

Dear Darwin: scientific
collaboration, 1850s-style

Meet Generation Alpha: this is
what childhood looks like in 2023

Why the 1990s are key to
understanding politics today



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Cambridge Alumni Magazine

Lent Term 2023

Issue 98



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and the University Library

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Editor's Letter

Welcome to the Lent Term edition of CAM. The oldest millennials are now parents. Generation Z are graduating from university. So what's next? Meet Generation Alpha – the oldest of whom, born in 2010, are now 13 years old – and on whom a huge amount of research data has already been collected. On page 24 we find out just what childhood looks like in 2023.

The impact of Generation Alpha won't likely be felt until the end of the decade; meanwhile, the decade we thought history had forgotten is making its mark. From Cool Britannia and no-frill flights and from Hong Kong to Moscow, reverberations from the 1990s are being felt, right here, right now – and on page 18.

Elsewhere, on page 36, Dr Mónica Moreno Figueroa imagines what it might really feel like to live a life without oppression, and on page 12 we meet Charles Darwin's many collaborators – fellow scientists who sent their observations and insights, via letter, from around the world.

On these topics – and on all things Cambridge-related – we look forward to your contribution to the debate, online at magazine.alumni.cam.ac.uk, by post and email or on social media.

Mira Katbamna
(Caius 1995)



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Inbox

Don's Diary

✉ I enjoyed, if that's the right word, Dr Alexander Rodnyansky's description of the challenges facing the economy of Ukraine. I was one of those advising the government and building a cadre of economists for the central ministries in Kyiv to face the economic crisis of 1994-96. Back then, we tried to rethink policy options in conditions that were, quite simply, beyond extreme. I found Ukrainian economists had the creative insight, analytical skill and above all determination to face circumstances no economic adviser in a western state would relish. Ukrainian character and intelligence can win again. All good wishes to Dr Rodnyansky and his colleagues, and the people of Ukraine.

Mark Gray (Emmanuel 1979)

Bridgemas

✉ On the topic of Bridgemas (CAM 97)... It was firmly part of the end-of-term schedule when I was at St John's as an undergraduate between 2014 and 2017. I remember being told about it by my College Parents at the beginning of term, and accepting it as one of those quirky Cambridge things I must get involved in. In my friendship group, we made sure to attend festive hall together every year, and we even did

a small secret Santa. Given that, back at home in Cumbria, my family only put the Christmas tree and decorations up on 22 December, celebrating Christmas in November always felt strange – but it was something I quickly came to love, and I even still think to myself on 25 November every year 'Merry Bridgemas'.

Laura Day (St John's 2014)

👍 I was there 2004-08 and the last couple of years at least the word "Bridgemas" was definitely already in use, but not associated with a particular day.

Annie Bartoň (Selwyn 2008)

✉ With regard to the Bridgemas article in the most recent CAM magazine, I can push the date back a little from the article, and can certainly confirm Bridgemas was going strong when I matriculated in 2007.

Ben Pennington (Clare 2007)

✉ Enjoyed the article about celebrating Christmas at the end of Michaelmas term. For us at Homerton (2006-09) it was on the 25th, never known as 'Bridgemas' but simply 'Cambridge Christmas'. In our first year, one of my friend's parents even cooked a turkey and delivered it to us. It became such an event that it continued as the date of our annual reunion after we graduated.

Dan Rollison (Homerton 2006)

✉ Although we did celebrate an early Christmas with our Cambridge friends I don't think we called it 'Bridgemas'.

I should add that my all-time favourite part of Cambridge Christmas celebrations was the Advent Carol Service in Trinity Chapel. It still sends a shiver down my spine, thinking about the first time I heard the choir sing Eric Whitacre's *Lux Aurumque*. It was both holy and mysterious – everything Christmas ought to be.

Eleanor Holdsworth (Trinity 2004)

👍 I graduated in 2005 having never heard the word Bridgemas but I do recall commenting repeatedly on the phenomenon of enjoying Christmas at Cambridge and then returning home to find it was actually still early in advent and going through the whole build-up again. So the word 'Bridgemas' immediately made sense.

Stephen Maloney (Christ's 2002)

You can find more Bridgemas memories on Facebook at [cam.ac.uk/bridgemas](https://www.facebook.com/cam.ac.uk/bridgemas)

My room, your room

✉ Sir Trevor Nunn tells us that he was involved in two productions at the time of his Finals, and that his 2:2 degree was a miracle, but goes on to say that Downing was not a rowing college. I disagree. In the same term, I was in the crew of the College 4th VIII, which won

its oars in the Mays. Mine hangs on a wall in our home as proof.

Roger Payne (Downing 1960)

