



INTERNATIONAL SOCIETY FOR KEY WOMEN EDUCATORS
DELTA KAPPA GAMMA

GREAT BRITAIN NEWS



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Photo of Tallinn Rooftops, front cover, by Editor: all other photos, unless otherwise stated, by Unity Harvey and Lavinia Soul.	

It is with sadness that we announce the death of Terry Carroll, Joan's husband. We send our sympathy to Joan and her daughter, Janet. Terry's funeral will be on 4 October in Carshalton for those who wish to attend.

Diane Billam: dbillam@hotmail.com

This edition includes reports on the European Regional Conference, in Tallinn, Estonia. I hope they will give members who did not attend some idea of what took place, and perhaps inspire them to attend the next one in 2019.

Don't forget that our website, www.dkqgb.org.uk, also includes so much more information, kept up to date by our Webmaster, Gloria Redston, including previous editions of GB News. None of this can happen without your contributions. My thanks to all who contributed to this edition.

Our Alpha and Gamma chapters have had a number of outings during the summer, as well as our monthly meetings during the autumn and winter to look forward to. There will be a joint meeting of both chapters on 14 October, which will give us the opportunity to get together in the very welcoming setting of Dulwich Village School. We also have our GB State Conference to look forward to, to be held in the Antoinette Hotel, Kingston-upon-Thames, the weekend of Friday-Sunday, April 2018. Our State President recently emailed details of how to book your room for what promises to be a most enjoyable weekend. Registration forms will appear with the next edition of GB News after Christmas.

Talking of which, contributions for the next edition should be with me by 15 December please, in Word with photos as an attachment. Apart from reports on Chapter meetings, which Chapter Presidents will be organising, contributions on matters of educational interest are also very welcome.

Kathy Hodgson

STATE ORGANISATION PRESIDENT 2017—2019



Well – here we are again – another biennium, and two more years of opportunity. I feel more blessed than burdened, and look forward with enthusiasm; I know I will have the support of you all. Already two of our most eager beavers – Evelyn Goodsell and Joan Carroll – have launched themselves into organising next year’s state conference. For those who haven’t checked their emails, the conference will be at the **Antoinette Hotel in Kingston from Friday 13th – Sunday 15th April.**

But, on to vistas further afield - twelve intrepid travellers ventured to Tallinn in July for the European Regional Conference; sadly, Diana Bell and Liz Malik were unable to attend due to personal reasons. Liz, happily, is recovered. Diana, as you will all know, lost Brian – we all extend our sympathies and love to Diana.

Tallinn was all that was promised – and more. You will read many accounts of the conference in subsequent pages. I had preconceptions about Estonia – how wrong could anyone be? In my ignorance, I had expected a slightly downtrodden, quite poor country – still recovering from almost 50 years of Russian occupation toward the second half of the twentieth century. What I experienced was so far removed from this; Estonia is vibrant, forward thinking, positive – and can certainly teach us about the education of the whole child. Their musical traditions are wonderful; the whole conference was peppered with examples of singing and dancing, often bringing me to tears. The power of music.

Very apparent during the conference was the great esteem in which Kate York is held by our European friends. It was lovely to see her and Tony there, and witness the joy of so many of her friends in being able to meet with Kate again, and to be able to see how well she is recovering from her stroke.

So, what for our future? Membership is an issue, and increasingly so; with most of our members having retired from full time work, our contacts are reduced, especially with younger potential members. So, we know the challenge ahead – we simply have to rise to it.

Kathy Hodgson (*State President*)

FIRST GENERAL SESSION

The first General Session was in three parts. It started with a welcome from the Minister of Education, Mailis Reps, a lively female role model who has been a member of parliament since she was 27 years old. She was proud that Estonia, such a small country, is first in Pisa scores in Europe and 4th in the world, and emphasised that although Estonia has a very good standard in 'digital' education, traditional education is also important. Students need to be taught to research responsibly via Google etc. We all applauded her statement, 'Men make decisions. Women make informed choices'



The second part of the meeting was a presentation by Sandra Malik, a researcher and historian, entitled, 'Supportive Learning Environment through History' - school architecture from the 17th century through to modern day schools. She traced the development of designated school buildings from the two classroomed wooden house gathered around the church in the 17th century, to the multi roomed buildings of the 19th century. These latter had living quarters for the teacher, who, by growing vegetables to feed the pupils, lived rent free. At this time children attended school for three years.



In the 20th century, during the period of independence, school premises were re-evaluated and schools opened all over the country. Many were manor houses equipped with desks and a globe, clocks and maps among other things. Education was increased to six years and if a child lived more than 3 kms away, they boarded. New laws ensured schools were light with

large windows instead of the old dark buildings, and with removable partitions they also became multi-purpose, and could be used as community centres. Modernisation increased in the 30s with furniture and walls painted in brighter colours, replacing the black of previous years. School gardens and nature trails became important. However, war and then the Russian occupation intervened but since independence in 1991, modernisation has been resumed. An example of a 20th century school is School 21 which we visited. It has been enlarged and in addition to a large school hall, library and cloakrooms, now boasts a large and airy atrium which can be used as a canteen. It was very impressive. The current question in Estonia is whether existing schools should be demolished or re-

built to meet 21st century needs. There is a consultation process with input from children from a variety of schools.

