

PRESIDENT'S REPORT

Welcome to 2020 at Glen Eira U3A.

This year we have 1211 members; a similar number to last year. We have been joined by 46 new members for the first time in 2020. Please make them feel welcome. With so many members and a lot of interest in courses, we do have wait lists for many courses. If a place becomes available on a course for which you are wait-listed, the office will contact you by phone or email. Please do not ask reception to check your place on the wait list queue, as it will not speed up your entry to the course.

We have new courses operating this year, some of which still have vacancies. Last year we expanded the number of venues we use in the local area, but it has still been difficult this year to schedule all the classes in the rooms available. Please ensure that you vacate rooms quickly at the end of your class, and show courtesy to those awaiting the next class.

Following our AGM late last year, we now have new members on our 12-member committee of management. David Collier has joined us as secretary, and Chris Perera as course co-ordinator. Please feel free to have a chat with committee members who are rostered on duty each half day in the office. Many classes make use of our WiFi internet. Glen Eira U3A is awaiting installation of the NBN. At present we are using mobile data via WiFi, but we are looking forward to greater internet download capacity in the future. If you experience any issues, please talk to the office.

Glen Eira U3A operates totally on volunteer effort. Please be respectful to our volunteers. If you have any issues, reception volunteers will be happy to help or refer you to someone who can help if necessary.

I would like to give my personal thanks to Sue Cooze who has volunteered as an office manager at U3A for a number of years. I thank her for her efforts and will greatly miss her contribution.

Our garden is often admired by members and visitors. I wish to thank Monique Nugent who has co-ordinated our garden volunteers for many years. She has now handed the baton to Stan Hill. Thank you Monique.

Del Stitz
President

FAREWELL TO SUE COOZE

Sue Cooze has been working three days a week as a volunteer in the back office at Glen Eira U3A for a number of years.

I first came across Sue when I started taking minutes for the committee of management in 2016. Sue has worked closely with Peter Froment as system administrator, and other members of the back office team. In 2016, the IT system had not been operating long at U3A, and our dependence on the system meant that we needed volunteers to help who were computer literate. Sue took on the role of co-ordinating to make sure we had people in the back office who could work the system five days a week.

I worked closely with Sue and Peter to plan and organise the enrolments at the end of 2016. In the process we designed some rules to ensure that members interested in our most popular courses got a better opportunity to enrol in them. We also planned how we could manage the process for assisted enrolments.

Every year, since then, we have fine-tuned the enrolment process. We have put a lot of effort into trying to encourage members to use the online system themselves.

I have very much valued discussions with Sue over the years. She has been a good observer of how things are tracking, and what improvements we could make. She has brought lots of issues to my attention that we have tackled through the committee of management.

I have also appreciated her directness in ensuring that the policies that are approved by the committee get put into action.

I will miss Sue, but I trust that she has put in place a good team of volunteers who will carry on. Sue deserves a good retirement seeing the world, but if she is ever interested, we would love to see her back.

Del Stitz

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COMMITTEE, 2020

President: Del Stitz

Vice President:

Secretary: David Collier

Treasurer: Jo Brown

Committee Members:

Phillip Coleman
Garry Fabian
Jack Edelman
Peter Finkelstein
Hilary Friedland
Peter Froment
Ditta Libson
Russell Stern
Chris Perera

Systems Administrator: Peter Froment

Course Co-ordinator: Chris Perera

Garden Co-ordinator: Stan Hill

Events Co-ordinator: Hilary Friedland

Open and Close Schedule: Russell Stern

Newsletter Co-ordinator: Heather Hudson

Email address: heathflo@iinet.net.au

RECIPE: CARDAMON MANGOES

4 mangoes (or apples, bananas, pears or other fruit in season)

4 tbsp butter

4 tbsp soft brown sugar

3 tsp ground green cardamon seeds

Peel and core fruit and cut into 1 cm slices. In a frying pan, heat the butter and sugar, stirring until the sugar is melted, then stir in the ground cardamon seeds. Make a single layer of the fruit, spooning the liquid over the top, and cook until just warmed through. Lift out of the pan into serving dishes and do a second batch in the pan if required. Serve with whipped cream, ice cream or plain yoghurt.

