

# Sources No 8



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## Psychology for Third Agers

Traditionally psychologists have not been much concerned with the psychology of ageing, even less with the special psychological aspects of old age itself, except perhaps for the calamity of Alzheimers disease. The main focus, from the work of the founding fathers like William James, Freud and Watson in the late 19<sup>th</sup> century, has been the development of the child within the family, with a distinct implication that the tracks are too firmly set by the early teens at the latest. So there was nothing worth them saying about the psychology of old age. But, then, the majority of people did not survive into old age in the 19<sup>th</sup> century. Psychology for third agers is a new subject.

There are exceptions, of course. Freud's erstwhile colleagues, Carl Jung for instance, believed that, whereas in the first half of life sexual energy may well be the dominant factor, in the second half the need for self-understanding and the quest for life's deeper meaning takes over.

Writing soon after the Second World War, Eric Fromm developed his ideas about the special stages of growth of the human personality, each involving the resolution of its typical conflict. He describes the 'last stage' as a conflict between acquiescence and maturity - around the age of 35 to 40!

Things are changing fast. Today the great focus of interest for scientists of many different disciplines is the working of the brain and the nature of human consciousness. At the Millennium Debate of the Age, for instance, no less a scientist than Professor Susan Greenfield from Oxford University recently addressed a vast audience of third agers. She showed, with wonderful diagrams, that throughout our lives the brain goes on building up the connection of knowledge and experience, new to old and old to new. Keep these connecting paths connecting, she said, and the brain will work for us, even making its own repairs after a stroke, as long as we keep up the mental stimulation. That must be good news for third and fourth agers.

Where better to find that physical and mental stimulation than our local U3As? What more stimulating subject to discover than psychology and social psychology? There is some useful material available, including U3A material, to help anyone wanting to start a new group and now is a good time to start preparing for next year's programme.

*Mary Cooper, Stockton-on-Tees U3A*



## Psychology Groups

### Lichfield U3A

Because of the numbers, two psychology groups, following basically the same programme, have been running since 1995 and meet once a month. A special feature of the way in which we work is that we combine discussion on a topic followed by some formal input. To keep the discussion focused, participants are formed into small syndicates of up to six members and given a specific question to discuss.

Here is a typical example of the kind of question used:

Which of the following statements about consciousness do you think have some validity, and why:

- (a) there can be several levels of consciousness; (b) we lose consciousness when we are asleep, but we do not lose our minds;
- (c) we are not conscious of all the things we do, experience, or perceive;
- (d) consciousness is what distinguishes us from the rest of the animal kingdom;

(e) the consciousness of a new-born baby is no different from that of an adult.

There are three stages to the consideration of the question. Firstly, each member is asked to study the question on her or his own, considering the pros and cons of each alternative, and in some cases choosing the one she or he prefers. Secondly, members discuss and defend their choices but with a view to reaching a consensus, if possible. Thirdly, the tutor expounds upon the alternatives and gives the textbook answer.

This approach provides opportunities for all members to join in and draw on their own experience. I would be happy to explain the method to any interested person.

*David Freaan*

### **U3A in London**

Psychology has featured at London U3A since 1983 when we opened our doors. We have developed a pattern in which a year of personality development has alternated with a year of social psychology.

The mode of treatment is one of lecture interspersed with a good deal of discussion. The study groups vary in size from one term to another, usually numbering twenty or more. Since the meetings last little more than an hour, and the room has often been fairly full, practical work, and especially experiment, feature very rarely. Where psychology groups do have space and time, then *Social Psychology Through Experiment*, eds. G. Humphrey and M Argyle, (Methuen 1962), though old, will prove of value.

The current academic year sees social psychology treated in three terms with personal relationships in the autumn, person perception in the spring, and behaviour in groups in the summer. Our studies are based on books published in Britain and easily obtainable. The first term used *The Anatomy of Relationships*, Michael Argyle and Monika Henderson (Penguin 1990 £8.99). The second term is based on Michael Argyle's *The Psychology of Interpersonal Behavior*, (Penguin 1994 £9.99). The third term is likely to involve Judy Gahagan's *Social Interaction and Its Management* (Methuen 1984), and relevant chapters in Nicky Hayes' *Foundations of Psychology*, (Routledge 1994 or later editions, about £17 or £18).