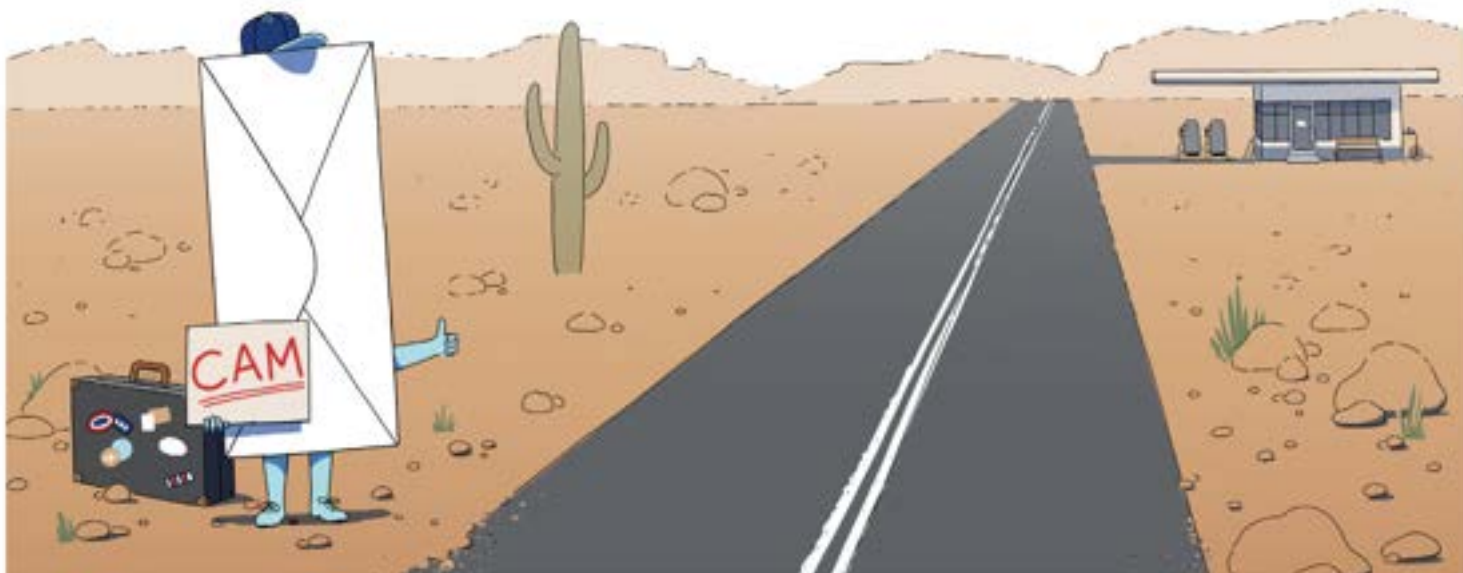
On performance

✉ When I arrived at Cambridge in 1992, one thing that shocked me in a positive way was the number of fantastic musicians among my friends and colleagues. I had never played an instrument before then, and was so inspired by them that I told myself that one day I would do so. So now, many years later, I am learning the clarinet and going through the grades for that instrument. Being surrounded by excellence rubbed off, and I am very grateful for it.

Ivan Milatović (Corpus 1992)

✉ In the article about musical and other performance, you say "music making is an empathy booster". I agree. I started singing in a group at the Queens' Chapel Choir, which was a delight, and I have been singing in choirs ever since. I found music making made us hungry, and the Dean of Chapel paid for all the choir to have a meal after Evensong at an Indian restaurant in St John's Street: that was a new experience for me that opened up a whole new cuisine. It is great that the appetite for music making and good food is flourishing at Cambridge.

Brian Stevenson (Queens' 1965)



Campaign

80,000 alumni donors contributed to the ‘Dear World... Yours, Cambridge’ campaign, supporting 4,316 studentships, 400 posts and 178 buildings.

philanthropy.cam.ac.uk/story/thank-you



Philanthropy

Get In Cambridge programme doubles in size thanks to philanthropic support

Almost twice the number of students will benefit from Get In Cambridge this year, thanks to a £1m gift from alumnus Supraj Rajagopalan (St John's 1996).

The programme aims to encourage both undergraduate and postgraduate students from underrepresented ethnic minority backgrounds to come to Cambridge. Undergraduates receive an annual Get In award to ensure they can make the most of Cambridge life, and Master's students receive a studentship to enable them to take up their offer at Cambridge. To date, the programme has benefited 82 students.

"I'm pleased to support such a fantastic and inspirational programme," says Dr Rajagopalan. "Its scope of encouraging applications, as well as supporting students when they're here, is key

to helping address systemic disadvantage, both before and during their Cambridge experience."

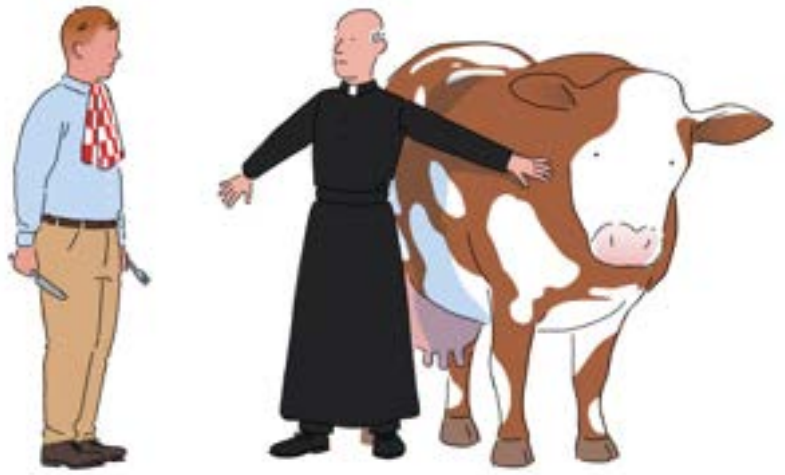
His own Cambridge experience was, he says, transformative. "I believe in giving back to benefit future generations. I was exposed to incredible role models across Cambridge, and I believe the Get In programme offers today's students a wide range of role models at all levels."

Since the programme launched in 2019, the proportion of students from underrepresented backgrounds successfully applying to Cambridge has significantly increased – due in part to the financial provision available from Get In Cambridge. And it's hoped that, ultimately, the programme will support every socio-economically disadvantaged student from an underrepresented ethnic minority background.

Solving grammar's greatest puzzle

A grammatical problem which has defeated Sanskrit scholars for millennia has finally been solved by a Cambridge PhD student. Rishi Rajpopat (St John's 2017) decoded an algorithm created by Sanskrit scholar Pāṇini in 500BC. Now, the 4,000 rules that make up Pāṇini's Sanskrit "language machine" work – for the first time in 2,500 years.

cam.ac.uk/solving-grammars-greatest-puzzle



Deconstructed

Underground polluted with particles small enough to enter bloodstream

The London Underground is polluted with ultrafine metallic particles small enough to end up in the human bloodstream, a new study has found.

Researchers from the Department of Earth Sciences used magnetism to study dust samples from ticket halls, platforms and operator cabins.



Some particles are just five nanometres in diameter – small enough to be inhaled and enter the bloodstream, but too small for pollution monitoring to find.

It's not yet known whether these particles pose a health risk, but researchers suggest removal of dust and monitoring of pollution could improve air quality.

Three-minute Tripos

THE CATHOLIC CHURCH CAN CURB CARBON EMISSIONS BY RETURNING TO MEAT-FREE FRIDAYS. DISCUSS.

Lunchtime! I'm having a lovely cheese salad. With fruit salad for pudding.

And for dinner?

Probably more salad!

Well, it is meat-free Friday.

Hmm. I wasn't aware that you still followed the 9th-century precept of Pope Nicholas I.

The one where he declared that the figure of a rooster should be placed on every church in Europe as a constant reminder to the faithful of Peter's denial of Christ?

Er, no. The one where he required Catholics to abstain from eating the flesh, blood or marrow of warm-blooded animals on Fridays and Wednesdays.