Dates to Remember Gleneira U3A is closed on public holidays

International Women's Day: Sunday, 8th March

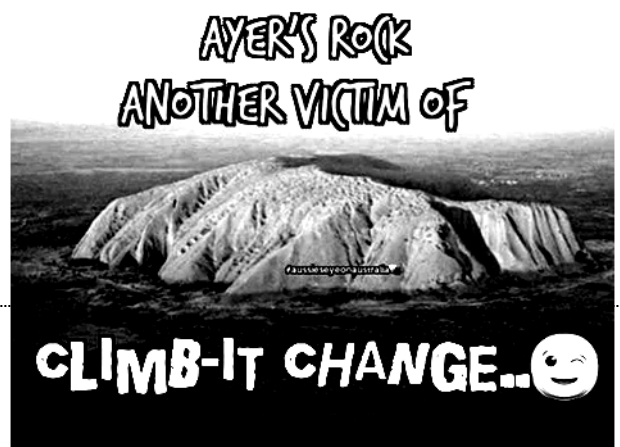
Labor Day: Monday, 9th March (Moomba)

Easter: Friday, 10th April to Monday, 13th April

Anzac Day: Sunday, 25th April

Queen's Birthday: Monday, 8th June

End of Semester One: Friday, 26th June



RECIPE: CARDAMON SLICE

2 cups brown sugar

2 cups SR flour

1 tbsp ground cardamom

125 gm butter, chopped

Process these ingredients in a mixer until fine crumbs. Press half of this mixture into a flat biscuit tin.

Dissolve 1 teasp bicarb soda in 1/4 cup milk. Add 1/2 cup strong black coffee, 1 egg beaten lightly. 1/2 cup raisins or figs. Mix this into the other half of the dry ingredients, then top the layer in the tin with this damp mixture.

Bake in a moderate oven for 35-40 minutes. Cool for 10 minutes before cutting.

RETIREMENT VILLAGES

Every fortnight we run a course on 'Current Issues'. This week the topic was retirement villages.

The Commonwealth Government has a policy often called 'ageing in place', which means that you may live in a residence of your choice, and as your needs change, services will be provided in your home.

Any older person in need of services needs to register by phone or online with 'My Aged Care' to be assessed. Following assessment, and subject to income tests, services can be provided:

- Under the Commonwealth Home Support Scheme;
- or
- Through an aged care package in the home; or
- In a Residential Aged Care Service.

Many older people who are downsizing investigate the options of retirement villages. They are often attracted by:

- An affordable price
- Less maintenance
- Security
- More modern fittings and fixtures
- Companionship
- Similar age group
- Community activities, and
- Open garden surrounds.

Sometimes they don't remember to ask about:

- Quality of the manager
- Residents' committee
- Garden
- Pets
- Visitors
- Bus
- Social activities
- Shared facilities
- Access to medical and health services
- Emergency call button, and
- Complaint handling.

There is usually an ongoing contribution to pay in a retirement village, as well as monthly fees for maintenance and services. However, when you leave there are additional costs for the deferred management fee, and the cost of refurbishment. Those costs can interfere with, or delay, the choice to move into residential aged care.

The Victorian government is currently reviewing the legislation relating to retirement villages. We hope that the changes will ensure appropriate balance between the rights of residents, and those of the retirement village industry.

Del Stitz, Tutor

In the end, it's not the years in your life that count, it's the life in your years.

Abraham Lincoln

AFRI-AUST CARE INC.

On October 29th last year, one of the last guest speakers for "Perspectives" was Selba Luka, founder and CEO of Afri-Aust Care, an organisation founded in 2015. Malawi-born, but living in Australia for several years, she works mainly with youth at risk, using a positive change model. Many of these young people have no father figure, as they come from broken homes. Women are often raising children (as many as 6) as well as working. Further, these mothers often can't help their children with school assignments. These are just examples of resettlement issues of people who have come from Africa to Australia.

Much of Selba's work is in case management, working with mothers so that their children can return home from prison. Selba helps young people find work, and conveys the belief that they need to love themselves - and other people.

At one stage in Victoria, there were 140 African men in prison, often suffering unresolved trauma, cultural shock and intergenerational conflict. This is particularly true of the Sudanese in Australia.

Afro-Aust Care is based in Springvale and Dandenong, where Selba helps with finding work, translating and educational pathways. Sports activities are very important in her help with ex-prisoners. A short video of the Black Rhinos basketball and soccer teams was shown. A team of young black Africans (especially Jany from South Sudan) plays basketball with prisoners.

There is a garden in Springvale, where older and younger women use the produce in cooking classes. Community leaders are also used in an outreach program in Fountain Gate.