It is probably unnecessary to add that our discussions are lively and wide-ranging, exemplifying the topics considered, which somewhat makes up for the lack of experimental or practical activity. We may use newspaper articles and TV programmes as starting points for our sessions.

*Sidney Jones*

### **Aylesbury Vale U3A**

What does psychology have to offer us? Why study psychology? Psychology offers ways of looking at behaviour. If we are able to predict how people, including ourselves, will behave we may improve our

chances of interacting with other people in mutually satisfying, constructive, rather than destructive, ways. Our two groups meet once a month. Group 1 has been studying psychology for six years, and group 2 for three years.

Where can we find the best study material? Everywhere! Ourselves and the human race, to begin with. The physicist and the chemist, by comparison, are dealing with relatively simple phenomena. The possible flight patterns of a rocket or the ways in which chemical compounds may interact are extremely limited compared to the infinitely varied behaviour of people. Study material is all around us: books, videos, newspapers, TV, OU papers, tutors endless possibilities.

During our second year we concentrated on abnormal behaviour. We took the opportunity to visit a local prison and a school for emotionally disturbed youngsters, which led to continued contact with those establishments, and was deepened by visiting speakers, magistrates, prison governors, social workers, and police. Other speakers have been those from the Samaritans, doctors and the local hospice. Importantly, you need keen members who get a buzz from just discussing a future topic, researching, constructing and presenting it.

Stockton-on-Tees U3A advertised a psychology handbook, which is extremely well constructed. The topic on happiness started off our September 1999 session. We highly recommend the handbook to any group thinking of trying psychology for the first time.

It is not people sitting down getting rid of things - it is not therapy - it is strictly educational -creating an understanding of human behaviour, which is probably the most important subject on

earth. It is not what we do, it is how we do it that is special, using innovative ways of presenting psychology, which is a complex theoretical subject. We use games, exercises and simulations. We keep it down to earth. Visiting speakers are always encouraged to include audience participation. We have mentors, people who have experience arising from their working lives, valued for encouraging the group to reach out to a depth of understanding.

A list of ground rules provides a safety net. These include confidentiality, and set boundaries, not completely open ended. Members can opt out during sessions -interestingly, no one ever has. Wherever possible the group sets the agenda. It is our own Aylesbury Vale U3A psychology agenda, specific to our needs.

Some of the subjects covered include:

change and needs, personality quiz, twins, interpersonal relationships, coping with inadequacy, responsibility and caring, body language, cognitive behavior therapy, reminiscence, assertiveness, power, Maslow's hierarchy of needs, the paranormal, instincts, superstition, anger, magnetism, Morisby Tests, relaxation, the arts of listening and communication, gender differences, memory, perception, bereavement, the nature of intelligence, Freud, behaviourism/conditioning and so on.

Little change in the composition of our group shows the enduring interest of psychology. One of the strengths of the groups is that we have become comfortable and secure in expressing feelings to enrich our experience. No group could survive on being task-centred alone.

*Grace Samuels*

### **Stockton-on-Tees U3A**

I have been leading a social psychology class for two years with an average attendance of twelve.

For most of that time the main source has been *Foundations of Psychology* by Nicky Hayes. This is a standard textbook widely used by sixth form colleges, teaching to A Level. For is year we have updated with *Psychology for A Level* by Mike Cardwell & Liz Clark. The two sources are very similar but the latter quotes more recent research.

We work through the book at a pace which finds itself, depending upon the degree of interest a particular heading engenders. Member participation is strongly encouraged, giving everybody an opportunity to share personal experiences and opinions within the context of the study heading. There is no attempt to 'bare souls' ~. There is every encouragement for each person to contribute verbally.

My method is to read the chosen passages, pausing at appropriate places to hear members' comments, and to allow notes to be taken when desired. We try to find ways to bring the subject home, to discover the relevance, if any, to our own situations. Sometimes we use a workshop format where people pair off for discussion then bring the result back to the group. Sometimes the pace is varied by using other texts, or by experimenting with memory systems.

To date we have covered perception, memory, theories of personality, motivation and emotion, attitudes and social relationships, pro- and antisocial behaviour, leadership and fellowship, stress management, cognitive psychology, body language and much more.