The third part of the meeting was 'Virtual Learning Environment' by Meeri Sild. Meeri is an ICT expert and trainer who specialises in educational technologies, and is a member of DKG. Meeri explored changes in teaching and learning dynamics, from teacher led whole class teaching to personalised teaching and learning. She listed a variety of 'digital aids' and programmes such as 'Mathsworld', which she considered very motivating, and allowed students to compete with other students all over the globe. Smart phone apps allow students in Estonia to pursue learning of all school subjects. She also listed videos including those from the Khan Academy, USA, where the teacher can be involved as needed, plus 'Facebook' and 'You-tube', where students can work within groups.

Perhaps the most important message she gave was on Internet safety for students and the responsibility of adults as the internet gatekeeper. She likened it to a jungle: it looks attractive but are we aware of the dangers lurking beneath the surface of the vegetation. We wouldn't allow a child to wander into a jungle alone –so we shouldn't allow them to go into the world of Internet alone and unguided. There are so many dangers lurking beneath the surface from cyber bullying, scams, such as inadvertently involving amounts of money, and viruses. She quoted the example of a student sending a birthday party invitation to his friends via Facebook, only to find thousands of 'friends' turned up. Responsible adults, whether parent or teacher, have a duty to protect the child or student from the dangers of the jungle of the internet. The adult is the gatekeeper. We must be responsible gatekeepers and teach the students about the dangers, remembering always - If **you** open the door, **you** are responsible.

Sheila Roberts (*Gamma Chapter*)

Photos by Mariann Timakov

SECOND GENERAL SESSION

The second general session focused on the value of extra curricular activities, particularly music and singing. Both presenters were Estonian academics with considerable experience in both primary and secondary education.

Rain Mikser described the origin of the choir singing festivals which started in 1869 and are held every five years. The critical time was during the Soviet occupation when



extra curricular activities were obligatory and the songs were prescribed e.g. the anthem of the Soviet Union. When the choirs (of up to 30,000) sang at festivals, they defined the Estonian national identity. The singing became a weapon of revolution as the Soviet era was ending during 1986 and 1991; Estonians sang their forbidden patriotic songs to rally for independence (now achieved). The tradition continues and the next festival will be held in Tallinn in 2019. Whilst other extra-curricular activities take place - drama, dance, poetry and sport - the strength of the choir tradition is significant. Our Estonian Night and Night on the Town choral entertainments were a perfect example.

Kristi Kiilu the second presenter, described the demands on the teachers and the support of the parents for extracurricular music. They are all agreed that it is a socio-cultural good, fostering personal and social competence. Teachers can be creative and the range of possibilities – folk, pop, rock, brass, vocal activities – is vast. Instrumental teaching is possible after school as well.



Music is taught from 6 months and there was a very endearing clip showing mothers swinging their babies and singing with their babies at an outdoor festival (all beautifully coordinated). Another clip showed the yearly progress of a girls' choir from four years to fifteen years; how they had gained many skills, became confident performers and increased their range of music competence.

Kristi described choral singing as preserving the culture, language and roots of the Estonian people. We understood why music education holds such an important place in Estonia and how the choir festivals are a showcase for the rich culture of song.

Sandra Blacker (*Gamma Chapter*)

Photos by Mariann Timakov

NIGHT ON THE TOWN

The evening began with a walk through Tallinn Old Town to the House of the Black-heads. It was built in the Swedish period between 1561 and 1710 with a renaissance door dating back to 1597. The brotherhood were unmarried new merchants whose Patron Saint was Mauritius. His dark profile is shown on plaques on several walls. As these merchants became richer or were married, they could join the Merchants' Guild.



Here we were privileged to hear the Collegium Musicale Chamber Choir who specialise in Contemporary Choral Music. They won Estonian Choir of the Year in 2011 and 2014 and also captivated us. The audience was overcome with praise, clapping at the end. A gap was needed for the singers to finish the final piece! Music plays a large part in uniting the people of Estonia and it certainly united us.

We then walked on to the Olde Hanse, which is constructed with extremely robust timbers and has few windows. It is three storeys high with rooms in the roof. The interior was dark with some subdued electric light but most light came from candles on the rough hewn tables - very atmospheric. On the stair, two staff offering a hand wash greeted us, pouring water from a jug to a huge granite bowl. A similar bowl on the next floor up was unused... The food was essentially old Estonian, plain and simple.

The evening enabled us to feel transported back in time, to acknowledge how it felt to be poor but also how the people came together in companionship and harmony.



Unity Harvey (*Gamma Chapter*)

THIRD GENERAL SESSION

Part 1 - IGIP Education Supporting Schools by Tiia R  tman PhD, assistant professor at Tallinn University of Technology.

