

Essex Federation
News Sheet
Now in its sixty-seventh year



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2015

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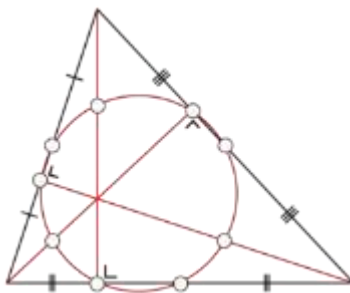
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FROM THE CHAIRMAN

Remembering the Nine-Point Circle



Remember it? Well, not exactly. Do you? Mathematics was not my strongest subject at Sir George Monoux Grammar School in the 1950s. That was why I switched from the Science to the Arts side in the Sixth Form. Though I enjoyed the Sciences, especially Biology (73% was it!), Chemistry and Physics became too mathematical for me and I only just passed. Yet two of our maths teachers were among the most memorably eccentric and intellectually formidable on the staff and for me, especially, and remembered with great affection, Tubby Taylor – rumoured to have been a racing or test driver in an earlier and presumably slimmer incarnation.

He would roll down the corridor – better remove that wastepaper basket propped over the half-open classroom door! – and bustle in snappily calling out “Quick test! Question One...” and ten or twenty mental arithmetic questions would be barked out at us as we scribbled away. “Ohhh *Marks*” he might sigh deeply (ambiguously?) as he looked at some only half-legible scrawl of mine. His geometry lessons were the ones I found most enjoyable and hence interesting – and hence succeeded best in. T.T.’s proofs of Euclidean geometric theorems were works of art – perhaps even more so the beautiful proofs he would construct that turned out to be false: instead of ‘Q.E.D.’ below these he would write ‘Q.E.F.’ = Quite Easily Fudged.

The proof of the Nine-Point Circle demonstrated to us in our Fourth Year was, though, T.T.’s *pièce de résistance* at the end of which he could proudly and justly inscribe ‘Q.E.D.’ And at the time I understood it – it

was a revelation. Of what, and of what use, I probably did not know, but that hardly mattered. It was a thing of beauty, now somewhat faded and so not quite a joy for ever. Perhaps it was the poetry and occasional excitement of lessons such as this that led me to score a pretty good mark, 65%, in the O' Level paper, while my score in Algebra, despite the occasional gleams of understanding and glimpses of beauty, was mediocre and the tedium of Arithmetic (Oh, that Compound Interest!) produced a barely scraped pass. Enjoyment, wonder, excitement – vital keys to learning. Q.E.D.

I no longer have the exercise book where I copied that proof down from the blackboard. And when I 'Google' the topic I find the various proofs shown and the technical terms used in the mathematical jargon impenetrable. But look at the diagram above, with its circle linking nine points on three interlocking triangles. What is missing? The point marking the centre of the circle, of course. Now please allow me to indulge in a little mixed metaphor. Such interlocking triangles could be shown to exist in the world of Education, though I have not the skill to draw the diagram. (That's the sort of thing theorists of effective administration delight in producing and bamboozling us with.) For the WEA they are surely made up of the Educational staff, the Administrators (including Finance) and the democratic Governance. But at the centre of the nine-point circle we could then construct must be – wait for it – the student. Obviously! Not just the student alone, however, but the student and teacher, or 'tutor', in a vital symbiotic relationship, knowledge and understanding stimulated by enjoyment, nourished by fruitful discussion and group interaction. Everything in the structure of our organisation, in its principles and practice, in the language it uses in all its literature – jargon-free, please! – must be directed towards that end if the diagram is to metamorphose into both a spinning machine generating the centrifugal force to make it grow and a living organism, dedicated to Learning for Life, to intellectual and imaginative growth, to social, mental and physical health and well-being. Many internal consultations are taking place, presumably directed towards these ends. Will they be genuine, all-involving? At the end of the day, will it be Q.E.D. – or Q.E.F.?

Ron Marks.