*Ron Atkinson*

### **Chester U3A**

When our psychology group was initiated in 1933, the founding members were asked to list the topics they might like to have as the basis of a study group. This gave rise to more than a hundred potential subject areas. To many people psychology apparently conjures up images of Freudian psychoanalysis or rather

abstruse academic experiments. Our group reflects its rather mixed beginnings and represents a very broad and liberal view of psychology. We are unconcerned with the demarcation of academic boundaries: our approach embraces a broad range of subject matter aimed at helping us to gain a better understanding about ourselves, other people and the culture in which we live.

Over the last six years we have considered a huge variety of subjects: dreams, memory, healing, bereavement and loss, Jungian psychology, psychology and mythology, the effects of birth practices, autism, sleep, hypnosis, psychology and the 'new' physics, addiction, stress, the psychology of twins, depression, pre-natal learning, out-of-body and near-death experiences, creativity, happiness and much more.

A recurrent motif in the lively discussions of the group is the tension between a scientific perspective with its emphasis on material, proof-based knowledge and a stance which is more accepting of less mainstream areas, such as out-of-body experiences, parapsychological phenomena, and esoteric aspects of psychology.

It has been suggested that we often gain as much insight into human psychology from a really good novel or film as from reading specifically designated 'psychology'. Similarly, we have found that some of the videos we have appreciated most are not really psychological as such. Examples are the splendid series on *The Power of Myth* with Joseph Campbell, and Kurt Hoffman's four part series *Transformations*, a delight to the eye as well as a challenge to the mind.

The session usually starts with 20 minutes socializing, with coffee and biscuits. General

information about Chester U3A and other matters of interest are shared. We alert each other to programmes of likely interest to be viewed or recorded during the coming week. Then we watch the video of the week for about 60 minutes. Normally we have breaks for questions and consideration of the topic, and we conclude our two hours together with discussion.

*Alan Coulson*

## **Harrow U3A**

Every other Friday morning, between thirty and sixty of us meet in order to delve into the mysteries of the Psychology of Everyday Life, an endlessly fascinating subject. Why? Because we cannot escape 'seeing' ourselves and others, whether we are communicating with each other or just watching.

During the past year we have dipped into Jung's theory of individuation and, as a Myers Briggs practitioner, I have introduced the group to understanding more about the different ways we perceive life and then make our decisions. We have spent some time exploring the differences between introversion and extroversion - Jung's terminology - and the impact on our relationships these have - from "Don't you think that extroverts are superficial?", from someone who prefers using his introversion, greeted, of course, by uproar from the extrovert members, to "What I am learning is that we are all different, and that's OK".

There have been many discussions on life changes and how we deal with them, the logical thinking approach versus the caring attitude which looks at personal values first. Along with change we discuss our lifelong development - it's never too late - but then we all know that, don't we? Recently we looked at the ingredients of learning; do we prefer to stand and stare, or do we want to have a go and find out? Perhaps some of the most profound learning happened when we were discussing love, and lots of laughter when we talked about our anger!

As the sessions are open, people can come if they want to. I build the session with fact very much in mind. Ground rules have been agreed upon by the whole group. A natural curiosity about how other people are different from ourselves has meant that there is a growing understanding of why we all need each other and what, as individuals, we have to offer..

*Sue Wilson*

## **Hessle U3A**

A small discussion group tackles subjects under the umbrella title of Creation, Growth and Creativity. Most discussions follow the reading of a book on the subject, but not all. "The Grounds of Being" explored the purpose of life based, as it is, on both the growing and destructive nature of the universe and all its parts as they develop towards organised complexity and diversity.

"Creative Fantasy" followed reading *The Force of Fantasy* by E. S. Person. Expressions of the imagination are manifest in the play of children, dreams and day-dreams, fairy tales, myths and legends, art, poetry and drama, all providing access to experience beyond our own immediate experience.

Other subjects discussed have been the development of computers, human consciousness, interconnectedness and interdependence, the creative process and art and scientific thought.

The genome and genetic engineering are opening awesome possibilities for the creation of resources, food, health and better human beings. These, with genetically modified food and humans, are live subjects in public debate and in this U3A discussion group.

*David Strachan*



## **Human Biology**

I decided to offer this subject because, as a physiotherapist, I had learnt much that would be useful and interesting to fellow members. This had to be pitched at a level suitable to people with little or no science education as well as those who remembered some school biology. The course had a defined structure and

lasted for about ten sessions, each of one and a half hours. As we were small in number we met at my house, which meant it was easier to assemble my teaching aids. A well-illustrated book covering the current GCSE syllabus was my source material, ensuring that I was up to date.