Tiia is head of the IGIP centre, a member of the IGIP executive Committee and president of the IGIP International Monitoring Committee. An expert in science education, she is the author of the handbook on STEM education. (IGIP: International Society for Engineering Pedagogy, a global engineering association for more than 40 years: STEM: curriculum based on educating students in four specific disciplines – science, technology, engineering and mathematics – in an interdisciplinary and applied approach.) Tiia’s presentation was one of the most impressive I have ever attended. Her topic: ‘IGIP education supporting schools’ using the cover, ‘Modern times, modern learning’, described the

training given to teachers in maths and science subjects at Tallinn University of Technology. She used a series of clear process diagrams and flow charts, which enabled us easily to understand the complex subject she was presenting.

Tiia began by discussing learning - what is effective learning and what are the aspects of creativity in learning? She then introduced the provocative question: “Should Learning be Always Fun?” Should there only be happiness, no stress, no obligations - only free discussions and exchange of views? She pointed out the dangers of the syndrome of effort-free learning without any responsibility and also the digital age problems of students who think that, as everything is available on the Internet, there is no need to memorise anything, which leads to the lack of comprehension and deep understanding. Although fun has its place, STEM learning requires great efforts, hard work, attention, responsibility, drilling, constant problem solving, deep interest and motivation, critical thinking and creativity, cooperation and punctuality and meeting deadlines.



Tiia next presented the goals for Integrated learning and how they are achieved, through the students receiving and remembering information, together with perfecting and refining what they have learnt through practice. The primary factor for this is ‘Course Content’ and what we want the students to learn. With technology, learning environments have changed and expanded from real labs with hands on practical problems to including virtual and remote labs, home labs, simulations and serious games.

Dealing with pedagogy, a triangle was used to illustrate the hierarchy of teaching methods used: The Transmission model with lower level tasks - information processing -“let me show you” was at the base, followed by the Discovery model - Analysis -“find out for yourself”, leading up to the apex – with the Reflectional model of Higher-level thinking and evaluation i.e. “What do you think?” To summarise her presentation and show how complicated teaching is, Tiia created “the Pentagon of Stem and Engineering Pedagogy”. She began with a single isosceles triangle with teacher and student at each end of the base line and content at the apex, showing the basic elements of teaching. She then added different coloured isosceles triangles with the apex moving to the student and teacher positions, each adding elements important for good pedagogy until she had created a pentagon that showed all aspects and interactions needed in order to train good teachers for STEM subjects.

Part 2 – Promises of music in education: current state of the art of neurosciences and music by Mari Tervaniemi PhD.



Academic research is an important aspect of education. Its findings either ratify our current practice and curriculum or show us where changes could be made to improve the provision of education for future generations. From Helsinki University, Mari Tervaniemi, PhD, an expert of neurosciences and cognition, is currently investigating ‘the possibilities of music to support

well-being and learning.’ The theme of her presentation was based on this work, with the idea of the potential of neurosciences supporting learning in the 21st century. Mari engages with ‘CICERO Learning’ an international network of high-level research groups from research-intensive universities and research organisations. Before presenting any research she posed the question, “Why teach music?” with the answer, “For fun and enjoyment, for social cohesion and bonding, for emotional regulation, for regulation of vigilance, and possibly for the transfer effects of music in learning”.

She highlighted a number of studies. One, which I found really fascinating, was a study researching auditory learning before birth. Foetuses hear during the last trimester of pregnancy: the voices of parents, native language of the family and melodies or environmental sounds. Pregnant women were given a CD of “Twinkle, Twinkle, Little Star” to play daily in the last trimester both at birth, and at four months the babies exposed to the melody had stronger neural responses than those not exposed to the melody. Also the more often the foetus heard the melody, the stronger were the responses.

Another interesting study looked for the effects of music training on the brain structure of 6 yr olds. Some were given individual piano lessons for 15 months, others had communal music lessons including singing and drums. Both groups showed structural changes with corresponding changes in motor and perceptual functions. An on-going study is looking at the effects of music training on brain function of children within the school curriculum, measured against children with other hobbies. EEG measurements have been taken every second year from those aged 7 to 9, 11,13 and now up to 19 years. This has enabled the investigation of the development of auditory memory function in basic sound discrimination with non-musical sinusoidal sounds and in chord discrimination.

A study of the correspondence between informal music activities and brain function showed that children involved in activities, like singing at home and music at

playschool, compared to those who had little or no such experience, revealed a correlation between music and better attention. A musical playschool group was compared to a control group. It found more adult-like brain function towards timbre in those experiencing music. An investigation into the transfer effects of musical skills found that musical skills are often linked to better achievements in other fields such as phonetic awareness, higher-order cognition, social skills and perhaps mathematical skills.

New research initiatives are taking place. In the USA two large projects have started, one looking at the effect of music on children of low-income neighbourhoods, the other investigating the effect of music training with instrumental instruction. In Helsinki a 6-year project was begun in 2016 of the effect of two to three sessions a week of music as part of the regular curriculum for year three children. Another project is looking at the effect of music, movement or music and movement, on brain function.