BILLERICAY BRANCH

The History of the Universe

Tutor: Peter Maggs

I really enjoy history, so when a couple of years ago I saw that the local WEA were running an eight week course on London Architecture in my high street, I thought this looks like something that might interest me and on my door step too, worth a try!. Well since then Billericay WEA has had me hooked. The different course subjects are varied and the quality of tutoring is excellent, and every so often, as with this course History of The Universe, you get a chance to learn something completely new.

We started with the Ancient Greeks moving right up to the present day with Stephen Hawkins. We looked at philosophers, then scientists, who interpreted natural phenomena in terms of behaviour, patterns, relativity, and numbers. Peter, our tutor, talked us through theories that evolved through observation and debate, and then how these developed further by experimentation and analysis. We did get to jump some 1400 years during which Aristotle's thinking was unchallenged until the time of Galileo in the 17th century. This allowed us some more in depth weeks on areas such as the principle of relativity and quantum mechanics.

Peter covered a huge amount of information in his eight lectures, through diagrams, artwork of the universe and stars, summary notes, and even some excerpts from radio satire. Here are just a few random sound bites that caught my imagination or just made me smile:

- The universe came into being 13,770,000,000 years ago
- Estimates of the universe's observable diameter are 94 billion light years or around 546,000,000,000,000,000,000 miles
- 6000 stars are visible to the unaided eye
- Light travels more slowly in water than air
- All bodies regardless of weight fall at the same speed
- Clocks slow down at speed
- Philosophy is the love of wisdom
- 95% of everything is composed of material of which we have no knowledge or concept

We concluded the final weeks with the caveat “all science can never be more than a theory or model, we can never really know”. However, what I do know is that I now want to visit the Planetarium at Greenwich, I will pop into the Science Museum if up in London, and that I do find myself looking at the night sky in wonder more than I did eight weeks ago.

Julia Curren

One Day Course - “A Change is Gonna Come”

Tutor: Ted Woodgate

For our inaugural One Day Course, Billericay WEA Branch were delighted to play host to Ted Woodgate and as they say in the music industry ‘with support’ of son Paul. They were the perfect blend of presenters- Ted with his ability to make history come alive by selecting telling detail as well as creating a sense of the big picture and, just as we might have felt we had absorbed almost all we could about the period, Paul would introduce us to the “musical soundtrack” of the time. His selection of music was eclectic as well as apt – we were even treated to an excerpt from the Singing Postman’s repertoire with a Norfolk take on the Great Train Robbery!

At breathtaking speed we revisited the Britain of the early post war period and before we knew it we had reached late ’64, the date of the release of Sam Cooke’s prescient song “A Change is Gonna Come”. Ted was able to stimulate the memories of many who really were there in the 50’s and 60’s, recalling events both of historical importance and from popular culture in the UK and USA. Understanding the ways in which our modern world was formed as well as being offered a large helping of trivia and scandal kept us intrigued. As always Ted blended questions, quizzes and debate to ensure an engaging variety to the presentation.

The way Ted and Paul were able to segue from one focus to the other was most notable with “As Dad Said...” the phrase of the day! We were left wanting more and fortunately although 1964 was the end point in one respect in another it is only the beginning! I for one am already looking forward to a sequel.

Alan McFadden

Turbulent Half Century: British Society 1919-1969

Tutor: Ted Woodgate

The central element of the course is the Second World War, not as an end in itself but as a watershed between two phases of political, economic and social analysis.

Ted began by identifying key threads of discontent seen by the end of WW1, including the fall-out from the 1917 Bolshevik Revolution. The long periods of military stalemate of armies entrenched in squalid conditions saw the “it will be over by Christmas” naiveté of the first year of war dissolve into cynicism and revolt in both British and French armies, as well as the German Navy. Returning British soldiers came back to a world of harsh industrial economics. In Germany the impact of the Versailles Treaty and the demand for reparations sent the economy into hyperinflation, which laid the groundwork for extremist parties, who promised solutions, to prosper.

