At a session entitled *Mother Tongue*, featuring the well-known writers Nigel Rees and Miles Kington, the members of the audience were asked to say what they thought was the word of the year. Instead of the expected 'Sudoku', a voice in the audience triumphantly exclaimed, 'Ashes'! This quote fitted in nicely at the end of the section of the newsletter dealing with language.

Monty Don was the inspiration for a quote for the gardeners: 'Pottering is right at the core of good gardening'. And for the birdwatchers, a session on *How to be a bad birdwatcher* offered the advice: 'Look out of the window. See a bird. Enjoy it. Congratulations. You are a bad birdwatcher.'

I receive regular contributions from the book and poetry groups, the philosophers and the painters, the walkers, the cyclists and the birdwatchers, the gardeners and music lovers, the bridge and Rummikub players, the conversational French speakers and the needlewomen, the geologists and the people who want to keep fit, the model makers and those who use digital photography.

I look ahead to assess what we should be thinking about in the future. I missed the 60th anniversary celebrations to commemorate the end of WWII, but the following year I put together an article on members' memories of VE Day.

We have a member who at the time was called 'The Victory Operator'. She was the War Office telephonist responsible for connecting Winston Churchill with General Montgomery in Germany on the eve of the capitulation.

So there you are, you editors. Please feel free to use any of my quotes.

## What are the options?

**Mary Peterson: Monks Brook U3A**

**W**e have a simple format: double-sided A4, single stapled, six or eight page, Times New Roman 12pt.

Several groups seem to have gone for the folded A4 booklet but I'm afraid that the font size (10pt?) is a bit small for some of our readers.

*Sources* is folded A3 but the printing is rather expensive for that and it does mean you are tied in to multiples of four pages whereas I can do six pages if

that's sufficient. Cost is a factor!

I'm aware that you are interested in the content of newsletters rather than the technicalities but, to some extent, one influences the other.

I would be interested to hear about what style and size of font other groups have found best.

This might be opening the flood gates but, through *Sources*, could you ask groups to send in copies of their newsletters and then give us some guidelines about what seems to be best?

*(Yes! Please send your newsletters to my address on page 2. Ed)*

Our newsletter is produced four times a year and has 12-14 pages of A4. In 2000, producing six copies a year was normal, but I found that I had no sooner put one issue to bed than material was arriving for the next one. In December 2001, I persuaded our committee that a quarterly newsletter would meet the membership's needs.

With a three-month gap, the dissemination of information became a problem. This was solved by producing a single sheet called *In Touch*, issued irregularly between newsletters, which resolves the information gap about organised events and trips.

*In Touch* is distributed to one fifth of the membership by e-mail and the bulk of the remainder mainly by volunteers. Newsletters are also mainly distributed by volunteers, and none are e-mailed.

In 1998, I had basic IT skills so I enrolled on a MS Word course and followed that with a MS Publisher course. The latter was the basis of my ability to produce a newsletter.

The first was 12 pages long. It grew sometimes to 14 pages, but its size of seven sheets of A4 and an envelope kept it within the 60g second class postal rate.

The layout has been mainly two-column – this seemed less cluttered than three or four columns. Sometimes the material suits a single column format.

# Luton U3A Newsletter

Editor: Emrys Rees

A table of an updated Interest Groups List takes a full page. One contributor writes his report in a beautiful script, so I emulate it by choosing a font that is near to his handwriting. I use minimum colour because it is expensive, so the U3A logo is in colour on page one as are small photographs and pictures.

The chairman has a page or part page. Reports from interest groups are a big feature and done by rota, so that members who write them know in advance that they have a piece to write. I advise that there is no pressure to do a report if they have nothing of note to say.

Sometimes a talk at a monthly meeting or an outing stimulates a member to write. One member and his wife who love to travel, entertain us with their adventures in the Blue Ridge Mountains of Virginia, in South Africa, Outer Mongolia, Alaska and the Yukon.

A recent series featured an interview with members who told our reporter about their interesting lives. Some members send jokes. They are great gap fillers for an editor. Sometimes we have a quiz, usually for its entertainment value, but we award prizes for the best answers, and it keeps grey cells active.

I encourage anyone who writes in, and little that is submitted is rejected. It must be disheartening for a writer never to have the submissions printed.