The general conclusions are that music interventions can promote brain functions in a useful manner. Music development enhances skill learning. Individual lessons are not necessarily needed as informal musical activities at home also have effects. Although more longitudinal studies are needed in order to confirm the extent of the positive “transfer effects” of music in learning, these need to be compared with the effects of other activities such as sport, art and drama, and technological interests. To conclude the presentation, Mari reminded us that we should teach music for fun and enjoyment.

Lavinia Soul (Alpha Chapter)

Photos by Mariann Timakov

FOURTH GENERAL SESSION

Urve Läänemets, Chair of the Estonian conference committee, who concluded the conference, is an inspirational Estonian academic genuinely interested in helping others. She appeared throughout the conference introducing speakers, like the Minister of Education, whom she advises, and translating for a jewellery designer with her excellent English. She began her plenary session by asking why DKG members attended this conference, involving considerable time, expense and lengthy travel? She hoped that it provided opportunities to share common experience and agree on shared values, develop professional thinking and agree priorities to hand on to the next generation of teachers. She reviewed the various presentations made in the conference that she considered made up the big picture. The overall theme was Supporting Learning Environments,

though only one presentation was about school architecture. Teacher's professionalism and extra curricular activities, particularly music, were emphasized.

Both these themes were thoroughly addressed by the penultimate speaker, Anu Sepp, who is an assistant professor at the Estonian Academy of Music and Theatre. She talked about her two loves - music and theatre. Like other presenters before her, she told us about the importance that singing and playing music plays in the Estonian cultural identity. They have been running popular singing festivals since 1962 in huge stadiums and believe singing helped unify the country to campaign for independence from Russia, finally achieved in 1991. I enjoyed the memorable film clip of this summer's song festival for children and youth, with huge numbers involved in call and response participation of folk and traditional songs. It looked like a well behaved Glastonbury festival, where Estonians are proud to participate and where the social and cultural aspects of their music education are valued, from pre-school music making to lessons in mainstream comprehensives, together with 20% pupils involved in choirs and many in extra curricular instrumental learning. Anu explained how schools are created by society to be culturally relevant and to induct young people into this culture. According to Erasmus, 'The main hope of a nation lies in the proper education of its youth'. They in turn become responsible for the nation's culture in the future, so despite conflicting pressures on schools, Anu hopes Estonia's live music culture will remain.



But the first part of Anu's talk was more analytical, about teachers' pedagogical thinking. She paid tribute to the complex analysis presented by the head of the Estonian Academy of Engineering Pedagogy, which I much admired, in a previous session. She talked about the complexities of the teacher's role in making decisions about the curriculum, subject

knowledge, context, methodology, pupils, etc., and understanding reasons for making these pedagogic decisions. She has observed that less experienced teachers get stuck on an action level and it takes considerable learned experience to progress to reflect on practice, build on professional knowledge and consider the moral purpose of teaching, asking what is this lesson for? What is its ethical justification? It takes time for teachers to become confident decision makers.

So what did I appreciate most from this conference? I particularly enjoyed the informal conversations with members from Estonia, trying to understand how Estonians' turbulent history has shaped their education system and the

teacher's role. A Swedish member also told me how her father helped Estonians escape to Sweden, from the Russian advance at the end of WW2, which illustrated the help both Sweden and Finland have given Estonia over centuries. I enjoyed a breakout session given by a Finnish primary school teacher where she explained in detail how she was adapting her lessons to the newly imposed Finnish curriculum that attempts to engage pupils more directly in active, project based learning. I was interested to hear about projects integrating recently arrived refugees into school and small town life in Germany and Sweden, where numbers of migrants have become particularly challenging. We share most common ground with the Dutch members, who like us, have been coping with urban challenges of immigration for some time.

I appreciated the leadership efforts of leading members of DKG, like Marianne Skardéus from Sweden who nurtured Estonia as a new chapter 9 years ago, like her God-daughter, which has now flourished into a state organisation, able to run a well organised, successful conference. Of course I enjoyed the music concerts, the dinners and snacks and the social interaction offered by fellow members from UK and beyond, engaged in a common purpose and I am in awe of all the English second language speakers in the society who communicate so effectively to us native speakers and to each other through our common language. I then left Tallinn to explore more of Estonia, Latvia and then on to Helsinki by ferry, informed by all the conference taught me and treasuring a beautiful ceramic button presented to us as a gift in my bag.

Liz Day (Alpha Chapter)

Photo by Mariann Timakov

A 19TH CENTURY SCHOOL LESSON

We were greeted at the School Museum by the director, Dr. Veronika Varik, in full period costume. The teacher explained that in the Tsarist era, school was compulsory. Children from 6 to 10 had to be taught at home, from 10 to 13 they had to attend school daily, and from 13 until confirmation they only went on Saturdays .

Two young pupils were introduced to us and we took our places on the benches. We started by singing a hymn and saying a prayer. Teaching at the time was in Russian and children were punished for speaking Estonian. We went on to experience an arithmetic lesson using an abacus, slate and pencil, followed by Russian, where we learn some names of food items and sang 'God Save the



Tsar'. Suddenly the Inspector appeared. He was surprised to see such elderly pupils and asked some of us our names and what we had had to eat. Calligraphy came next where we attempted to write with a feather quill pen and ink. Our school day finished with another hymn and an evening prayer.