Most of the work is voluntary, with support by the Salvation Army and North Melbourne and Central Melbourne Rotary clubs.

Selba is a very positive speaker, and it is obvious that, in particular, young Africans here are finding, through her efforts, a firm foundation for life here in Australia.

(Thanks to Garry Fabian for organising such inspirational speakers for "Perspectives" over 4 years.)

Margaret Y. Blight

In general, the art of government consists of taking as much money as possible from one party of the citizens to give to the other.

Voltaire

ART EXHIBITION 2019

The doors opened at 6:00pm and visitors were welcomed by the sound of beautiful music, a spread of delicious drinks and nibbles and best of all an array of art work better than ever before. Margaret Esakoff, the Mayor of Glen Eira, spoke of the importance of art in our community, of Council support and fostering the talent of our Seniors. Ben Winspear, our judge, presented the awards saying that his task was not an easy one. He gave us invaluable feedback and advice on how to move forward on our art journey and commended the good work done at U3A in all fields of art. The exhibition was open to the public till Sunday, 1st December, and concluded with a concert given by our U3A Recorder Ensemble. Sincere thanks go out to each and every volunteer. However small one's contribution, it was a great help in creating another successful exhibition.

THANK YOU ONE AND ALL!

Ancita Beale, Art Tutor

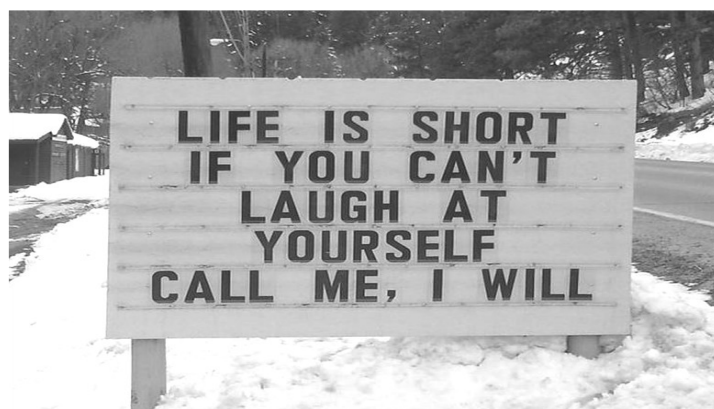
Glen Eira U3A Annual Art Exhibition, November, 2019

AWARDS

President's Award:	Portrait of the Artist's Grandson	Tim Tsui
Best in Show:	Landscape	Eddie Moses
Best Painting:	Flamingo	Tim Tsui
Best Sculpture	Bookends – Set	Alexandra Obarzanek
Best Drawing:	Farm Gate Lock	Mai Phang
Best Portrait:	Man In Blue	Eddie Moses
Best Still Life:	Statue of Lady	Claire Sztokman
Best Landscape:	Murray River	Barbara Brown
Best Seascape:	Venice	Judy Taitoko
Best Contemporary Art:	Waterfall in Zimbabwe	Barbara Cohen

Highly Commended

Painting:	Snowing	Benjamin Gesundheit
Sculpture:	Wonder Bowl	Zahava Mauda
Drawing:	Pebbles	Judith Schmidlke
Portrait:	Taylah	Lorraine Richter
Still Life:	Sunflowers	Rebecca Wilkins
Landscape:	Somewhere	Ailan Liang
Seascape:	Evening Glow	Ancita Beale



PLEASE REMEMBER

- To always wear your name tag to every U3A class
- To sign the class roll at the commencement of every class
- To submit an apology for a class you will miss (remember three classes missed without an apology will mean you will be eliminated from that class)
- To display your U3A membership card in your parked car
- To obtain a three hour parking card from the front desk if you will need more than 2 hours
- To refrain from parking in the three reserved spaces
- To volunteer your services in whatever capacity you like
- To enjoy yourself at Gleneira U3A whatever courses you are doing



CARDAMON BROWN

The plant grows to about 2 metres high, with long narrow leaves, plain yellow flowers. Pods are a deep red to purple when ripe and contain some dark brown hard seeds in a sweet-smelling pulp, a woody smoky aroma. It is a plant native to the Himalayan region where workers harvest a clump containing the rough purple pods from the base of the trees with long narrow steel blades. These pods are spread out on platforms in the shade to dry for a week. Wood fire smoke helps the drying process. It may be possible to buy this spice as pods in a pack and should be stored in an airtight container away from extremes of heat, light and humidity. It is usually sold in powdered form in a container. Brown cardamom can be used in recipes such as butter chicken and chicken tikka masala.