Oh yes! That precept! No, I'm following the 2011 proclamation of Catholic bishops in England and Wales, asking their flocks to return to just meat-free Fridays. The cover version versus the original, if you like.

And which is best?

Tricky. The original was all about remembering the Crucifixion, which is fair enough. But the new one is all about reducing meat consumption to cut carbon emissions. And I like it because it seems to be effective.

How so?

Well, a new study led by Professor Shaun Larcom from Cambridge's Department of Land Economy has found that while only a quarter of Catholics changed their dietary habits following the 2011 proclamation, that was enough to save more than 55,000 tonnes of carbon every year. Blimey. That's the equivalent of 82,000 fewer people taking a return trip from London to New York over a year.

Exactly! So perhaps it's time to look at reviving Pope Nicholas's other best-known hit. Long live roosters!

cam.ac.uk/meatless-fridays

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WORDS **LUCY JOLIN**
PHOTOGRAPHY **ADAM LAWRENCE**

With an annual pilgrimage to the outer reaches of... Castle Mount, the Sci-Fi Society is nothing if not adventurous.

Good news for everyone except the Lizard Men of Antares IV. The Constitution of the Cambridge University Sci-Fi Society (CUSFS, pronounced, naturally, Cussfuss) holds that all live sentient beings – *except* the Lizard Men of Antares IV – are eligible to join.

It’s certainly true that members thoroughly enjoy silliness – highly appropriate, surely, for a university that boasts Douglas Adams (St John’s 1971) among its alumni. But they also hold a deep respect and love for science fiction and fantasy – its richness, its roots, its history, its ability to bring people of all walks of life together, and its often-political intent.

“It’s really important to us that we are not politically neutral, as many of the other literature societies choose to be,” says Chairbeing Sam Hutton (Selwyn, Second Year). “Science fiction has always had a political bent to it, and if we were to be neutral, it would stifle any discussion we could have about it.”

Those discussions take place as part of the society’s “two and half” regular events, including the regular Monday night get-together in a St John’s supervision room

to discuss a specific aspect of science fiction and fantasy. All sci-fi is up for discussion, from TV, film and books to board and video games, with debates ranging from the ridiculous to the timely. Saturday night is film night: in the Easter term, tradition dictates that these films should be dreadful. Every two weeks, everyone just goes to the pub.

Hutton is keen to highlight that, despite the official name, this is actually the science fiction *and* fantasy society. At some point in 1974, a radical element in CUSFS split off to form fantasy society Jómsborg the New. At some point after 1974, everyone involved realised that they were still basically the same society and got back together, except people still liked various aspects of Jómsborg the New, such as mead-drinking, and having a separate Jómscommittee headed by a Reeve. “So, our official name is CUSFS and Jómsborg the New. But that’s not very snappy,” says Hutton.

January sees the annual pilgrimage up to Castle Mount for the Afmaelisdagr ceremony, the origins of which are probably still on the website somewhere, but nobody

is quite sure where. “We banish the sun and go to someone’s rooms nearby to play board games all night,” explains Hutton. “Then we go back up at sunrise and the Reeve gets to choose the shape of the sun for the coming year.” (Last year’s shape was a teapot. Again. This year, it is the face of a baby named Beatrice.) And the Veizla is the annual dinner of Jómsborg the New. It marks the inauguration of a new Reeve, who must be carried halfway to the nearest body of water, wrapped in Souls, the Society’s trademark bright orange scarves.

“I sometimes think that special-interest societies get relegated to a sort of second-tier, after sports and the very CV-friendly societies,” says Hutton. “But CUSFS could only ever exist in Cambridge. It’s completely bizarre and brilliant. At one point we were the largest society in Cambridge, and we are really starting to grow again. It’s open and it’s fun, and it’s so fantastic to see more and more people discovering us.” Apart from – of course – the Lizard Men of Antares IV.

K39 Erasmus, Queens'

Wales and British and Irish Lions rugby legend Jamie Roberts and Third Year student Lara Greening compare injuries, curtains and the best views in Queens'.

WORDS LUCY JOLIN PHOTOGRAPHY MEGAN TAYLOR



You'd expect a multi-capped international rugby player to have more injury anecdotes than a psychology student. But within a few minutes of welcoming Jamie Roberts (Queens' 2015) back to his old room, talk turns to sport and Lara Greening (Psychology and Behavioural Sciences, Third Year) recalls her last, disastrous ski trip. "I broke my leg. In fact, I severed the artery, and I was off-piste, so they couldn't get to me. Now I've got a titanium plate in my leg."

Roberts – who is also a qualified doctor – is instantly intrigued. "Ah, classic tourniquet moment," he says, before sharing his own calamitous experience at the 2015 Varsity match at Twickenham. "In the first minute, I carried the ball and my opposite number dived headfirst straight into my right quad and knocked himself clean out. He had to pull

out. Unknown to me, my quad was bleeding and by half time I had to pull out too. And to make things worse, they won the game..."

Luckily, Roberts has clocked up plenty of victories before and since. His rugby career began in 2005, and he's played for teams around the world, including Cardiff and the Dragons, Racing Métro, Harlequins, Bath and the (South African) Stormers. He's had a stellar international career, too: between 2008 and 2017, he won 94 caps for Wales and three for the British and Irish Lions. Indeed, it's rugby that has brought him back to K39, Erasmus today – he's here to play in the Steele-Bodger match, traditionally the last match before the Varsity clash.

"I wasn't in this room for too long as my MPhil was mostly distance learning, but I absolutely loved it here," he says. "I'd go to the Copper Kettle every morning for

breakfast and the Eagle was my favourite pub. I loved walking around Cambridge, seeing all the blue plaques, thinking about all the amazing things that have happened. This room has barely changed. New curtains, maybe? But everything else is the same."

And having one of the best views in Queens' helped, too. Greening loves K39's enormous window, though admits to being slightly scared by it, too. ("It's waist-high! Most of the time I'm too nervous to open it."). It gives a spectacular view of both sunrise and sunset, looking over the President's Garden and Walnut Tree Court towards the city. On a misty winter's day, it's the most quintessential Cambridge view you can imagine. "I got this room through pure luck," she marvels. "I didn't even put it high up on my ballot. Plus, five of my friends balloted with me and another five balloted separately,

In the first minute, I carried the ball and my opposite number dived headfirst straight into my right quad and knocked himself clean out



and we ended up in a household together without even asking.”