He explained that by 1921 many areas of British industry were going through a disastrous slump. Because of the war British industry had lost many of its old markets to American and Japanese competition. The industries that were particularly hard hit were the old 'staple' industries - shipbuilding, coal and textiles. Employers [particularly mine owners] tried to cut costs, starting with wages. Industrial militancy confronting both individual employers and whole industries developed, leading inexorably to the General Strike of 1926, though the government was less worried by this than the Police Strike of 1919.

On the parliamentary front the franchise was extended to women but the decade also saw the growth in the Labour party and the demise of the Liberals. There were too many who worried about links between British socialists and the Soviet Union. Despite all of this the twenties roared, flappers flapped, Metroland erupted and consumerism boomed both in UK and USA. That is until the 1929 Wall Street crash and the ensuing depression. In the UK the new National Government, following the 1931 election, introduced the much resented Means Test. The decade saw unemployment rise, there were Hunger Marches organized by Communist groups and what was to become the National Unemployed Workers Movement from 1929 – 34. The most well known was the Jarrow March of 1936, though termed a walk or Crusade to distance itself from the communists who were specifically excluded.

We then went on to trace the development of the Fascist parties in Italy and Germany, the ideological divide between fascism and communism [despite their totalitarian similarities]. The class examined the situation in Britain with the rise of Oswald Mosley's British Fascists and their clash with the communists at the Battle of Cable Street. Ted's focus moved to events in mainland Europe, the rise of the Nazi Party, the Anschluss, the remilitarization of the Rhineland and the developing British policy of Appeasement. The final discussion before the war related to Edward VIII's abdication and the fascist worries surrounding the King's relationship with Wallace Simpson. As to the war itself discussion centred on effects at home such as the Blitz, and the evacuation of children and adults. The other side of the watershed created by the war represented the second phase of the course beginning with the changing role of Britain, nationalisation, the formation of the NHS in 1948, the long period of austerity with rationing continuing into the 1950s, "utility" furnishings etc. This period brought the course into "living memory" for many people in the class so that Ted's examination of "The Sixties", and the "Cold War" brought forward many personal resonances or the memories and stories of relatives. Though, of course, if you were really there in the Sixties you won't remember them!

This is where Ted's teaching style comes into its own. Ted quickly engages with the class in such a way that class members feel no embarrassment or nerves in entering discussions and imparting their knowledge both to Ted and the rest of the class. What spurs this is his use of an eclectic range of source material from newspapers, clips from radio or film, posters as well as the usual PowerPoint presentation. In this way he brings the subject alive by introducing "man in the street" views of history. In the 20s, as well as the "serious" topics noted above, we discussed flapper fashions, Dame Nellie Melba's broadcast from Marconi in Chelmsford; in the 30's the cinema and Rudolph Valentino, darkness and indecency, flea-pits, Pathé and Gaumont newsreels the rise of motor car ownership, the Austin 7, and the driving experience [no breathalysers or penalties for failing to stop at a red light]. The forties saw the Olympic Games, then the 50s beginning with the Festival of Britain and as I wrote earlier...I cannot remember the 1960s.

I am sure we are all grateful to Ted for a thoroughly enjoyable and informative course.

David Slee

BRAINTREE BRANCH: SPRING COURSE

A Brave New World: 17th Century Virginia

Tutor: Wendy Barnes

Like many WEA branches, we have had a lot of courses on English history. We were attracted to Wendy Barnes's course on the English Settlement in Virginia, because it seemed to offer something different. We were not disappointed. This was a subject about which I, at least, knew very little and soon found that the little I thought I knew was mostly wrong.

Virginia was the first place the English created a permanent settlement in the new world, but (first misconception corrected) it was not their intention to settle. The people who went out in 1607 under the aegis of the newly formed Virginia Company intended to make their fortunes and quickly return to England. They believed that, because the Spanish were bringing back vast hoards of gold from the Americas, they had only to pan in any old river and they too would be rich. They were eventually forced to conclude that there was no gold in Virginia. The Virginia Company naturally wanted some return for its investment, but the settlers were ill-equipped to provide it. They had chosen a good defensive position for their first base and named it Jamestown, but it was surrounded by marshy ground, which, in the summer, proved a source of diseases and with no pure drinking water. Mortality was high.