We covered everything except reproduction! We started by considering how a tablet taken in the mouth could have an effect on a pain in the knee. To understand this we needed to learn about cell structure and how oxygen, nutrients and chemicals transferred through the various systems of the body. Sessions covered the heart and circulation, respiration, the digestive, nervous, endocrine and excretory systems, the skeleton, muscles and movement.

On the way, we learnt about the effect of exercise, healthy eating, what a stroke and hip replacement are and other conditions likely to affect us older people. How could all this be made interesting? What teaching aids could I get?

The butcher provided a pig's heart and lamb's shoulder to dissect. (The cat got the remains.) Health Promotion gave me literature and freely loaned plastic models of joints, organs, a small skeleton and torso which was like a 3D jigsaw. The local College of Further Education lent me videos. There was no homework, but everyone learnt a lot and we all enjoyed ourselves.

*Janet C. Frost, Gloucester U3A*

## Literature

Everything had gone fairly smoothly in our English Literature group until a few months ago. Then we wanted to study a topic in some depth and eventually decided on Shakespeare's account of what, to his contemporaries, was the high point of English history, the rise of Prince Hal to become Henry Vth, the great hero of Agincourt.

The prospect of reading all the three texts of Henry IVth, Henry IIInd and Henry Vth was daunting, especially if we were to consider the

textual detail of dialect and contemporary language. It was suggested that we watched the video but the entertainment would outweigh a more academic approach.

The U3A Resources Centre was able to provide the audio cassettes of the three plays and they proved ideal for the purpose. There was the pleasure of listening to excellent sound performances by good actors and, as leader, I was able to stop the tapes at anytime. We could raise questions, express opinions, re-run scenes and speeches and discuss the poetry of some passages. As a reward to the group, I showed the video! It meant much more at the end rather than at the beginning of our study.



*Ken Daynes, Northallerton U3A*

## Radio Drama

Current creative writing activities reported by U3A groups appear to involve either fiction or poetry rather than drama. A new U3A radio-recording group or network is being proposed based in Hampshire and centred on Gosport U3A.

Projects would aim to contribute to hospital radio, local entertainment, and, who knows, a wider audience. Firstly, contact is needed with mature musicians, playwrights, retired or resting actors and actresses, presenters, critics and creative writers. Then there will be need to exchange ideas, tapes, scripts, talks, songs and short stories. If the latent U3A skills and talent can be discovered and recordings can be coordinated, there is the making of a good U3A radio programme.

There is a U3A Start-Up leaflet, *How to start a Radio Drama Group*. However, here is the opportunity to gather contributions from various U3As in one region. Are there members with these skills who, by joining together in such a project, could produce a recorded radio programme? Make a start by contacting me on

02392 529202.

*Patricia Wharton, Gosport U3A*

## Resource Centre News

### Health, Medicine and Psychology

This seems a good time to promote the material we have for groups studying these subjects. There is a new subject list available for anyone who would like a copy, listing over sixty items that might be of use. We have videos or slides giving information on every part of the human body. We also have the full set of programmes from the BBC, screened fairly recently, covering every aspect of human life from birth to death, presented by Robert Winston.

In my last article I mentioned some material on genetics we had recently acquired. We now have an additional set of eight videos, with the series title 'Cracking the Code', about all aspects of genetics, from possible cancer treatments to designer babies. We have some useful videos on arthritis and ways of coping

with it, as well as more general health topics such as keeping a healthy weight or dealing with asthma and other allergies.

## **Art Groups**

We have recently added a large number of videos to our collection, both on individual artists and on painting techniques. We have a new set of five videos called "Artists in Print", which illustrate etching, relief printing, lithography, screen printing and reproductions. We also have a set of five videos on sculptors, covering the work of Gormley, Woodrow, Wilding, Wentworth and Kapoor.

For art historians there is a set of six videos entitled "The History of British Art". The whole series is written and presented by Andrew Graham-Dixon and covers not only painting and sculpture, but also history, politics and literature

Last autumn the Resource Centre received a wonderful donation from Arun Valley U3A of art slides on assorted painters. All these sets have now been added to stock and appear on the Art resource lists as donated sets. Quite a number of groups have already used them and commented on the high quality of the slides. We are most grateful for this valuable gift.