The selection of poetry is the one difficulty that faces an editor. People think they can write it, but usually not much is suitable for publication.

I understand that *U3A News* prohibits the receipt of poems for this reason. How do you alter a poem so that it is more acceptable? In Luton U3A we have talented poets and some have had their poetry published. Prose is another matter, and writers often urge you to edit it.

I type or scan material into MS Word and then put it into Publisher. Using this programme is a matter of choice, and when I learned to use it, it was 'de rigueur'. But MS Word has made many advances and is probably the favourite programme to use today. I am tempted to try it out.

Producing a newsletter can be great fun and is a challenge. Perhaps family life suffers during its creation, but seeing it in print is so rewarding.

## Dorchester & Weymouth Newsletter

The newsletter serves 300 members and 30 interest groups. Additional copies are sent to the Dorset County Library and potential new members. It is simply named *Newsletter*, consisting of 20 or 24 A5 pages within a cover and is published three times a year.

It meets the need for information to enable the group to function smoothly, e.g. classes, locations, programme, etc, and has news of the activities with ideas and plans for the way ahead. Above all, *Newsletter* provides interesting reading and contributions are invited from members as well as group leaders.

*Newsletter* starts with the Chairman's Chat, which looks at the immediate future with information of new interest groups and facilities together with the occasional problem needing attention.

This is followed by a piece from the editor, perhaps drawing attention to a particular article. There is also a programme of speakers attending the monthly group plenary meeting.

For easy access, the programme of

By George Pearce

activities is presented on the centre pages. This provides time, date and venue for each of the interest groups and is compiled from information provided by the group leaders.

A large proportion of *Newsletter* is given to reports of the activities of the interest groups. These are popular. People like to see their activities in print together with their names. They also encourage others to join a group – indeed, the Philosophy group has spawned a second group to accommodate enthusiastic members.

To widen the interest of the content, members are encouraged to send in their contributions. The latter may consist of a tale of a recent journey to foreign parts, an amusing anecdote or perhaps a poem.

The Notice Board section includes a request for news of members who may be unwell; an exhortation to subscribe with Gift Aid; a plea for volunteers to make the coffee; and an invitation to



l-r: George Pearce (compiler and dogsbody)  
Margaret Pearce (editor in charge of everything)  
Peter Murdoch (quality control and nitpicker)

members to display their hobby or a collection at the same meeting.

It also presents news of forthcoming events, a visit to a theatre or perhaps a photographic competition. There are notices of courses at the County History Centre or a local college of education that might be of interest to members.

The cover carries the names and telephone numbers of the group committee members together with those of the leaders of the interest groups.

The content of *Newsletter* tends to be buoyant with occasional splashes of humour and we are always seeking ways to improve its value to the group.



The Ilkley U3A croquet section was formed in May 2005 with the help of the Ilkley Lawn Tennis & Squash Club (ILT&SC). Twenty-three members played until November.

Who said that croquet is a summer sport and could not be played outdoors in Yorkshire just before Christmas?

### Richard Lorimer: Ilkley U3A

Croquet was introduced into England from Ireland in about 1850 and has evolved considerably. For many years 'association' croquet has been the most played form of the sport, however 'golf' croquet is becoming popular and there are several other variants of the game.

The headquarters, which were at Wimbledon, are now at Cheltenham and more than 120 clubs throughout England are members of the Croquet Association.

Croquet is played on well-prepared, flat lawns to defined rules and involves high levels of skill and tactical decisions. Alternatively, it can be played on domestic lawns to local 'home brewed' rules and is an excellent social game.

The playing surface of a full sized croquet lawn measures 35 yards x 28 yards, but this may be reduced proportionately using a factor of seven. For example, 30 x 24, 25 x 20, 20 x 16, 15 x 12 etc. Another option is to split a full sized playing area to make two playing areas, each measuring 17.5 x 28 yards, otherwise adapt any reasonable sized playing area that is available.

At the ILT&SC, the groundsman marked out two playing areas and made holes in the ground for the iron hoops. Another area was allocated for teaching beginners and for helping experienced players to develop their technique and style of play.

The group had croquet sets provided by members and from the ILT&SC, an antique boxed championship set of mallets, iron hoops, balls, corner flags, clips (for scoring), centre peg, and a 'smasher' for knocking the iron hoops into the ground.