However, there are drawbacks. “The wind really whips through when you’re on the third floor. And right now, the heating’s broken.” The temperature didn’t bother Roberts during the day, but as a 6ft 3in rugby player, he could have done with more capacious sleeping quarters. “I swear, that’s the same bed I had. It was way too small for me. My feet just stuck out the end of it. I had to sleep curled up in the foetal position.”

Greening is hoping to return to the University next year to undertake a Master’s. “I’ve absolutely loved it here,” she says. And Roberts will no doubt be back for the rugby – whether that’s playing or watching. “Cambridge was different to anything I’ve experienced in my life before,” he says. “It’s such a privilege to be part of something that has had such a massive influence on the world. I’m proud of coming here and playing rugby here and joining this wonderful group of alumni who love the game, too.”

Jamie Roberts retired from rugby in 2022 and encourages rugby-interested alumni to visit [curufc.com/alumni.aspx](https://www.curufc.com/alumni.aspx) to find out more. Lara Greening has her eye on a Master’s return in September.



Mathematics

Cambridge Mathematics School to open

A new state-funded maths specialist sixth form developed in partnership with the University will open in September 2023.

The Cambridge Mathematics School will focus on pioneering learning and increasing diversity in maths. It aims to attract more female and minority ethnic students, and more students from socially and educationally disadvantaged backgrounds.

Based in Mill Road, it will welcome 16- to 19-year-old A Level students from across the East of England. All students will study maths and further maths, and then choose from physics, chemistry, biology or computer science A Levels.

The Eastern Learning Alliance, a multi-academy trust, will run the school in partnership with the University.

According to Professor Colm-Cille Caulfield, Head of the University’s Department of Applied Mathematics and Theoretical Physics: “Mathematical skills are essential to 21st-century life, and the Cambridge Mathematics School will be an exemplar of best practice in the subject. Initiatives like this help to demystify the beauty of mathematics and help us to appreciate how it enriches and informs our day-to-day lives.”

[cam.ac.uk/maths-school](https://www.cam.ac.uk/maths-school)

ILLUSTRATION: MICHAEL KIRKHAM

In brief

NEW YEAR HONOURS

King Charles III’s first New Year Honours List has recognised Cambridge academics, staff, alumni – and an undergraduate: Dara McNulty (Natural Sciences, First Year) – author of *Diary of a Young Naturalist* – received the British Empire Medal for services to nature and the autistic community in his native Northern Ireland. At 18, he is the youngest person to feature in this year’s list.

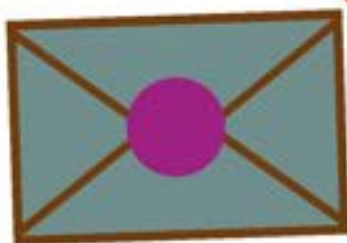
50TH ANNIVERSARY

Back in 1972, three Colleges – Clare, Churchill and King’s – began admitting women: the first male-only colleges to do so. Visit each College’s website to find events celebrating this moment, which will continue throughout the 2022/23 academic year.

SPITTING IMAGE AT THE UL

What links satirical puppet show *Spitting Image* and writer and artist Raymond Briggs? They’re both beloved and subversive UK icons – and both are celebrated at the University Library this year. Raymond Briggs: A Retrospective runs from 29 April to 26 August 2023, and Spitting Image: A Controversial History runs from 30 September 2023 to 17 February 2024.

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The Scandal

Femi Banuwa, a sports photographer, has stumbled across a story of match-fixing and blackmail at the Marseille Tennis Championships. A bank of files and documents is being used to threaten a leading tennis star. Solve all nine puzzles that Femi has left you, break into the online vault where the files are hidden and delete them all before it's too late!

Code: PZERSL ~~£16.99~~ £13.59



The Missed Flight

Lucy Kingston has been on a conference tour of Europe but after speaking to a journalist, she's found herself caught up in a story of lies and corruption. She was supposed to deliver your message, but has had to cut her trip short and go into hiding. Scared that the message would be intercepted, she has stashed it in an online vault and put seven puzzles together from items she's picked up along the way.

Code: PZERMF ~~£12.99~~ £11.19



The Deceit

A successful TV chef in New York, Abigail Remes, has been betrayed, but by who? Her reputation is on the line and her fortune is in jeopardy. She knows where the secrets are hidden but she needs your help to find them. Throw yourself into New York's celebrity chef scene, a lavish world of fine dining extravagance and drama. Solve all nine puzzles to break into the online vault and save Abigail's career, before it's too late!

Code: PZERDC ~~£16.99~~ £13.59

The Dupe

Alvar Korhonen is a reputable Finnish Art Dealer. He has unwittingly brokered a deal that isn't all that it seems. He has now gone into hiding, but has left a message in an online vault and put seven puzzles together from his last few days in Helsinki.

Code: PZERDP ~~£12.99~~ £11.19



The Split

Siena Sudlow achieves her dream when a music producer spots her at an open mic night. The dream doesn't last long as she becomes embroiled in the scandalous activities of the lead singer. She stashes your message in an online vault and leaves a series of clues to reveal the passcode.

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The Blunder

James Tenison has accidentally left an excruciatingly embarrassing and potentially career-ending message meant for someone else, which is due to be delivered to his whole company, unless you stop it. Solve all nine puzzles that James has left you, break into the online vault where the message is hidden and delete it before it's too late!