The colonists were not equipped for self sufficiency. There were too many gentry and soldiers and not enough men with the skills needed to grow their own food. They had assumed the Indians would sell them supplies, but there was drought and the Indians needed all they could produce themselves. The colony was on the brink of starvation when the first supply ship arrived. The lack of women among the settlers exacerbated their problems. Women's skills included preserving food as well as cooking it, making clothes, looking after hens, milking and dairying, growing medicinal herbs and knowing how to use them. Not many men could do these things.

Wendy praised the few intelligent leaders the colony threw up, particularly Captain John Smith and the less well known but equally meritorious Samuel Argall, who was captain of the supply ship which saved them in 1607. Both these men established good relations with the powerful local tribes, the Powhatan, helped by Pocahontas, whose real life story was a

great deal more interesting than the legend. (Especially the Disney version.)

Gradually the colony became established. More settlers arrived, including some women, although these were always outnumbered by the men and were consequently in great demand as wives. The rich came as planters (landowners), the poor as indentured servants, who served a master for a certain number of years and were then free to choose what they did. The first Africans who arrived in Virginia, rescued from a Portuguese slave ship, were not enslaved, but became indentured servants. At least one of them eventually became a landowner himself.

Mortality was always high, caused by unhealthy living conditions and epidemics brought in by ships, but the population continued to grow until, by the 1620ies, it was over a thousand strong. The settlers struggled to find something to sell to their English homeland in exchange for those goods they could not produce themselves, until John Rolfe introduced West Indian tobacco, and soon this was so popular as a cash crop that legislation had to be enacted to ensure that farmers planted enough food crops.

Eventually Virginia was sufficiently well established for a General Assembly to be put in place and County Courts set up to administer the law– based on English Common Law. The Church of England was the established religion of the land.

During the 1620ies other colonies were established to the north of Virginia, including Maryland and Massachusetts – of special interest to Braintree people, because of the departure on the ship ‘Lyon’ of a number of Braintree people, seeking to worship as they chose, as depicted on the walls of the Town Hall Council Chamber.

Towards the end of the course we started to learn about the impact of the English Civil War on the colonies, the deterioration of relations with the Native Americans, whose numbers declined rapidly, mainly due to diseases brought in from Europe, and the way in which the position of Africans deteriorated, as Virginia turned gradually into a region of large plantations worked by black slaves (and also by transported felons). We also learnt how John Washington came to Virginia, made his fortune and became a great landowner. His great grandson, George, was of course the first President.

Wendy's approach to home learning was novel. In addition to a book list, she suggested a number of web sites to investigate. The Americans, not having as much history as us, have lavished a lot of attention on these early settlements. The amount of written research and archaeology is impressive. There are also videos of re-enactors, doing their thing as authentically as possible in lovingly recreated reconstructions of Jamestown and other settlements. It is interesting to see the different slant put on events by re-enactors of white, black and Native American origins. Wendy encouraged us to be discriminating in our approach to these sources and to assess which ones were most reliable.

Altogether this was a most stimulating course, which I would recommend to other branches looking for something a little bit different.

Christine Burden

DEDHAM BRANCH

Visit to Stow Maries Aerodrome

Following Roger Beckett's fascinating course on World War One last Autumn, WEA Dedham decided to visit Stow Maries WWI Aerodrome or - to give it its correct title - Stow Maries Great War Aerodrome. (As we were reminded, at the time no one knew there would *be* a second world war.) After initial difficulty in pinpointing the Aerodrome's exact location in the depths of rural Essex, the day turned out to be a great success, much of it due to the warm welcome we received on arrival and to the enthusiasm and dedication of the Friends and Volunteers of Stow Maries Aerodrome, who guided us round the site, the subject of an ongoing, sympathetic restoration project.