Members of the U3A croquet section registered as members of ILT&SC with entitlement to enter their clubhouse, bar lounge, dining room and changing room



## Croquet at Ilkley

Ilkley U3A and Ripon Croquet Club members at Ripon Spa Hotel with England International Samantha Curry (centre in shorts)

facilities. Dress code was whatever clothing was suitable for the weather and comfortable flat sole/heel shoes.

Tuition on the rules of association croquet was provided by experienced members of the section. Later we were introduced to the rules of golf croquet by Samantha Curry, an England international player and a member of Ripon Croquet Club.

In September 2005, we attended the

tenth Yorkshire Open Golf Croquet Championship held at Ripon Spa Hotel, which featured three previous world champions. We were also invited to play our first competitive match against Ripon on a gloriously hot day in October.

Now that croquet has been established as a viable option for Ilkley U3A and ILT&SC members, we are considering how this may be developed to the mutual benefit of both organisations.



Croquet - an excellent social game

### How to start a croquet group

**1** Find someone who has a suitably sized lawn. Encourage them to join U3A and then offer to set up a croquet group. Or: contact your local cricket or lawn tennis club and negotiate a playing area, preferably with a clubhouse. The area between the batting square and the boundary will provide at least four playing areas for croquet.

**2** Make contact with the Croquet Association and Jeff Dawson at the Association Shop. Affiliation provides advice from a Regional Development Officer and the opportunity to obtain a starter set of playing equipment.

How do I know all this? In 2000, I started the Lea Valley U3A croquet group at the Broxbourne Sports Club and I know that the Hertford U3A group has been playing on The Master's Lawn at Haileybury College for some years.

John Knight, Network Coordinator (Sport) (01733 553734), and I would be interested to know about other U3A croquet groups.

**Tel: 01943 603561**

**E-mail: rlorimer@btopenworld.com**

**Croquet Association and Shop**  
[www.croquet.org.uk](http://www.croquet.org.uk)  
[www.croquet.org.uk/shop](http://www.croquet.org.uk/shop)

**We have a new CD-Rom compiled by Graham Hix of Fleet U3A on the subject of Digital Imaging available to U3As at £5 per copy**

Some time ago, we received a CD Rom from Dr Sydney Soclof on the subject of *English, Language of the World* which, though not in the appropriate form for our online courses, was popular when available through the national office.

Like Dr Soclof's CD, this one by Graham Hix is also partially in PowerPoint format, which means it is versatile and can be worked through using a computer, a multimedia projector or even a TV set.

**A popular interest**

Digital Imaging is the runaway success of the Online Courses. Many members have acquired digital cameras and wish to make fuller use of their potential.

No need any more to wait for your films to come back from the processors before you can see if they are any good. You can plug your camera into your computer and view them immediately, keep the shots you want and delete the ones you don't.

However, there are other possibilities. With cheap software installed on your computer, you can work on the images you capture and enhance them by simple techniques such as eliminating 'red eye'.

You can form a collection of pictures into a personalised calendar and e-mail them anywhere in the world at the touch of a button. No wonder digital imaging is so popular.

Peter and Sheila Read, the two author/tutors of the online course in Digital Imaging have been worked almost to exhaustion, coping with the demand for their course, which has also been downloaded by scores of U3A members to work on individually.

**Review by  
Ian Searle  
Chairman Online  
Courses Group**

Graham Hix's new CD is additionally welcome in that it can provide another valuable resource, especially suitable for group leaders dealing with the subject.

**Content and organisation**

The material is divided into two sections on the disk.

There are six lessons in PowerPoint – each consists of about 60 slides. These are beautifully designed and presented and contain practical photographs, such as the various kinds of cameras available, or close-up details of processes.

In my opinion, the lessons are too long and detailed for a single session and I could envisage the six lessons taking a full term to cover.