## **Science Groups**

Firstly, here is a correction to the abbreviation for the Royal Society of Chemistry, which acquired an extra letter in my article in SOURCES No.7. It is, of course, RSC. Thank you to those U3A members who pointed out the misprint.

I wrote that we had some science specialists assessing the possibilities of using the RSC 'Microscale Chemistry' experiments in a hall or member's home. They have now concluded that, although the experiments are reasonably simple, they do require some laboratory equipment and access to chemicals, which are not readily available to the general public. However, several of the members involved with the U3A Science Network are hoping to investigate the possibility of designing experiments especially for our groups, using materials that can be easily obtained and creating a small equipment pack to use with them. If this project is successful I will give further information about it at a later date.

## **Music Groups**

Most people are aware of our collection of opera videos, which have all been recommended by U3A members, and are very well used by groups across the country. To augment the collection we have added "Opera Bites" which are audiocassettes produced by Glyndebourne Education (01273 815000). These are guides to the story and music, with brief recorded extracts, two operas to each tape. If you would like a full list of our stock, please contact the Resource Centre and ask for the new Music Resource list.

## **Literature and History Groups**

You are probably aware that the British Library produces a number of well-illustrated publications on some of the unique items included in its stock, but did you know it also produces non-book materials? We have bought their new CD-ROM, "One Hundred Treasures of The British Library", and also the CD-ROM "The Image of the World" - an interactive exploration of ten historic world maps. Both are dual format and can be run on Windows or Mac computer software. The British Library makes videos and we now have two, "The Luttrell Psalter" and "The Lindisfarne Gospels".

From a quite different source we have acquired CD's of "Beowulf", unabridged and read in Anglo-Saxon by Trevor Eaton, and audiocassettes of Chaucer read in Mediaeval English. We have audiocassettes of some of Shakespeare's plays and videos of others. A generous donor has given us tapes of lectures on Shakespeare and the works of Thomas Hardy. For a full list of all this material, including many videos on well-known authors, please request a Literature Resource List.

## Building Work

The construction work continues in the National Office building but has been less disruptive to our work recently. As yet we have no date for our move to new accommodation on the floor below us but we do know that for a period during the summer we will have no access to our offices for up to two weeks. I hope we will have enough notice of this time to minimise inconvenience to users but I do advise you to arrange bookings of loans for May to July as early as possible as we expect the closure to happen sometime during these months.

*Elizabeth Gibson, Resource Centre Manager*

*U3A National Office, 26 Harrison Street, London WC1H 8JG ( 020 7837 8838)*



## Debate of the Age

Many U3As took part in the wide-ranging discussions of the Debate of the Age and contributed points of view from retired people. The future of health provision, work patterns, housing and pensions were all part of the survey of future trends in an ageing population.

The Debate of the Age is now reaching its finale and will be presenting *Agenda for the Age*, the policy proposals arising from the Debate, to the Government in the near future. Copies of the Agenda are free on application with an A4 self addressed envelope, stamped with 37p postage, and can be obtained from The Distribution Centre, Age Concern England, Astral House, 1268 London Road, Norbury, SW16 4ER.

To support the Agenda there will be two other documents - a 68pp summary of the final symposia at

Islington and Greenwich (cost £5 incl. p&p) and a 200pp document outlining the issues raised during the course of the Debate, called the Summary of Participation - March 1998 to December 1999 (cost £7.50 incl. p&p). Cheques payable to 'Age Concern England', to cover these costs, must accompany the order.

Other papers covering the main themes of the Debate and the report *Ageing Matters, Ethnic Concerns* can be obtained from Mr Peter Harris at Age Concern England (020 8765 7203).

The reports will be available for distribution from the end of April. All these reports are carried on the Age Concern England website, [www.age2000.org](http://www.age2000.org).

## Where can we get.....?

*Good Health with the U3A – not a knotty problem* makes a catchy title for a Start Up Leaflet which runs to 56 pages A4, more a booklet than a leaflet. In her introduction Dr Pamela Fox-Russell recognises that it is easier to organise a course on good health and prevention of ill health if there is a qualified person among the group. This booklet provides encouragement to anyone to recruit those agencies which can assist, the dietician, the accident prevention officer or the environment officer. "Organise a course around those who can help you," she writes.