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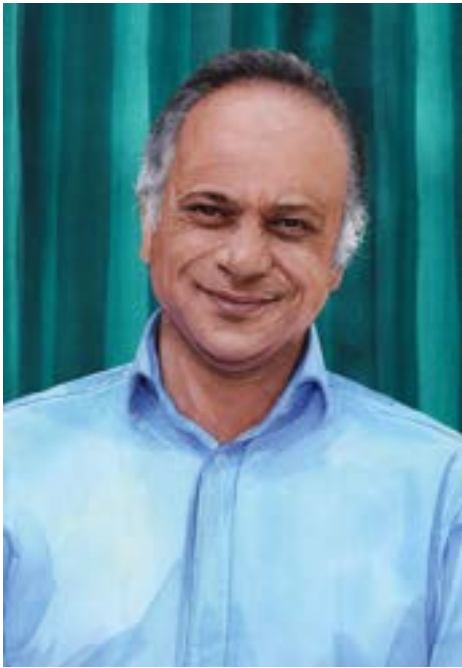
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For true equality in postgrad education, we need a new vision

WORDS **LUCY JOLIN** ILLUSTRATION **KATE COPELAND**

Postgraduate education is vital to our world. It allows students opportunities for advanced learning and to acquire the skills to conduct and perform research at the highest level, not just in academia but across all sectors, from tech to thinktanks. More than 80 per cent of our postgraduate students will not continue in a permanent academic role: they take their expertise to the wider workplace. But when postgraduate education becomes the preserve of a social or financial elite, the result is a narrowing of thought. That's why we are taking action to create further opportunities for postgraduates to come to Cambridge, both from the UK and abroad.

In the UK today, there are huge barriers to postgraduate education, particularly for those from underrepresented backgrounds. While the ownership of an undergraduate qualification is widely associated with better employability and life chances, the benefits of postgraduate education are not as widely understood. So first-generation university attendees might believe that stopping at undergraduate level is enough. Where there is no social and family experience of any higher education, a postgraduate degree can seem completely out of reach.

Cost, of course, is considerable, for both UK and international postgraduates. Each year, postgraduate applicants gain places but cannot take them up. A study conducted among applicants showed that being unable to afford the place was the main reason that students did not come to Cambridge. We will never know what groundbreaking discoveries they might have made if they had.

Get In Cambridge, a programme for UK students, is making a difference: aimed at both undergraduate and postgraduate students from historically underrepresented ethnic minority communities at Cambridge, it now funds a significant proportion of Master's students.

But if we truly want to widen participation for postgraduates, providing funding is only the first step. We must ensure that those who haven't historically aspired to a Cambridge

education feel that it is attainable. That is why several schools, faculties and departments now run summer programmes to give prospective postgraduates from non-research-active universities experience of working in a lab or a research group, such as Experience Postgrad Life Sciences at the School of Biological Sciences, and the SHARE Summer Research Experience at the School of Humanities and Social Sciences. It's about raising aspiration for people who have not, historically, had the opportunity to consider a research career.

We have just launched the Mastercard Foundation Scholars Program, supporting African students on postgraduate degrees at Cambridge linked to a broader programme around climate resilience and sustainability in Africa. This scheme has only been running for a few months, but we can already see that the numbers of applications from African students for Master's programmes have increased significantly.

We are also reaching out to organisations overseas, such as the Posse Foundation in the US, which works with socially and educationally disadvantaged groups. We don't have the capacity to understand disadvantage in other local contexts, given that we recruit students from more than 100 countries. I want to find and work with similar organisations globally who can help us find those students who are most deserving of support, through their deep understanding of social and educational disadvantage in their national and regional contexts.

Master's and PhD students are often at the cutting edge of research, coming up with innovative new ideas. And for that, we need a robust research framework set by diversity. That matters just as much in STEM subjects as it does in social sciences and the arts. To solve the right problems, you must first ask the right questions – and have the diversity of thought which enables that.

For more information or to find out how you can support postgraduates, please visit: philanthropy.cam.ac.uk/postgrads

When postgraduate education becomes the preserve of a social or financial elite, the result is a narrowing of thought

Evolving

A former slave turned taxidermist, a governess and skilled translator, an American pioneer of women's suffrage: Charles Darwin's prolific correspondence – around 15,000 letters over his lifetime – reveals the rich tapestry of his global network. Through their letters to him, and his responses, Darwin's many correspondents contributed hugely to his exploration and intellectual development. They taught him, argued with him, challenged him, shared their own work and specimens with him. But today, they are largely forgotten and unacknowledged by the wider world.

The Darwin in Conversation: Off the Page exhibition, which ran at the University Library until the end of last year, remedied this. Part of the decades-long Darwin Correspondence Project (about which more can be found at darwinproject.ac.uk), it explored the lives and work of just a few of Darwin's correspondents.

Posed by modern-day contemporaries, each with their own link to these histories, this photographic series reimagines those who were rarely seen and heard even less: Darwin's own children, women, Black and Indigenous people. Each portrait draws on the wider context of Victorian society and commemorates those who were marginalised. Similarly, they also bring attention to the colonial world in which Darwin lived, worked and benefited from. Their stories have been lifted from the dusty page and brought to life, more than 150 years later: thousands more wait in silence, still to be told.

Origins

WORDS **LUCY JOLIN**

PHOTOGRAPHY **LEONORA SAUNDERS AND THE UNIVERSITY LIBRARY**





“Like Lydia, I want to try and make Manchester a better place for girls and women. Lydia saw the importance of sharing stories about science and used her platform to support women’s rights and women in science. I take inspiration from this – continually striving to use my privileges and platform to help create positive changes for others”

***Sitter:* Tori Blakeman, communications manager at CPI, a deep tech social enterprise headquartered in the North of England.**

**Lydia Becker
1827 – 1890**

“Miss Becker presents her compliments to Mr Darwin and takes the liberty of sending him the enclosed flowers of a variety of *Lychnis dioica* common in the woods here but which she has not observed elsewhere.” So began the first letter to Darwin from Lydia Becker, biologist, astronomer, botanist and a leading member of the women’s suffrage movement. A Manchester native who was passionate about educating girls in science, Becker continued to correspond with Darwin between 1863 and 1877, providing him with specimens of plants and sending observations for Darwin’s work on plant dimorphism. Darwin responded to her questions, giving feedback on her writing, and advising on where best to publish her articles. In 1866, she asked him if he might send her a paper to be read at her new venture, the Manchester Ladies’ Literary Society. “A few ladies have joined together hoping for much pleasure and instruction from their little society, which is quite in its infancy and needs a helping hand.” Darwin obliged, sending not one but two papers, and Becker was delighted. “Our society appears likely to prosper beyond my expectations,” she wrote. >

“My connection to John Edmonstone is through cultural heritage: the art of specimen curation and taxidermy. Through my personally developed Black history tour of natural history, I have been able to bring both John and Charles’ stories together, including acknowledging John’s own contribution to science as a taxidermist”

Sitter: Miranda Lowe, principal curator and museum scientist at the Natural History Museum, London, responsible for some of the specimens Charles Darwin studied as a young man.