In 2013, one year after being granted Grade 2* listing, a Trust was formed to take ownership and in partnership with English Heritage to preserve and develop the Aerodrome, the most extensive remaining one of its kind in Europe. The Trust's stated objectives are "to preserve, conserve and educate and to leave a unique legacy for future generations". Aided by financial support from District and County Councils, English Heritage and the National Heritage Memorial Fund, the Trust is restoring the site and buildings to their original appearance and developing a museum, library and research centre to help visitors and educational groups investigate Great War aviation history, maintaining the Aerodrome as a testament to the tumultuous times of 100 years ago.

A short introductory film and talk in the old Airmen's Mess, where we lunched later, explained to us how the requirement for an aerodrome originated in Government response to Zeppelin airship and Gotha bomber attacks during the First World War, when German pilots used the Rivers Crouch, Blackwater and Thames as navigational aids en route to London. Charged with the aerial defence of the capital, 'B' Flight, 37 (Home Defence) Squadron of the Royal Flying Corps came to the Aerodrome, created on requisitioned farmland, in 1916; 'A' Flight was sent to Rochford (now Southend Airport) and 'C' Flight to Goldhanger, both latterly restationed at Stow Maries, bringing total staffing levels to around 300 personnel and 24 aircraft. Day and night patrols were flown and 81 sorties launched against enemy planes; the last Zeppelin brought down was by a member of 37 Squadron. Following the Armistice, the Squadron moved to Biggin Hill and the site returned to agricultural usage. Some 90 years later, in 2008, the Turner family, whose use of the buildings had ensured their survival, offered the Aerodrome for sale.

We were guided in 2 groups around the 22 buildings still standing, 9 of which have been partially or fully restored, with our guides explaining what is known about each building. Some are still indicative of their Great War purpose, some have been given new roles - the Squadron Office is now the main part of the Museum, housing a growing collection of Great War aviation related artefacts with the Pilots' Ready Room forming the rest of the Museum. The purpose of other buildings continues to be debated. Only recently it was discovered that the Ambulance Shed, euphemistically labelled for morale purposes, also doubled as a temporary mortuary, hence the clerestory roof feature required for ventilation purposes, as shown in a 1936 photo. More amusingly, the Women's barrack buildings had windows 6 feet above ground level and the eyes of 'Peeping Toms'! The Officers' accommodation is in the process of restoration, whereas the Airmen's and Other Ranks' barrack blocks have almost completely vanished, but will eventually be replaced. None of the original 3 aircraft hangars survive, but a temporary modern hangar houses replica Great War and private light aircraft, including a Sopwith Pup. It is planned to replace the current hangar with ones in keeping with the original design. The Officers' Mess will be 'the jewel in the crown' when it is finally restored. Dotted about the site are workshops, stores, motor transport sheds etc and several motor vehicles of the period, christened

with names like Tillie and Greta (because of its Garbo engine). For me the most moving part of the site was the granite Memorial erected on what was once the Parade Ground, commemorating the 10 young men who lost their lives while serving with 37 (HD) Squadron, almost all in their late teens, one with a mere 45 minutes previous flying experience. Three are buried nearby in Stow Maries Churchyard. None were killed by enemy action, but through the failure of the frail aircraft and their unreliable engines.

After lunch we were treated to 2 more films, the second of which focused on the wildlife proliferating since the Aerodrome was abandoned by the RAF and featuring on the Springwatch TV series. All 5 species of British owls nest here and hares raced across the field whilst we were watching planes taxiing along the grass runway in the afternoon, prior to take-off. Stow Maries is also home to 22 red-listed and 9 amber-listed endangered species of plants and animals. It is true to say that there something of interest for everyone, whether it be aviation history, natural history, our national heritage or conservation here and it thoroughly deserves a visit.