There are notes on mental, social and physical health. Good discussion can flow from other subjects, such as food, alcohol, exercise, smoking and safety. The booklet does not ignore a study of the human body and its functions, even eighteen ways of helping the hard of hearing. Appendices provide a mine of information about those agencies able to put flesh on the bones of a U3A course on health.

However it should be noted that the Health Education Council ceased on 31 March 2000 and most of its work was taken over by a new Health Development Agency, which will not supply the HEA publications. Most of these will be available from specific charities. *Good Health with the U3A* available from the U3A National Office at £1.50 + 55p postage.

*A Handbook for U3A Social Psychology Groups* was written by Mary Cooper from Stockton U3A, where she has led a course for several years. She suggests that any U3A member with an interest in the social sciences, psychology, counselling, theories of management, community or personal development could organise a social psychology group.

The handbook provides a framework for ten sessions to enquire into the social world and what makes people tick. Any group has, first, to create mutual understanding, a willingness to listen to others and a willingness to participate. Then follows a study of happiness (do we grow happier as we grow older?) and the family (what disturbs them, parents, insecurity, poverty or wealth?) to what the appetite for more. The fourth and major topic is personality and relationships.

This is a course outline where the information in the handbook stimulates and guides careful conversation away from an opinionated to an objective study of ourselves. *A Handbook for U3A Social Psychology Groups* from the National Office at £1.50 + 55p postage.

*The British Economy*. An article from Arthur Nathan of Poole U3A published in SOURCES No.7 (Feb. 2000) brought an immediate response from other U3As who needed help in starting or adapting a course on economics. He had written his own textbook. It runs to 132pp and provides a very useful structure for leaders of groups wanting to delve into the mysteries of inflation, exchange rates, and the push/pull of the market. Arthur Nathan has allowed the U3A to photocopy his textbook. *The British Economy* is available on loan from the Resources Centre.

*A History of the Jews in German-Speaking Lands*. The author, Ralph Blumenau, lectures on the history of the Jews at the U3A in London. He wrote a series of articles in *AJR News*, a monthly publication of the Association of Jewish Refugees in Great Britain, which were subsequently published in 1995.

This booklet tells the story from Roman Times to Hitler's seizure of power in 1933. In the Middle Ages to the end of the eighteenth century only a tiny minority of Court Jews escaped oppression and even they could expect a sudden reversal of fortune. The French Revolution destroyed the ghettos. Nevertheless the Jews made major contributions to the economy and culture of lands within the Austro-Hungarian Empire and could feel increasingly confident, especially in Germany. The shock of the Nazi regime coming to power was, therefore, all the greater. Even then they could hardly anticipate the terrible fate that was in store for those who could not or did not emigrate.

*A History of the Jews in German-Speaking Lands* (Second Edition) is available from U3A in London, 44 Crowndale Road, London NW1 1TR at £4.00 plus 50p postage.



## Isolated Bites

The Australian U3A has launched an internet service to provide a learning facility for older people who live in isolated situations. As with ordinary U3As, there is a nominal annual subscription which allows access to as many courses as people wish, though numbers may be restricted.

Many older people are denied the opportunity to participate in U3A activities because they live in isolated areas, or even in cities where disability or health problems or carer responsibilities prevent them from going out. U3A Online, as the service is called, can fill the gap for those having a computer with access to the internet and e-mail, either at home or at a library or community centre.

There are two classes of member of U3A-IB, subscriber or associate. The first provides course material downloaded from the centre and correspondence with a course tutor. The second just provides the course notes. Courses have been prepared, for example, for:-

The Frozen Continent (Antartica)

History of the English Language

Botanical Identification

Active Minds for Active Bodies

Comparative Religion

Astronomy

U3A-IB is available on the world wide web and can be viewed on [www.u3aonline.edna.edu.au](http://www.u3aonline.edna.edu.au)

The day will surely come when the Third Age Trust in the UK prepares course material and makes it available on the internet to provide isolated members and small U3As with this facility. This is Start-Up leaflets writ large!

## Talking about Technology

An oral history project is being launched at the History of Technology Research Unit of Bournemouth University. It is designed to create an archive of oral testimony about changes in the 20<sup>th</sup> century. The project will start on 1 August 2000 and run for two years.