**John Edmonstone
1793 – unknown**

Enslaved on a timber plantation in Demerara, British Guiana (present-day Guyana, South America), John Edmonstone was given the surname of his master, Charles. Around 1812, the plantation was visited by the naturalist Charles Waterton, who taught Edmonstone taxidermy. In 1817, Edmonstone came to Scotland with his master: as slavery was illegal on the British mainland, he became free. In 1823, he set up shop as a “bird-stuffer” at 37 Lothian Street, Edinburgh. From this shop, he taught taxidermy to students attending the nearby University of Edinburgh – including the 16-year-old Charles Darwin. Darwin paid Edmonstone a guinea per hour’s lesson every day for two months: he used these skills on his famed Beagle voyage. In notes for his unpublished autobiography, Darwin wrote: “I used often to sit with him, for he was a very pleasant and intelligent man.” It is commonly believed that Edmonstone was the “full-blooded negro with whom I happened once to be intimate” who Darwin refers to in *Descent of Man* as an example of how humans – no matter what their race – are all one species.

Camilla Ludwig
1837 – 1874

From 1860 to 1863, Camilla Ludwig was the Darwin children's governess. Born in Hamburg, Camilla translated German scientific works and correspondence for Charles while with the family and after she left. His letters cover both personal matters ("Leonard travelled too soon & was injured by the journey... Horace is going on well & only occasionally has a baddish day...") and requests for translation. Enclosing a letter from German botanist Wilhelm Pfeffer in relation to fellow botanist Julius Wiesner's critique of Darwin's work on plant movement, he wrote: "It is of much importance to me to know what Pfeffer means in relation to Wiesners (sic) book who has just published a book vivisectioning me in the most courteous manner." Ludwig married Reginald Saint Patrick, vicar of Sellinge, Kent, in 1874. The Patricks were not well-off: Charles's wife, Emma, is known to have helped Camilla by passing on her old gowns – which is how Camilla is imagined here. >

"How many layers of time and truth are sandwiched together as Leonora's shutter clicks! This face, this curled hair and booted, corseted body is mine, but not me; Camilla, but not Camilla. And I'm wearing a gown which stands in for gowns that Great-Great-Grandmamma Emma (another me-but-not-me) passed on to Camilla"

Sitter: Emma Darwin, novelist and non-fiction writer, and the great-great-granddaughter of Charles Darwin and Emma Wedgwood.



Christian Ngqika
1831 – unknown

In his 1872 book *The Expression of the Emotions of Humans and Animals*, Darwin wrote that an amateur naturalist living in South Africa, JP Manwell Weale, made “some observations on the natives and procured for me a curious document, namely, the opinion, written in English, of Christian Gaika (sic), brother of the Chief Sandilli, on the expressions of his fellow-countrymen”. This document was a questionnaire – on how emotion is expressed – that Darwin had sent out worldwide. Born in Burnshill, Eastern Cape Province, South Africa, Christian Ngqika’s father was a chief of the Xhosa tribe. Ngqika was educated by missionaries and employed by the colonial government as a constable and interpreter. Guilt, Ngqika wrote, “can be recognised by the eyes half open, and the chin to the breast, and some times by the movements in the body. jealous by the distemper shown to the party”. And in response to the question, “Is laughter ever carried to such an extreme as to bring tears into the eyes?”, he responded: “yes that is their common practice.” His answers, written in English, are the only responses from an Indigenous person.



“Christian Ngqika’s story deeply resonates with me, as his interpreter role mirrors that which I see for myself. In my journalism and oral history archiving, I seek to unveil the past to help communities understand themselves and the world around them”

Sitter: Bryan Knight, journalist, oral historian and host of the *Tell a Friend* podcast.

“I have always admired Mary Treat – as a botanist and as a woman in what was, in her time, a man’s world. Her powers of observation and analysis were at the highest level”

Sitter: Dr Sandy Knapp, botanist, past president of the Linnean Society of London, author of *Extraordinary Orchids* and *In the Name of Plants*.



**Mary Treat
1830 – 1923**

“Mrs Treat of New Jersey has been more successful than any other observer,” Darwin wrote of naturalist Mary Treat’s investigations of carnivorous plants, which he drew on for his 1875 book, *Insectivorous Plants*. Born in 1830, Treat was a prolific writer and scientific investigator, publishing five books and more than 70 scientific and popular articles. Treat first wrote to Darwin in December 1871, describing her observations of fly-catching plant *Drosera* and her experiments with *Papilio asterias* butterflies. “I learned to distinguish the sex in the larva state – the female being larger than the male – and this led me to try to control the sex.” Darwin was intrigued. “I am very much obliged for your kind letter; & should esteem it a great favour if during warm weather next summer you will observe two points for me in *Drosera filiformis*,” he wrote. The two went on to exchange 15 letters from 1871 to 1876 – more than any other woman naturalist. A lively correspondent, unafraid to challenge Darwin’s hypotheses, Treat’s name lives on in her work and one of her discoveries – the ant named *Aphanogaster treatiae* in her honour. 🍷





Britpop, Girl Power, Mr Blobby, gastropubs, Netscape, champagne supernovas, no frills, Ross and Rachel, cyber cafés, Blair, Cool Britannia, bling, Tamagotchis, Pretty Good Privacy, Maastricht, Clinton, rain on your wedding day, doing the Macarena, Gazza, AOL, Sensation and the end of history.

Think the 1990s were frivolous? Think again.

WORDS CLARE THORP ILLUSTRATIONS HARRIET LEE MERRION

It was the decade that gave us Harry Potter, Britpop and *Friends*, and the further away we get from it, the more nostalgia for the 1990s seems to grow. Sandwiched between the end of the Cold War and the events of 9/11, the last decade of the 20th century seems enviably peaceful, prosperous and optimistic – a moment of calm before the volatile years that would follow in the 21st century.

Yet while there's been no shortage of books, documentaries and articles celebrating the culture and style of the time, Cambridge historians are now beginning to dig a little deeper. Why? To consider what we might have got wrong about this pivotal decade and to assess how its events have sown the seeds for many of the issues we are grappling with today – from identity politics and cancel culture to Putin's aggression and Brexit.