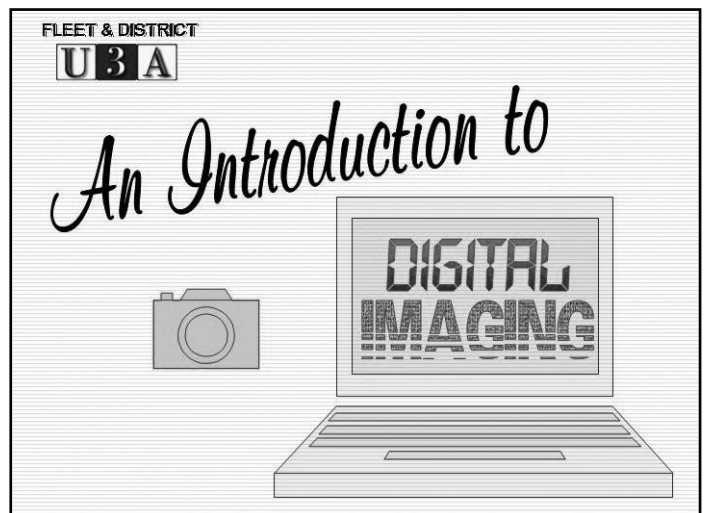
I imagine too, that users will find the CD a valuable reference, even after working through it either individually or in a group.

The second section consists of Word documents that are the written notes to accompany the slides. These too are capacious and clear.

The work has been piloted by Graham Hix with his own group and it is obvious that he has a sound idea of how U3A members like to understand what they are about.

Anyone with the slightest interest in taking pictures or manipulating images will instantly be fascinated and informed.

With the author's permission I gave copies of the CD to a couple of group leaders I knew



with no comment from me. They both commented that it was exceptionally well prepared and would indeed be useful.

The glory of this CD-Rom lies in the PowerPoint slides and you need to run through it on your computer to appreciate its value.

To order a copy, send a cheque for £5 payable to The Third Age Trust to:  
Elizabeth Gibson  
The Third Age Trust  
19 East Street, Bromley  
Kent BR1 1QH



**Graham Hix: Fleet U3A**

**The topics covered on this disk are:**

Why go digital?	Advantages / Disadvantages
What Camera?	Mobile Phone / Compact / Prosumer / SLR
Camera Settings	Resolution / Data Compression Scene Modes / Zoom / Digital Zoom/Flash
Memory Cards	How many pictures can I take?
Transfer to Computer	Organising logical storage
Imaging Software	Why do I need special software? Adobe Elements 2/3/4
Image Resizing	Using XP and Elements / Prints and computer displays / Cropping
Printing	Shop or Home? Colour differences.
Using Layers	To make composite images
Exposure	Adjusting exposure levels to improve pictures
Red Eye Removal	Using different techniques
Cloning	Picture repair and removing unwanted objects
Colour Adjustment	White is white?

# Past Issues

## Comparative Religions

**Alan Hollis: Hertford and Ware U3A**

The Hertford, Ware and District U3A has about 1,200 members and 120 interest groups. Our Comparative Religions group has an attendance varying between 16 and 24 and meets once a month. We study many religions worldwide and also cults and groups that have provided us with speakers.

We have heard speakers from different parts of the Jewish faith and other main faiths of the world, along with less well-known ones such as the Zoroastrians, Bahai's and Jaius.

Talks have been arranged with Christian denominations and groups about their history and present interests. We have heard about Russian, Greek and Celtic Orthodox Christian groups, and Seven Day Adventists, Sweden Gorgians, Mormons, Quakers, and Unitarians. Our research is still revealing yet more possible speakers. We also visit places of worship.

## Local History

**Iris Lacey: Bracknell Forest U3A**

As the coordinator of the Bracknell Forest U3A Local History group, I found issue 26 of *Sources* to be the most interesting that I have read.

I was on the point of giving it up after two-and-a-half years of running it, but when I read the inspiring articles on *The Appeal of Local History* by Allan Whatley and *Local History at Newport* by Mary Walker, I decided there was a lot more that could be done with my group.

So far, we have had speakers on various subjects, including oral history being recorded by the local council, and a heritage website recording some of the older residents' memories of old Bracknell. Also, we had explored most of the old historical buildings and churches in the area and beyond.

Our normal meetings were held at the Open Learning Centre. The only problem was that numbers had dwindled down to around ten, but we still had to pay for our meeting place (£20 a time!). So I decided it was time for a change of tactics.

I chose a place within easy reach of our venue: Ascot. This place is loaded with history. I got books and maps from the library and studied them, and then put

forward my idea to the group to choose a place or building of historical interest to research and record a written or printed project to discuss at the next meeting.