Robina Scahill (Gamma Chapter)

DO ADULTS LEARN DIFFERENTLY FROM CHILDREN?

This was the very interesting question addressed by Liz Day in her workshop. She has spent a lifetime working in education in several countries and at a number of levels, latterly in teacher training at university level. She still takes groups of children round a local art gallery and environmental garden, but her main involvement is through the University of the Third Age (U3A), an international voluntary organisation with 1000 branches in the UK. It is intended for people who have retired from paid employment, and who want to continue to learn new things in the company of like-minded people. With this recent experience, she wondered if there were any differences, and if so, should this affect how we teach the different age groups.

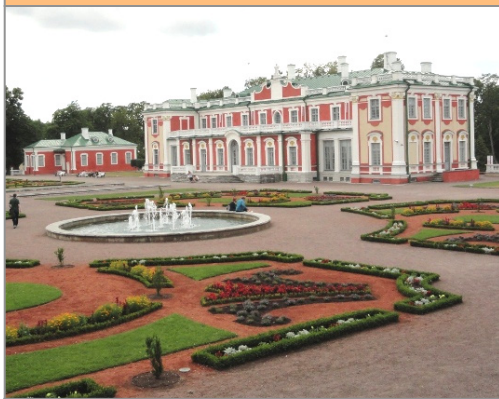
She went through some research into learning styles and theories, such as those propounded by Kelly (2010), Howard Gardener's theory of Multiple Intelligences (1983) or Kolb (1984). Human beings are driven by a need to learn, and Liz cited Maslow's Hierarchy of Needs (1943). She considered the rationale for adult learning: keeping abreast of developments in the knowledge society, working towards a democratic society, reflecting on the inter-relationship between the individual and society, and their achievements, with a background in developed countries at least of increasing years of productive leisure time in retirement. She showed us a very interesting assessment of the differences between how children and adults learn, under a number of headings such as 'The Learner', 'Role of the Learner's Experience', 'Readiness to Learn', 'Orientation to Learning', and 'Motivation for Learning'.

She referred to recent research on memory carried out with co-operation between the University of Kent and Canterbury & District U3A, in which I was involved as a subject and a test administrator, having received appropriate training. This research examined how factors of reward, feedback and confidence affected learning and retrieval, what affects deep and shallow learning, are certain factors more effective with different age groups, and does the learning and memory process change in healthy ageing. There were 42 people in the younger adult group (average age 19), and 41 in the older age group (average age 73 years). Part of the test was computer based, the other was paper based. Surprisingly few differences were observed between the two groups, apart from the fact that the offer of a reward of £5 for more correct responses enhanced the performance of the younger group, but not the older!

Liz went on to talk about the U3A experience. Members are usually strong-minded individuals who like to have their say, the organisation provides opportunities to share experience and expertise with others, encourages individuals to lead, and to develop social opportunities, co-operative learning, and responsibility to the group. The motto of U3A is 'Learn, Laugh and Live'!

Diane Billam (*Gamma Chapter*)

TALLINN OLD TOWN, KADRIORG PARK AND PIRITA



Kadriorg Palace

Any concerns that the Farewell Luncheon would not finish in time were quickly dispelled and a large group of members were ready, and waiting, for our Tour Guide. Once again we were very fortunate with the weather. Our guide reversed the programme we were expecting and we started off with an interesting drive through the suburbs. In the first few streets, blocks of flats, built during the Soviet era, were obvious by their grey, austere look. As we approached

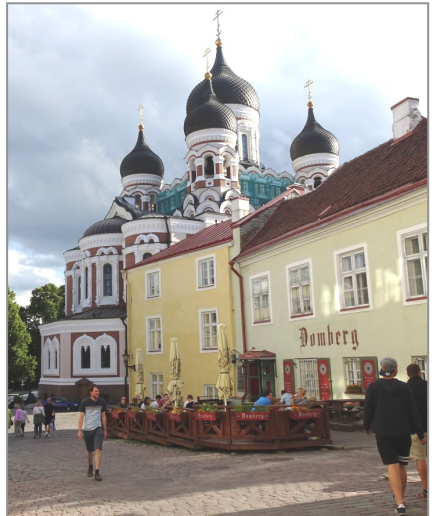
the area of Kadriorg Park, the scenery and buildings changed and we could see that this part of Tallinn was much more affluent. Kadriorg Park is a beautiful baroque park, very large and with many pretty flower beds. One in particular was the rose garden which provided a great opportunity to take photos. There are

two important buildings in the park, the rather modern Presidential Palace and nearby the Kadriorg Palace that once belonged to the Russian Empress Catherine the First.

Back on the bus we continued our drive around the outskirts of Tallinn. Estonia being a musical nation, they have 'Song Festival Grounds' in which to hold their many outdoor song festivals. The bus made a short stop and we were able to view them through the trees.