"The first draft of decadal history is nearly always focused on fashion, culture, pop music, what people were watching on TV and celebrities," says Helen McCarthy, Professor of Modern and Contemporary British History. "Those sorts of events can be easily

remembered. My interest comes from a more scholarly place and so it seemed to me that the time was ripe to start pushing beyond the familiar metanarratives of the decade. I think we're beginning to see a more critical perspective emerge on the political economy of governments in the 90s. There's a growing sense that a lot of the economic orthodoxies of that period have now been revealed to have been extremely damaging, especially in light of the global financial crisis and what's happened to house prices."

For McCarthy, it meant digging deeper into concepts like Cool Britannia – a tagline bandied about in the mid- to late 1990s to describe the cultural boom the country was experiencing, and co-opted by Tony Blair and New Labour to celebrate a modern, forward-facing Britain, with thriving creative industries. But it was a celebration heavily focused on London – and McCarthy says this has fed many of the divisions of region, geography and identity that mark today's politics.

"By making London such a hub, able to suck in so much wealth, talent and investment, it fuelled the narrative of an out of touch metropolitan elite, ›

Hindsight has shown that many of the policies put in place during the 1990s laid the groundwork for increasingly unequal societies and, in turn, the political explosions of the 2010s that rocked Britain, America and the globe

which became a really important part of the populist discourse around Brexit by the 2010s.” Indeed, McCarthy says that much of the Conservative Party’s internal tensions over the EU can also be traced back to 1992 and the signing of the Maastricht Treaty – though she points out that the deregulation of civil aviation in the 1990s and subsequent rise of cheap short-haul flights actually meant that many Britons had a closer relationship to Europe than ever before.

And while a cursory look at the events of the 1990s might suggest a breakthrough decade for women’s equality – from the record-breaking number of female MPs elected to Parliament in 1997, to the fact that the number of women going to university overtook men for the first time – the reality was more complicated. Indeed, the rise of the “new lad” saw sexism often passed off as ironic.

“It was quite a mixed-up and troubling time for feminism,” says McCarthy. “There was a post-feminist sensibility and suggestion that feminism was old-fashioned – women were empowered and didn’t need it anymore.” Indeed, McCarthy herself remembers standing for Women’s Officer in her second year at Caius in the late 1990s, and declaring she was a feminist. “The other girl who was standing said ‘I’m *not* a feminist’ and everyone cheered.”

On the geopolitical stage, the 1990s were a time of optimism, says Gary Gerstle, Paul Mellon Professor of American History. The fall of the Berlin Wall marked the end of communism and the Cold War, while the birth of the internet signalled a new wealth of possibility. “It was a very promising time, but also a very disorientating time,” says Gerstle. “There was a sense on the one hand of a wonderful new world emerging, but on the other hand those aspects of life that politicians and others had used ›







There's a growing sense that a lot of the economic orthodoxies of that period have been extremely damaging, especially in light of the global financial crisis and what's happened to house prices

to ground themselves and their place in the world were no longer there.”

In his book spanning the past 50 years of political and economic history, Gerstle suggests the 90s were a pivotal point for neoliberalism, which he describes broadly as “freeing capitalism from constraints, freeing capitalism from government regulation, freeing the economy to do what it can do when left to its own devices”. He regards the 90s as the moment when this way of thinking about the economy and politics triumphed. “Because it not only had the support of Republicans in the US and Tories in the UK, but it also brought Democrats and Labour – via Tony Blair – on board.”

And while there was a sense of opportunity, hindsight has shown that many of the policies put in place during the 1990s laid the groundwork for increasingly unequal societies and, in turn, the political explosions of the 2010s that rocked Britain, America and the globe. The decade saw Britain hailed by many as a multicultural society – with celebrations in 1998 to mark the 50th anniversary of the arrival of HMT Windrush. But McCarthy says that narrative was at odds with the reality of life in Britain for many. “Actually, the 90s was a period in which there was an institutional racism in policing and the seeds of Islamophobia were very much being sown.”

“Ultimately the decisions that were put in place in the 1990s were important factors that were going to lead to the explosion of Brexit and Donald Trump,” says Gerstle. “Those movements should at least in part be understood as those of people who felt dispossessed and that the place they held in the world was gone.”

Gerstle points to three events that had particular significance in the US – and beyond. Firstly, the North American Free Trade Agreement, signed into law by Bill Clinton in 1993. “It was a pivotal moment that allowed for the free movement of goods and capital, and to a lesser extent people, across the North American

continent; it had massive consequences in terms of losses of good manufacturing jobs in industrial sectors of the American economy.”

The second was the Telecommunication Act of 1996 – the first major overhaul of US telecommunications law in over 60 years – which in effect said the government would do little to regulate new forms of communication. “This act eliminated virtually all regulation on the new technology and social media companies, out of the belief that it would stop innovation,” says Gerstle. “The result was to place the most important new instruments of communication almost entirely in private hands with minimal regulation. People could write or say anything online, whether it was true or false.”

Then, in 1999 came the deregulation of Wall Street – mirroring similar policy in Britain – repealing a prior law that kept investment and commercial banks separate. “This positioned Wall Street to operate with few constraints, which led to the real estate bubble of the early 21st century and then the global financial crisis of 2008 and 2009,” says Gerstle.

While these events had significant ramifications for the decades that followed – and were reflective of global processes – Gerstle says they are only just now being given serious attention. “These policies have been mostly ignored by historians until now,” he says. “Thirty years on, it's time to examine them more closely. “Part of our ability to write about the 1990s now has to do with the sense that the era of which the 90s were a part of is over. Once we are no longer living in that moment, we can begin to see its significance.”

Helen McCarthy has no doubt that the 1990s will prove fertile ground for historians for many years to come. “For example, something I find very interesting, but which there isn't much research on, is the cultural impact of the end of the Cold War on life for people in Britain. There's just so much more to dig down into about this period.” ☺

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Generation Alpha is set to inherit a world completely unrecognisable from the one their parents and grandparents remember. We uncover what childhood looks like in 2023.