GREEN

This plant is a shade loving perennial with long green leaves growing to about 1-2 metres, with delicate white flowers, having an appearance similar to a ginger plant. It grows from a rhizome and has an aroma of camphor lime scent. The seeds are completely different in flavour and appearance from the brown cardamon. It is native to the south of India in shady monsoon forests and to Sri Lanka. Orderly cultivation began in the 20th century. Harvesting takes place over several weeks when the pods are just before maturity. Drying takes place in a well aerated shed with warm air provided by wood fired furnaces. Powdered cardamon seeds should be kept in airtight containers and used promptly after buying. Use sparingly in a wide range of sweet pastries, rice dishes, milk dishes, and with citrus fruits and mangoes.

*Selections from
Spice; notes and recipes Ian Hemphill*

PAST EXPERIENCES

Many of our members have been teachers during their lives and have had varied and interesting careers in that profession. Here are a few stories about their experiences.

After graduating from Melbourne University (the only one in Victoria at that time) with a Bachelor of Science and Diploma of Education, I had no idea of the varied life I would lead, starting with teaching. I started teaching at the Emily McPherson College in Melbourne, taking mostly Physics but also Foods Chemistry for domestic science student teachers and Arithmetic for the pre-nurses. Next came a huge contrast with lower secondary Maths and Science at Port Pirie High School in South Australia. Then part-time demonstrating in Physics I at Newcastle University in NSW and some private coaching.

I was then asked to teach senior Science and Maths at Newcastle Girls' Grammar School. This was the first year of the Wyndham Scheme in NSW and there were no text books available till about August of each of the following two years for years 11 and 12. Quite a challenge! Then followed a number of moves for our family, but I stayed teaching in the Anglican Girls' schools system in Wollongong and Melbourne. There always seemed to be a need for Maths and Science teachers.

I became Maths co-ordinator at Korowa Anglican Girls' School and co-author of a number of senior Maths text books. The most satisfying and important part of my teaching life was giving confidence to girls to achieve more than they (or their parents) expected. After retiring, whilst maintaining some coaching and text book writing, I had many interests mainly in art and craft classes and groups. Finally I concentrated on botanical art, which gave me a whole new outlook and career.

Now I am enjoying another change with group recorder playing at U3A with Katalin Holl.

Laurie Andrews

I started teaching in England in 1969, mainly in North West London. I taught in a selective entry state school in which I had been a pupil. The school underwent tumultuous changes over the next 5 years. It changed from a selective boy's school to a selective co-educational school and then a non-selective years 10 to 13 school. I taught mainly senior Chemistry which was the one subject that I loved above all else. I enjoyed it while it was a selective school and while the outstanding headmaster who had been my headmaster was there. The new principal and the new catchment changed the school culture, and I enjoyed it less, although the presence of girls improved the school.

In 1974 the Victorian government needed to employ more teachers than it had trained. It turned to teachers from the UK and the USA to make up the numbers. My father was born in Melbourne and I had a large family here. I accepted a job and came over 45 years ago in February 1975. I had applied to teach Chemistry in a country or regional school, but ended up teaching Year 7 and 8 Science in Melbourne. I hated it and survived only one term. The man who replaced me returned to the UK after only three weeks!

I was blessed for the next 33 years to teach Chemistry in a variety of religious schools: Jewish, Catholic and other Christian schools. The students were mainly motivated, enthusiastic and strove to do well, and the labs were well equipped and lovely spaces to teach in. My training had included an emphasis on practical work and I was able, with the support of some excellent lab staff, to indulge my joy in linking practical to theoretical chemistry. I had a lovely career for the most part before retiring.

Peter Marks

I trained as a primary and secondary school Music teacher at York University, England. My first teaching jobs were in Yorkshire, and then in London, including with the teaching staff of my own primary school when growing up. My school-teacher wife and I then journeyed to Melbourne for a one-year contract with the State Education department. I was placed in two secondary schools in the south-eastern suburbs – one that was very well equipped for music teaching, and the other in a rough area, with few facilities. At the end of the year, I became a postgraduate student in the Music department of Monash University. I soon took on the role of a lecturer, a post which I held for 5 years. This provided me with tertiary teaching experience, and indeed, a number of my students were older than me – a situation which I had not encountered before. I also had a good number of students before me, with little or no musical background, alongside others with HSC Music and performance. I therefore had to find new and all-encompassing ways to introduce music and musical concepts to people with a vast range of abilities and musical knowledge.