Lucy Marshall

LAWFORD BRANCH

Autumn Term

At the start of the new term we welcomed Dr Michael Nash who very kindly agreed to come to us at short notice as our scheduled tutor was unavailable. Michael, with his wife as chauffeuse for him, came from Norwich every Monday afternoon and gave us a new course on art from Renaissance to the present day. He has a very thorough knowledge of the subject and his enthusiasm for the subject made the course very enjoyable and informative.

The end of term came too soon!

Joyce H. Wrobel

Lloyds Bank Project with WEA



Andy Mercer and Tom Robinson from Scottish Widows in London recently visited the Adult English class at Janet Duke Primary School in Laindon, to give a short presentation about their career and how they are involved in the

Lloyds project, this was followed by language based activities to engage the students in conversation and to build their skills and confidence.

The class was tutor led by Elena Hawkins who introduced the volunteers to the students and then adapted her lesson skilfully to work around Andy and Tom. All the students engaged and asked many questions about pensions and how they work, with a couple of students wishing to find out more.

Elena has said “It was really useful for the students as it gave them an opportunity to discuss difficult issues in terms of the language comprehension. We

could have done some maths work as well (although it was touched on briefly) and also could have filled in some difficult forms. In fact, a few lessons could



be planned around finance and 'going to the bank' theme!
I would definitely recommend it to other groups”.

Feedback from students:

“They spoke in such an easy way, that I understood everything and was able to practise my English speaking and my writing”

“I learnt about investments, pensions, profit and was able to ask and answer about interesting places, food and family”.

This came about as a result of the WEA and WEA Cymru forming a unique partnership with Lloyds Banking Group to help WEA students secure a better future for themselves and their families. The project is part of the 200th anniversary celebration of what was Scotland’s first mutual life insurer, Scottish Widows.

Some 400 employees will share their skills and knowledge with over 2015 WEA students, volunteers and staff during the 2 year project, contributing to the 3 pillars of the WEA strategic plan – Educational Excellence, Sustainability and Building profile. It is a great opportunity to introduce people working for a major corporation to the WEA.

Sally Ridealgh

JIM PAGE

Thirty Plus Years with Essex WEA

My first contact with the Essex Federation of WEA was, if I remember correctly, in about 1982 when I was still a Principal Lecturer in Town Planning at Chelmer Institute (now Anglia Ruskin University)

The Tillingham Branch of WEA was then in the London District. They had had a course on the History of Chelmsford which was to finish with a “Walk About” round the Town. Unfortunately, Mr Roberts, their tutor was taken ill, and I stepped in at short notice to show them the evidence that was still standing.

They so enjoyed the day that, on hearing that I was shortly retiring, and that my research area was “The History and Evolution of Towns”, they invited me to do a course for them.

After I retired in 1983, my late wife, Mary, and I moved to Hatfield Peverel. In 1985 I joined the local branch as an interested member. At a subsequent AGM, the speaker was my old friend Arthur Brown who was Chairman of the Essex Federation. He demanded to know why on earth

was I lecturing for Branches outside the county when there were so many in Essex who would be interested in my approach to Urban History.

From then until 2010, I regularly did ten- week courses sometimes as many as three a week. I also took students on town visits including Sudbury, Ely, Wisbech, Kings Lynn, St Albans and Chelmsford, and one Summer School.

For some years I was Chairman of our Branch, but when Mary became seriously ill in 2000 I had to curtail my activities. After her death in 2003, I was less active but still an active member of the Branch.

On the Federation admin side, I was a member of the Essex Committee for many years and also served on the Regional Committee.

At the Hatfield Peverel Branch AGM in 2015, we celebrated my 90th birthday with a suitably decorated cake.

[Photo and text sent in by Leslie Naish – Ed.]



WRITTLE BRANCH

Spring Report

In January 2015 the Tuesday morning class was “Geoffrey Chaucer; Civil Servant and Poet” with Graham Platts.

The course was well illustrated with scenes from old manuscripts to give us a feel for the background and style of life at Court and its concept of chivalry. Chaucer’s family originally came from near Ipswich and then moved, still as wine traders, to London. He moved into Court Circles, married a waiting maid of the Queen, and went on diplomatic missions to France and Italy on behalf of the King.