There will be three oral history collection centres around the country, each needing ten people to conduct interviews. They will need computer skills to handle about forty oral histories over a twelve month period and to e-mail the Project Manager in Bournemouth.

The general technological themes will include communication, transport, medicine, food and shelter, for example. Each group may identify themes of special local or regional significance. Interviewees are likely to come from the wider U3A membership. The Research Unit will reimburse necessary expenses and may provide training and software for the purpose. Some

U3As may have a ready-made group for this project; others may form one for the purpose. If they wish to pursue the idea, the contact is Frances Cambrook, History of Technology Research Unit, School of Conservation Sciences, Bournemouth University, Poole, Dorset BH12 5BB.

## In the next issue

The next issue, mailed in August, will focus on outdoor pursuits and physical exercise. There are U3As with interesting accounts to give of their activities in environmental issues, birdwatching, gardening, walking (strolling or rambling), dancing (Scottish, old-time and line), yoga, and nature study etc. Many U3As will have interesting accounts to give of the summertime activities.

Contributions for the next issue must reach SOURCES at the National Office by 31 June 2000.

## Subject Network Coordinators

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and Glenys Tuersley 0181 9503030 [len.glenystuersley@cwcom.net](mailto:len.glenystuersley@cwcom.net)

Walks Bob Boyd 01689 826457 [bob.boyd@btinternet.com](mailto:bob.boyd@btinternet.com)

These Subject Networks provide links between U3As or individuals studying subjects of common interest. Some circulate a newsletter periodically. The *U3A News* will include articles from the coordinators.

The following subjects have an e-mail discussion list.

Archaeology Art Creative Writing



Environment History Languages

Philosophy Poetry Science/Technology

Walking

Any one subscriber may write a letter, which is then received by everyone on the list. A lively discussion can develop in this way. To join, please contact Tom Holloway at [tom.holloway@u3a.org.uk](mailto:tom.holloway@u3a.org.uk)

There is still a need for an Archaeology co-ordinator following the retirement of David Davis. Would anyone offer? What about having co-ordinators for the subjects in focus in this issue, health, medicine, psychology and social psychology?

If you would like to co-ordinate a network in these or another subject of your own special interest, please contact Phyllis Babb, NEC member, at U3A National Office, 26 Harrison Street, London WC1H 8JG.



## National Events

### CONFERENCES

**U3A/Plymouth University Conference: 24-25 June.** "Shaping the new Millennium" will consider international issues affecting Europe and the UK, and the expected social, economic, environmental, technological and cultural changes. Day fee £10.00. Dinner B & B £33.00.

Details and booking form from local U3A Secretaries.

**The U3A National Conference at Norwich: 4-6 September.** The theme is "Learning - First and Last", with many opportunities for that. The AGM is on the Tuesday. It will be preceded by a Social Weekend. To apply and for further details, see the Spring issue of the *U3A News*.

### LEADERS' DAYS

These are for Leaders of interest groups, or potential Leaders, to interact and exchange ideas.

The venue for each is The Friends Meeting House, Euston Road, London. There is no fee. A sandwich

lunch will be provided. Three Leaders' Days are being planned on the following dates. Booking details will be published later.

**Performing Arts:** Tuesday, 26 September,  
incorporating drama, play reading and films,  
but not music.

**Philosophy:** Tuesday, 31 October.

**Economics:** Thursday, 30 November.

## STUDY DAYS

These are serious studies, usually lectures, given by specialists and open to all members. Three Study Days are being planned for the autumn in different parts of the country. Fees will cover the costs. No details are available yet.

**Literature:** September in the Essex area.

**History:** October in Birmingham, covering some  
aspects of the Victorian period.

**Law and Order:** November in Sevenoaks.

If regions wish to hold repeat sessions of Group Leaders' Days and/or Study Days which have been organised by the Standing Committee for Education, please get in touch with Phyllis Babb, NEC member, through the National Office, 26 Harrison Street, London WC1H 8JG.

R R R R R R R R R R

**SOURCES** is published quarterly and mailed to the homes of those members who apply for a copy. To be added to the mailing database, U3A members must send their correct name and address, including postcode, with name of their U3A, to the National Office, 26 Harrison Street, London WC1H 8JG. Any change of

address must detail both old and new addresses.