We made another short stop at Pirita to see the sandy beach and spectacular view of Tallinn across the bay. We boarded the bus for our last drive and were taken to Dome Hill.

The bus left us and we spent the rest of our tour on foot. We puffed our way up Dome Hill and first visited a very ornate Russian Orthodox Church (right) and then, round the corner, was a Lutheran Church. This was quite plain inside apart from its many Hatchments covering the walls. Being on a hill we had marvellous views of the city and its walls. (Another great opportunity to take photos).



We made our way through the winding, cobbled streets, on the way passing several Embassies, until we reached an old town cafe where we had coffee/tea and delicious chocolate cake. Making sure we then knew

our way, our guide left us to make our way back to the hotel. A most enjoyable and interesting tour.

Evelyn Goodsell
(Gamma Chapter)



Tallinn Old Town Hall

LAHEMAA NATIONAL PARK AND PALMSE MANOR

This was a tour which took in some beautiful scenery, an interesting estate, and a fascinating maritime museum. En route our guide gave us an outline of Estonia's history, as the smallest of the 3 Baltic States with a population of 1.3m of which two thirds are Estonian speakers, and one third Russian. The main religion is Lutheran, although Russian speakers usually attend the very ornate Russian Orthodox churches. Estonia has only been independent since the early 1990s.



The story of Palmse Manor goes back to 1287, when the estate was owned by a Tallinn nunnery. The existing house dates from the late 18th century, with elaborately decorated rooms, and a range of interesting buildings which have been adapted to different uses to provide finance to maintain the estate. It was the first manor in Estonia to be restored as a complex to give a picture of a typical Baltic manorial estate. It retains an air of elegance. After this we moved on to the coast, and the former fishing village of Kasmu, which has a very interesting history. I found the Maritime Museum fascinating, in particular because of the range of exhibits, from stone age axes and tools to a large meteorite! There was also a hand-loom, and the floors were covered with rugs which had been made on site. There were of course many maritime exhibits, with a dug-out boat being particularly interesting as it exhibited the skills of this seafaring village, which boasts a legacy of ships' captains who went all over the world in search of trade.

We moved on to lunch which was described as a 'traditional Estonian meal', after which we began our long drive back. We stopped at the beautiful Jagala waterfalls, which are the highest in Estonia. They are apparently even more beautiful in the winter when the water freezes, creating glistening ice sculptures. A long day out had given us a range of interesting sights and sounds.



Diane Billam (Gamma Chapter)

THE GRAND DINNER

The Grand Dinner was held in the Monaco Restaurant of the Nordic Hotel forum. Everybody arrived dressed up for the occasion to be greeted with a glass of Prosecco. We went to our allotted tables and enjoyed our musical introduction by The Helin-Mari Arder Trio. We introduced ourselves and listened to Carolyn Pittman's inspirational speech about DKG and our future.



The Helin-Mari Arder Trio

Then the main course of Estonian beef confit, parsnip cream, vegetables and wine sauce was served and enjoyed. Next to speak was Bjørg Nakling, who endorsed Carolyn's forward thinking and presented the past and future State presidents with roses. More music followed and the buffet was opened. This gave people the opportunity to mingle and chat as they chose their next course from the wide selection offered. The trio continued to entertain us. The evening ended on a note of thanks.

Carol Dawson (*Gamma Chapter*)

Photographs by Mariann Timakov

Sheila and Harry Roberts and Carol Dawson



DAY TRIP TO MUHU AND SAAREMAA ISLANDS



We started at 7.30 in bright sunshine, and drove for a long time until we reached the ferry to take us to Muhu. We first visited St Katherine's Church at Karja, (two views of it pictured left), then moved on to the beautiful manor of Pädaste, the main house having been converted to an upmarket hotel, with a spa in another building. We then crossed from Muhu on a causeway which took us to the larger island of Saaremaa. Our first visit here was to a group of five windmills, one of which is still used for the grinding of corn. In 2011 an associated Heritage and Culture centre was opened, where visitors can learn craft skills, and enjoy locally produced food such as bread, ham, cheese and beer. The bread is made from the corn ground on site. We had what was called a traditional Estonian meal, although a plague of flies rather spoiled the experience! The waitress telling us that they came from a local dairy farm was not encouraging.

Our next visit was to Kuressaare, a charming small town where we visited a mediaeval bishop's castle, with high battlements and surrounded by a moat, (pictured below). The views from on high were superb. I enjoyed a stroll through some of the streets, and an excellent cup of coffee in the sunshine. We were lucky with the weather for almost the whole week, although we understood that they had had rather too much rain in the previous weeks. The daylight hours in summer are much longer than ours, as they are so much further north. We moved on then to a rather special sight: the perfectly round Lake Kaali, which is actually the crater formed when an enormous meteorite struck the earth. It is the biggest in Europe. Not surprisingly there are a number of legends surrounding this site: no wonder the ancestors believed in fiery gods when such missiles can appear out of the sky without warning. We then started on our return trip to Tallinn – a long day, but full of interest.