I am hoping that this involvement will encourage them to become more interested in their historical surroundings and to want to do more themselves instead of listening to speakers and visiting places. We shall see!

## Beginning Italian

I coordinate a Beginning Italian group at Ludlow U3A. We are using the old Buongiorno Italia course and each of us has the book of the series.

We have been lucky in getting hold of recordings of the TV programmes that went with the series, and most of the radio programmes too. But we are short of recordings of the radio programmes that went with Chapters 9 to 13. These will be recordings people have made directly from the radio and are not to be confused with the three revision tapes the BBC sold with the book.

If anyone has these and would be willing to lend them to us, we would be most grateful.

**Hugh Wood: 01584 876901**  
**hugh.wood@bopenworld.com**

# Online Courses

Writing an online course is hard work says Jean Thompson. It has to be knowledgeable but not boring, challenging but not too difficult. The Activities (or homework) have to be stimulating and varied. The writer/tutor needs endless patience and tact.

Once you have wrestled with masses of material and produced a course that works, inspiration for new courses seems to strike like a fever and gives you no peace till you've knocked the idea into shape: i.e. ten lively units.

### New courses

Russia: an Introduction

China: an Introduction

For most of us, our school education did not prepare us for events outside Europe and we struggle to understand how such countries as Russia and China are changing so rapidly.

These online courses will give students a useful foundation of their history, life and culture.

Each of the ten weekly units consists of an illustrated historical review, a 'spotlight' on one particular feature and a language section – illustrated with pictures and maps. Activities encourage the student to find and share more information.

The courses could be used by individuals or by a group. See the back page for tutored course dates.

It would be helpful to know how many members are interested in taking these courses so we can plan ahead.

I can't do this alone so I'm appealing for tutors to work with me. Please register your interest at:  
jean.thompson@pop3.co.uk

## Using an online course the hard way

The courses were written for individuals and groups. Normally a group convenor enrolls for the course first to see what it is about. If it appeals, then the group can work through it afterwards at their own speed.

But eight members of Stratford U3A Writing Group decided to follow a course together. They selected Creative Writing: Fiction.

For the eight weeks, they met weekly to discuss their work and decide whose answers should be sent in to the tutor.

Convenor Maureen Hill downloaded the course every weekend and copied it

for each member. Each weekly unit had five or six Activities so everyone contributed several times.

Maureen: "We enjoyed it so much that we are doing it again at our own pace."

Tutor Jean Thompson: "So far, Stratford-on-Avon are the only group to tackle an online course in this way.

"Their convenor had to work hard to deliver each weekly unit but the standard of their work was consistently high and they evidently benefited from their weekly discussions.

"It's good to hear that they enjoyed it. Congratulations!"

## U3A Online Courses

The courses listed are available online. Visit the website, [www.u3a.org.uk](http://www.u3a.org.uk) and click on the link to Online Courses.

The copyright to the courses is owned by the Third Age Trust or by U3A Online Inc in Australia.

### Course Titles

#### Tutored courses (£15)

##### Beginning in September

Russia: an Introduction (New)

China: an Introduction (New)

Venice and Her Artists

Digital Imaging

Creative Writing: Short Stories

Creative Writing: Poetry

Writing for Publication

#### Untutored Courses (£8)

##### Available now

Artists of Spain

Italian Art

Venice and Her Artists

Visiting Artists in Rome

Great Northern European Artists

Ageing and Retirement (Aus)

Antarctica (Aus)

Astronomy (Aus)

Autobiography and Journaling (Aus)

Botany for Knowledge and Enjoyment (Aus)

Continents on the Move (Aus)

Creative Writing: Fiction

Creative Writing: Poetry

Writing for Good Effect

Writing for Publication

Writing Family History

Digital Imaging

Design in Your Life (Aus)

Garden History

Genealogy (Aus)

Intro to Western Philosophy (Aus)

Maintaining Independence (Aus)

Religions of the World (Aus)

The Night Sky (Southern Hemisphere)

The Romans

Understanding Computers

#### For details check the websites:

[www.u3a.org.uk/online courses](http://www.u3a.org.uk/online_courses)

[www.u3aonline.org](http://www.u3aonline.org)

Courses available only to U3A members. U3A tutors and writers are unpaid volunteers.