Once I completed my doctorate, I returned to school teaching; positions in my new qualification as ethnomusicologist were scarce in Australia, and already filled. Back in the classroom, my idea was to introduce non-Western music to school-aged children. Indeed, this became an option in VCE music, with an accent on Aboriginal Australian and Indonesian musics. In this respect, I was a pioneer within Victoria and was in demand overseas to talk about how to incorporate such music within the school curriculum. This experience helped me to gain a position at Monash in the Education Faculty, to train teachers from Kindergarten to year 12 in how to include music from many lands into their classrooms.

When the requirements for music specialists in primary schools were no longer enforced, my very position was under threat. Therefore I was pleased to visit Music Faculties in other countries, where music is cherished, and seen as a necessary part of education.

I spent time at Pretoria University, South Africa, Singapore, and twice at the University of Leicester, England. These experiences finally provided me with opportunities to teach bright young musicians, who had a thirst for knowing about music – a refreshing change from the students I was faced with in Australia. Finally, I obtained a position as Senior Lecturer in Ethnomusicology at Palacky University, Olomouc, in the Czech Republic for eight years. My main subjects there were: Australian Aboriginal Music, Jewish religious and traditional music; Chinese music; and music of the Andes. I also lectured in composition to undergraduates, plus produced with all the music students, the English opera, *Noyes Fludde* by Benjamin Britten. It included students from eight different countries, and even a group of Australians that came over specially to participate. Conducting rehearsals in multiple languages was quite an undertaking! Usually, everything I did in Czechia was in English, and I had to find ways of assessing my students that didn't involve written exams. The best ways were multiple-choice exams to test listening, and individual viva voce exams for content. During my time in Czechia, I was sent as part of the Erasmus programme to Jyväskylä University, Finland. There, I led workshops in Jewish and Aboriginal music, gave lectures, and oversaw the progress of the Czech students who had gone to Finland to study for a year in English as part of their own degree.

Of all the places where I have ever lectured, the students in Finland were the brightest, most committed, and top of their game that I ever experienced. Perhaps that is why Finland has one of the best education systems in the world.

Greg Hurworth, Tutor, Mahler 5

I started teacher training when my youngest child started school. So, yes, I was a mature aged student much older than the other teacher trainees who were straight from yr. 12 secondary school. Often I was older than the teachers who were supervising me in my teaching practice in schools. This was a three year course during which I did enjoy the research and essay writing! Fortunately my children coped fairly well during these years and the subsequent years of my time in a few different government primary schools.

My first posting was to a completely new school in an outer suburb where I had a small grade of 8-10 children, fairly slow learners, who had been unable to cope in a 3, 4, 5, 6 composite class.

We were given space in the assembly hall which we had to vacate a couple of afternoons each week. Not the best learning environment for such a group. The following year I was able to join the staff of a school closer to home. While there for the next three years I taught the normal type of class, covering all subjects in the curriculum. There was always a number of in-service sessions to attend to improve our skills. I remember producing a newsletter there—I can't remember whether it was monthly or once a term. (still 3 terms a year then). The next school at which I taught was even closer to home. Some challenging times and children. A music teacher arrived and he produced annual musical productions for which I played the piano. Great fun. While there all the staff were involved in compiling and recording complete school policy statements for all areas of the curriculum which previously individual schools had not been expected to produce. When I arrived at my final school the staff there had to go through this process too. (Been there, done that!)

My own children were now completing secondary school or attending tertiary. At this final school, children came from many different backgrounds, including migrant (I remember Afghan, Japanese, Serbian); had different abilities and behaviours; some had come from very difficult family situations. About these, I wondered about how their lives would turn out. It was a time of change—new buildings, new principals, an increasing enrolment, decisions about whether to maintain specialist subjects or have smaller classes, new roles (I taught Art for three years), regular after school staff meetings and in-service sessions about the latest educational trends.

I mostly enjoyed my teaching years although there were difficult times, children and parents. And always tried to make learning enjoyable, and hoped that the children would develop a love of reading particularly. Teaching is a very important profession in my opinion and ought to be regarded more highly.