His travels allowed him to become familiar with the writings of men in other European Courts and this was a time when there was a move to establish ‘English’ as a formal language, as part of a ‘national identity’. We looked at the work of some of his contemporaries, and the translations which he wrote.

Graham illustrated the pilgrimage routes both abroad and in England. He also reminded us how absolutely central religious belief was to the lives of everyone and explained the nature of ‘pardoners’ and ‘summoners’.

In 1386 Chaucer moved to Kent and we learnt of the political upheavals following the Peasants’ Revolt of 1381. We studied several of the Tales and enjoyed listening to Graham reading passages aloud. Several people were inspired to respond to Graham’s challenge and wrote their own poetry in the style of Chaucer!! Each session finished with a short piece of music. It was a fascinating course and the feedback from everyone was very positive.

On Tuesday afternoons, we were delighted to welcome back **Frances Boardman with ‘A Journey through Ancient Iraq’**. It helped that we had done Ancient Egypt, so Frances was able to contrast the security of a country with safe borders to that of this vulnerable tract of land we now call Iraq. Warfare developed alongside farming to defend scarce supplies. Frances introduced us to the ‘Fertile Crescent’ where hunter-gatherers started to farm. They then developed communities which grew to cities and we saw wonderful photos of some of these ancient cities. We looked at the Sumerian cities, read their Law Codes, listened to their epic tales and heard about the ‘Deluge tablet’ which predates the story of Noah’s

Flood by centuries. Frances continued though the Hittites and the Assyrians, the cities of Uruk, Nineveh and Babylon (names from Sunday School) and on to the Sassanid Empire and the religion of Zoroastrianism. The artwork from these early times was astounding and Frances had beautiful examples of pottery, jewellery, statues and architecture. It is impossible to do justice to this course in a few paragraphs.

We finished on a more sombre note with the problems that the current Muslim population are experiencing. Frances outlined the doctrinal divisions between Sunni and Shia teachings.

An excellent course Frances, thanks from us all.

Mary Roberts

Only recently has **Quintus Benziger** been available on Wednesday evening so we were delighted to welcome him to Writtle for the first time. A group of members, many of whom had little or no musical knowledge, embarked on a course entitled '**Mixing with Music**'. Our lecturer was musical polymath, teacher, examiner, arranger, composer, church organist and, above all, enthusiast. Each session was based around a specific topic:- Music and Nationality, Music and nature, Music Theatre to name but three. We looked at and listened to the ways in which different composers and performers interpreted particular themes. We listened to a wide range of music from Byrd through Bach, Beethoven and Britten to the Beatles. We tried to fit words to music. We learned how to follow simple scores. We banged, blew and plucked various instruments. We talked about music and shared musical experiences. By the end of the ten weeks none of us was quite so musically illiterate as at the beginning. So enthused were a group of members that they braved the acoustics of the Civic Theatre to attend a concert featuring works by Mozart, Bach and Richard Strauss. A thoroughly enjoyable and instructive course.

Steve Bacon

TED WOODGATE

Ted Woodgate was nominated for Adult Learners Week award by Denise Fielding of Billericay Branch and was presented with his certificate at Billericay's' day school . Denise as Chair of Branch presented the Certificate of Achievement to Ted.

James Ward also visited so as to be present with Ted.

This was at our very successful (and our first) One Day Course -"A Change is Gonna Come" Social Development Reflected in Popular Music- 1950-1964 on 1st July 2015. We nominated Ted for being an 'inspiring tutor' , superb at engaging with learners' , enabling learners' contributions to enhance learning for all, reaching out and including those that might not think WEA is for them, supporting and developing local learning opportunities, contributing to the revitalisation/relaunch of our branch, doing 'over and above'. He is 'fantastic'.

All yesterday were genuinely pleased to see Ted get this recognition- which he did not expect(he was wowed out to be even nominated!).