### Moving House?

Will you please notify the national office of your new address if you move house.



# U3A NATIONAL TRAVEL

Formerly  
known as U3A  
Travel Network

## U3A's Travel Service

Designed by and for U3A members

Organised and led by experienced U3A group travel organisers

### 2006

- Paris. Art, museums, buildings, 2 August, 6 days, £350 Waterloo (MB)
- Iceland/Greenland Cruise. Ice and wildlife, 10 August, 15 days, £1,699 Tilbury/Gatwick (VL)
- Silk Road. Culture and history, 5 September, 18 days, £2,350 Heathrow (VL)
- Compostela. Architecture, art, walking, 4 September, 7 days, £766 London (RG)
- Krakow. Architecture and history, 24 September, 6 days, £590 Luton (RG)
- St Petersburg. Art and culture, 4 October, 6 days, £799 Heathrow and Manchester (TW)
- Luxemburg. Heritage and scenery, 5 October, 6 days, £449 Waterloo (BS)
- Nepal. Culture, mountains, wildlife, 22 October, 18 days, £1,650 Heathrow (VL)
- New Zealand. Culture, hot springs, mountains, 17 Nov, 22 days, £2,803 Heathrow (VL)
- Nile Cruise. Ancient Egypt, 20 November, 15 days, £699 Gatwick and Manchester (DZ)
- Madeira. Gardens and Llevadas, 11 Dec, 8 days, £275 Gatwick + regional airports (MB)
- Tunisia. History and Christmas, 18 December, 14/21 days, £1079 Gatwick (DZ)

### 2007

- Gambia. History and culture, 14 January, 8 days, £550 Gatwick (MB)
- North India. Hindu culture, 15 February, 18 days, £1,850 Heathrow (VL)
- Nepal. Hill walking and rhododendrons, 10 March, £1,650 Heathrow (TW)
- Canadian Rockies & Hawaii. Geography, 15 March, £1,265 Heathrow + regional airports (VL)
- Peru. Inca Culture, 17 April, £2,343 Heathrow + regional airports (VL)

### TOUR ORGANISERS (U3A MEMBERS)

- (MB) Michael Bakall, Milcrest, Manor Lea Road, Milford, Godalming, Surrey, GU8 5EF
- (RG) Ron Gate, 32 Porthill Gardens, Shrewsbury, SY3 8SQ
- (VL) Vivien Lawrence, Cove Cottage, Sharp Rock, Morthoe, Woolacombe, Devon, EX34 7EA
- (DR) Derek Robbins, Tour Organiser, 21 Schofield Road, Oakham, Rutland, LE15 6FW
- (BS) Beryl Strong, Flat E54, Du Cane Court, Balham, London, SW17 7JL
- (TW) Tom Warren, 69A Freshfield Road, Formby, Liverpool, L37 7BG
- (DZ) Dawn Zeffert, 125 Ruskin Park House, Champion Hill, Camberwell, London, SE5 8TL

### South East U3A Summer School

Chichester University  
Wed 28 June to Sat 1 July 2006  
Subjects: Art History, Drawing  
Historic Chichester & Harbour  
Drama Workshop, Entomology  
Earth & Space Science  
Health & Wellbeing  
ICT - Refresher workshop  
Women poets of the 20th century  
Cost: residential £225, non £135  
A Browne 01293 771794

## WANTED

### Online Course Tutors

If you have followed a course, you would be enthusiastically welcomed to assist the original writer by continuing the course as an online tutor, using the existing course material.

Please contact Ian Searle:  
[isearle@btconnect.com](mailto:isearle@btconnect.com)

Please note that there are no places left in the summer schools. Information on the 2007 schools will be available in the autumn from national office

### All That Jazz!

The Jazz Network is holding study days at Wycliffe Baptist Church, Kings Road, Reading.

Friday 29 Sept: Classical Music including a recital by a string quartet from the Guildhall School.

Saturday 30 Sept: History of New Orleans Jazz with The Ken Colyer Legacy Jazz Band and a concert by Century Jazz.

£20 each day. Adm ticket only  
Bob Jones: 01189 413889  
[r.e-j\\_jazz@tiscalli.co.uk](mailto:r.e-j_jazz@tiscalli.co.uk)