Heather Hudson



FROM ZERO TO HERO

Around mid 2012 I was recovering from a serious illness. It had been a very challenging 18 months, with lots of surgery and other unpleasant treatments. I had recently split with my partner and my only child had gone to live overseas. My head was as bald as an egg and I had no eyebrows or eyelashes. My finger and toe nails turned black and fell off. Attractive I was not! I was newly retired and missing my old happy life. As you can imagine, I desperately needed to find a diversion and a new challenge but I did not know where to start to find a 'new normal'. I tried ballroom dancing but I have two left feet. I worked in an op shop but found that I have no talent as a retailer. My next endeavour was to learn to sew but my fingers developed a mind of their own and kept finding the vicious machine needle. Inspired by numerous glamorous TV cooking shows, I then tried baking fancy cakes which I kept eating and got fatter by the day. There must be something that I could do, but what?

Then I had a brain wave—I would join a French class at Gleneira U3A.

I had a very limited knowledge of French as I did not study it at school. Fortunately I had a lot of French speaking friends so I was able to carry out very simple conversations in what I now realize was execrable French. I shudder to think of my blundering efforts as I massacred that beautiful language time and time again.

However, once in the class I started to improve slowly. Two delightful ladies, Bella and Regina, listened and encouraged me. My awful French must have been painful to listen to but they never lost patience. We were sorry to lose both these Grandes Dames when they retired at the end of the year.

However, we got lucky again. As none of us wanted to stop our fun mornings, Fortuna, Bertha and Gillian generously stepped in to run the class and they are keeping us happy with their hard work and lots of new ideas and challenges.

From the outset, I was lucky to be in a class with so many interesting and sociable classmates. Over the years together we have read numerous books, listened to French songs, told stories to each other and kept each other amused. If you hear loud laughter, you can bet it's coming from our class. It really is a fun way to spend an hour or so each Thursday morning and a painless way to learn another language. Everyone in the class comes from a different background but everyone contributes something unique and interesting. I am so pleased I made that first tentative step as I have enjoyed it so very much as it was the right combination of mental stimulation and good company that I needed. In fact, I enjoyed the Thursday morning class so much that at the beginning of this year (2019) I joined a second class taught by the delightful Sue. Again, it is proving to be a very rewarding experience with a group of new friends and new challenges. I hope to continue to attend both classes next year (2020) because I believe that to learn a language is to have one more window from which to look at the world.

Nelson Mandela said 'If you talk to a man in a language he understands, that goes to his head. If you talk to a man in his own language, that goes to his heart.' Wise words indeed.

Eileen Morgenstern

NEW HORIZONS GIVES INSIGHT INTO THE HISTORY OF THE SOLAR SYSTEM

The Age, Saturday, 15th February, 2020

Joel Achenbach, reporter

'NASA's spacecraft New Horizons zoomed past a city sized object just over a year ago.' Data collected when the spacecraft passed this most distant object challenges how scientists see Earth's beginnings. This object named Arrokoth, (named as such in the Powhatan/Algonquian language for 'sky') 1.6 billion kilometres past Pluto, looks like two lumpy reddish snowballs, one larger than the other, gently pressed together. The New Horizons scientists have published their analysis in the journal *Science*. They think that these two lobes slowly spiralled together mutually attracted by gravity. There were no signs of a collision as such, but it seems that they came together at a gentle walking pace. It suggests therefore that the planetary system may have been formed in a similar fashion.

'New Horizons is not dead yet. The spacecraft is continuing on its journey into what is clearly not quite a void.' It has enough power to continue for another 15-20 years.

LEMON PICKERS NEEDED IN FLORIDA - ONLY U.S. CITIZENS OR LEGAL IMMIGRANTS NEED APPLY.

"Lemon Pickers Needed" read the ad in the newspaper. Ms. Sally Mulligan of Coral Springs, Florida, read it, and decided to apply for one of the jobs that most Americans are not willing to do. She submitted her application for a job in a Florida lemon grove, but seemed far too qualified for the job. She had a liberal arts degree from the University of Michigan, and a master's degree from Michigan State University. For a number of years, she had worked as a social worker, and also as a school teacher.

The foreman studied her application, frowned and said, "I see that you are well educated, and have an impressive resume. However, I have to ask you, have you had any actual experience in picking lemons?" "Well, as a matter of fact, I have," she said..."I've been divorced three times, owned two Chryslers, and voted for Trump."

2019 ART EXHIBITION



Ben Winspear, Judge
Alexandra Obarzanek,
best sculpture



Eddie Moses wins Best in Show



Lorraine Richter, highly
recommended for her
portrait 'Taylah'



Great to be a winner!

Sue Cooze—retiring—what will we do without her.