Diane Billam (Gamma Chapter)

THE CANTERBURY AWARD

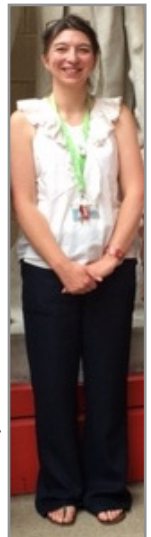
Now is a good time to consider applying for a Canterbury Award. This can be granted for either an educational project you have been considering or a travel grant to enable you to attend a state, regional or international conference for the first time. Look at our DKG GB website where the Canterbury Award is clearly signposted on the right hand side of the KEY DOCUMENTS section. Information and full instructions for the Application Forms can be downloaded and will assist you. These should be completed and posted or emailed by 10 January 2018 to me.

Mary Wardrop (*Chairman of the Awards Committee*)

MUSEUM OF CLASSICAL ARCHEOLOGY, CAMBRIDGE

Our Summer visit took us to Cambridge and a guided tour of the Classical Cast Gallery. The gallery is an extraordinary collection of casts of classical statues and reliefs. It was originally developed to aid the teaching of Classical Art which had become a part of the Classical Tripos in 1879 and it opened in 1884 in Little St Mary's Lane. But everything changed in 1983 when it was rehoused in a modern purpose built gallery on the first floor of the new Classics Faculty in Sidgwick Avenue. Since then as well as being used for undergraduate teaching, it has been open to the public and holds special exhibitions such as the one we saw where Indian art was linked with the Classical ones on view.

We arrived at 11 am to be greeted with a welcome cup of coffee by our guide, Dr Rosanna Omitowojou, pictured right. Rosanna is a fellow of King's College and a lecturer in the Classics Faculty, an expert in every way! We started with the statue of a young woman, kore in Greek. This was quite a surprise as it was painted in bright colours, rather than appearing in white as we are used to seeing ancient statues. Rosanna explained that the statues would have been painted giving a very different impression from the one we are used to seeing. We know that they were painted because tiny traces of colour have survived the centuries.



As there are over 450 casts on view from 800BCE to 400CE, we were able to chart the development of styles and subjects over that time, from the stylised early examples to later flowing lines. The most striking things are the amazing replica of a larger than life statue of Zeus or Poseidon (nobody is quite sure), a statue of the Goddess Athena as she would have been depicted on the Acropolis at Athens, with her helmet and shield ready for war, as well as beautiful statues of Venus and realistic busts of Roman emperors.

We were very privileged to have a private view of this extraordinary museum.

Hilary J Goy (Alpha Chapter)



Hilary, Unity, Lavinia, Diana, Penny and Barbara. Photo by Rosanna.

BEAUTY, DUTY AND TRENCHCOATS IN WW1

The speaker at Gamma Chapter’s April meeting was Amanda Jane Doran, a rare books curator. When she is not cataloguing rare books, for approximately three days a week in London, Amanda gives talks, writes books and articles as well as putting on exhibitions at the Royal Academy. With regard to the latter, she is currently working on a Pre-Raphaelite Exhibition entitled ‘Works of Feeling’ (September - December 2017).

The talk, the third of a series reflecting on the role of women in wartime Britain, is especially interesting from two viewpoints. Firstly, the use at the time of largely visual material to inform, encourage and inspire women ‘to do their bit’ for the war effort. Secondly, the opportunity provided to observe, first hand, how the social historian garners a wealth of information from that encapsulated in the advertisements, cartoons and posters of the day. We learnt that one popular mantra of the day, what we would call a ‘catch-phrase’ today, was ‘Beauty on duty, has a duty to beauty’. Advertisements alluding to this catch-phrase included Vanishing Cream, a product marketed by various cosmetic firms and endorsed by the Red Cross with the suggestion it should be used ‘to wipe away the grime of war’.

As the war progressed, the role of advertising gained momentum as firms targeted the great reserve army of labour, Britain's women. Advertisements appeared with ever more eye-catching illustrations and extravagant promises of what each product could do. The new 'Military Curve Tango Corset' (Yes, corsets were still worn!) claimed to allow more movement. 'Venn's undies' promised greater comfort and a trimmer look, while the T-gown was promoted as 'the garment which can be worn all day and into the evening'. The expansion of advertising was accompanied by the launch of Tatler, followed by Vogue, thus offering an up-market shop window for the wartime needs of middle-class women. The discovery of how to waterproof thread led, in 1914, to waterproof clothing such as the trenchcoat, with manufacturers claiming their products to be wind, water and mud resistant. Such items were aimed at officers, and they were very expensive. Amanda informed us that a trenchcoat for women was sold in 1917 costing 67s 6d!

As the war dragged on, with carnage on an industrial scale, some firms exploited the insecurity of the times with advertisements containing arresting images and slick slogans. One urged people to save the lives of our men by sending them the anti-live barbed wire glove which would protect the wearer from electrocution. Items advertised in the same vein included special wire cutters, 'fibrous plasticine' to use as earplugs, and the 'scissors periscope' - 'see without being seen'! Spin, we learned, was not nearly as recent an invention as we thought! Amanda's talk was interesting, informative and delivered with such infectious enthusiasm that it was a pleasure to be part of her audience.

Rosalind Price (Gamma Chapter)



A WW1 advertisement showing a woman in uniform and boots up a ladder cleaning windows—unthinkable before the war!

Carole Stirling thanks Amanda Jane, left, for her fascinating talk.



ALPHA CHAPTER REPORT

Alpha Chapter has had an interesting series of outings this summer. In June we rounded off our year's programme with a visit to the Woodberry Wetlands – a newly established wetland area converted from reservoirs in Stoke Newington. This is fascinating site, an absolute haven in the midst of a built up area which has a lot of new build development. The next outing was our annual visit to the Royal Society's Summer Science Exhibition. This never fails to thrill, buzzing with cutting edge and forward-looking techno stuff. Among other interesting things I managed to impersonate a crow. I had a copy of my footprint made – (hopefully not to be used by any forensics team) and, amazingly – held my beating heart! OK – it was a rubbery plastic, technologically connected to a monitor on my wrist. It had a good steady beat and, I was glad to know, no major murmurs there. Finally our main summer outing was a trip to Cambridge. We visited the Classics faculty where Rosanna showed us round the Cast Gallery. Hilary has written about this. After an enjoyable lunch at Brown's restaurant, we ended our Cambridge visit with a foray into the Fitzwilliam Museum.

A highlight for me during the summer was meeting Lillian Villafuerte, who had been given a Lucile Cornetet Award to take a Professional Development Course in Portsmouth on Life coaching for Primary education teachers. We met at Waterloo Station on 4th July, and she was due to fly back to Madrid that evening. The Spanish government has a scheme where they select a certain number of teachers to go teach in the States, for 2 years, and she had 2 years in Austin! She was mentored during this time, introduced to DKG, and initiated into Epsilon Chapter there. She has been back in Madrid for 1 year. 30 years ago she was at Goldsmiths College for 2 years, which is how she came to be staying with a friend at Hither Green.

Forthcoming meetings:

14th October, 2.00pm. Claire Purcell will guide us on a tour of Dulwich Hamlet Junior School - an outstanding and technically very up-to-date school.

11th November, 1.30pm. 'Music Therapy in Africa', Speaker Lindsay McHale, Holy Trinity Church Hall, Rotherhithe.

9th December. Christmas visit to Charterhouse, followed by lunch.

13th January. 'Philosophy for Children'. Holy Trinity Church Hall.

24th February. Visit to the Museum of Brands.

March will be an informal visit. **19th May** Speaker & Business meeting. **23th June** a visit. **1st week of July**, Royal Society Summer Exhibition. **21st July** an outing.

Barbara Kern (Alpha Chapter President)

GAMMA CHAPTER REPORT

There has been quite a lot going on lately which has made me realise how many connections we make during our teaching careers. Both the Tunbridge Wells Teachers' Centre and my school, Bishops Down Primary, celebrated the fiftieth anniversaries of opening. The present Chair of Governors at Bishops Down spoke in her address about the freedom of curriculum and adventure that the children experienced in those days. Even the nursery class children were allowed to play in the woods. The Teachers' Centre was a great asset. We went there after school for courses, support and to work with others on curriculum ideas before heading home to bring up our own children. Grandparents and others at the reunion all agreed however that children are still very happy to go to school!

With Gamma this summer we have enjoyed three outings. It was so good to visit Bettina at Normans Bay having read her excellent booklet on the history of the area. Only an hour away from home we felt that we had been to another land and sitting on the beach in the beautiful weather was a real treat. The Jerwood Gallery in Hastings was well worth going to. The large paintings of Quentin Blake on 'The Only Way to Travel' were very impressive as were other works displayed there. Our third outing was to the Art and Craft Museum in the charming village of Ditchling which is surrounded by beautiful countryside. We were fortunate to see the Eric Gill 'The Body' exhibition of sculpture, drawings and wood carvings and to have an introduction by one of the staff. I was very interested in the remarkable calligraphy. At each venue we were able to find good coffee, cake and lunch and to have relaxed time chatting to each other.

We now look forward to the new year at Beechwood School where we are lucky to continue to hold our meetings. On **September 23rd** Lisa Beaumont is coming to talk about her connection as a founder member of the Rusthall Arts Group. This great initiative will have celebrated a full weekend of activities the week before so Lisa will have plenty to tell us. Margaret Sargent will come on **November 25th**. She works and raises funds for MIND and will tell her father's story as a Japanese Prisoner of War. On **January 20th** we have a speaker from the Quicken Trust based in Hailsham called Alan Archer. He will be going to Uganda this October and will update us on the progress of the charity in transforming the lives of people in the village of Kabubba. Other days for meetings are **October 14th**, **December 2nd** (Christmas party) 2017 and **February 24th**, **March 17th** and **April 21st** 2018. I look forward to seeing you all.

Liz Malik (Gamma Chapter President)



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The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.