WORDS VICTORIA JAMES PHOTOGRAPHY BEX DAY

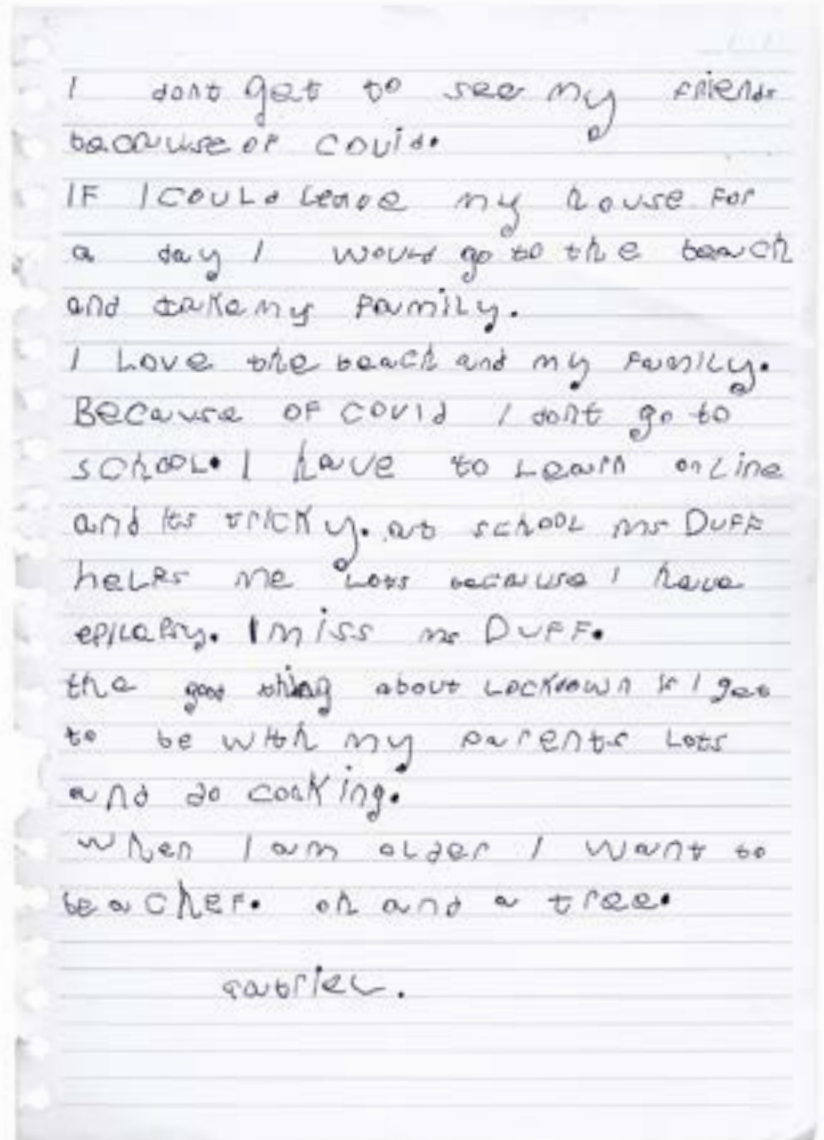


Left and below

Gabriel

30 August 2020

Wimbledon, London



The most elderly millennials are now parents. Generation Z are graduating from university. So what's next? Meet Generation Alpha – the oldest of whom, born in 2010, are now aged 12 or 13 – on whom a huge amount of research data has already been collected.

Of course, the inescapable and defining experience, setting Alphas apart from any previous generation, is the impact of the global Covid pandemic during their first decade of life. "The pandemic is a severe and extreme example of how a moment in history influences what's going on with people," says Tamsin Ford, Professor of Child and Adolescent Psychiatry, whose work focuses on interventions and services to optimise the mental health of children and young people.

"While the pandemic affected everybody, your life stage at the time modifies and mediates the lasting impact. Children who were babies or toddlers during the first wave of the pandemic are now arriving at nursery and school very unused to other people, notably immature and unready in terms of language, social skills, sharing and turn-taking, because they were starved of wider social contact at a really important time."

Lockdown and factors such as increased use of electronic devices have also limited opportunities for children to develop their peer play skills. Professor Claire Hughes, a developmental psychologist and Deputy Director of the University's multidisciplinary Centre for Family Research, says that while this has had adverse effects on wellbeing, fixing the problem is hard because many of us – wrongly – believe there is a trade-off between education and wellbeing.

Hughes' research has adopted groundbreaking strategies to build up the clearest picture yet of the wellbeing of primary school-aged children. Very few prior studies have used methodologies in which children below the age of eight "self-report" – that is, provide answers to questionnaires or evaluations that are consistent enough to be reliable for analysis. But now Hughes' Economic and Social Research Council-funded Ready or Not study is tracking several hundred >

Children of Covid

In this series, photographer Bex Day explores the effect of Covid-19 on the human psyche through the perspective of a child developing during lockdown. Each portrait is accompanied by a letter written by the child, and together they depict the alternative reality forced upon these children by the pandemic. Children of Covid is currently shortlisted for the *British Journal of Photography's* Portrait of Humanity Prize, as well as the Wolf Suschitzky Prize, and was exhibited at the Royal Photographic Society's International Photography Exhibition 163.

pupils from Reception to Year 1, using a seven-point questionnaire that asks how they feel about school life.

The study invites four- and five-year-olds to respond to the HIFAMS questionnaire (How I Feel About My School, first developed by Ford and others) by selecting one of three emojis – a sad, neutral or happy face – that captures how they feel in different school situations. The study's results show that children's ratings on the HIFAMS are as stable over time as parent ratings, Hughes says. In other words, even very young children can reliably report their own wellbeing – a significant advance in our ability to understand Gen Alpha.

Another innovative enquiry from Hughes' team observes parent-child pairings as they play Etch-a-Sketch, gathering five-minute speech samples of their interactions. "Completed video-based coding of the interactions has revealed a strong overlap between ratings of positive parent and child behaviour, confirming the view that it takes two to tango. Our findings also indicate two distinct dimensions of child behaviour: positivity and autonomy – indicating that children need to be both willing and able to cooperate with others."

"Ofsted has now put wellbeing on their checklist," Hughes says. "In fact, parental hopes and expectations often show a striking disconnect. When asked what they most want their child to be, most parents would say 'happy, kind and confident' – but when asked what they expect from a school, parents typically cite the three Rs of reading, writing and 'rithmetic.

"So, one take-home message for parents and grandparents of Gen Alpha youngsters is to recognise that successful problem-solving hinges on children being both willing and able to engage with a task," Hughes says. Indeed, the evidence suggests that interactions that foster fun and enthusiasm are just as important as those that transmit knowledge or skills.

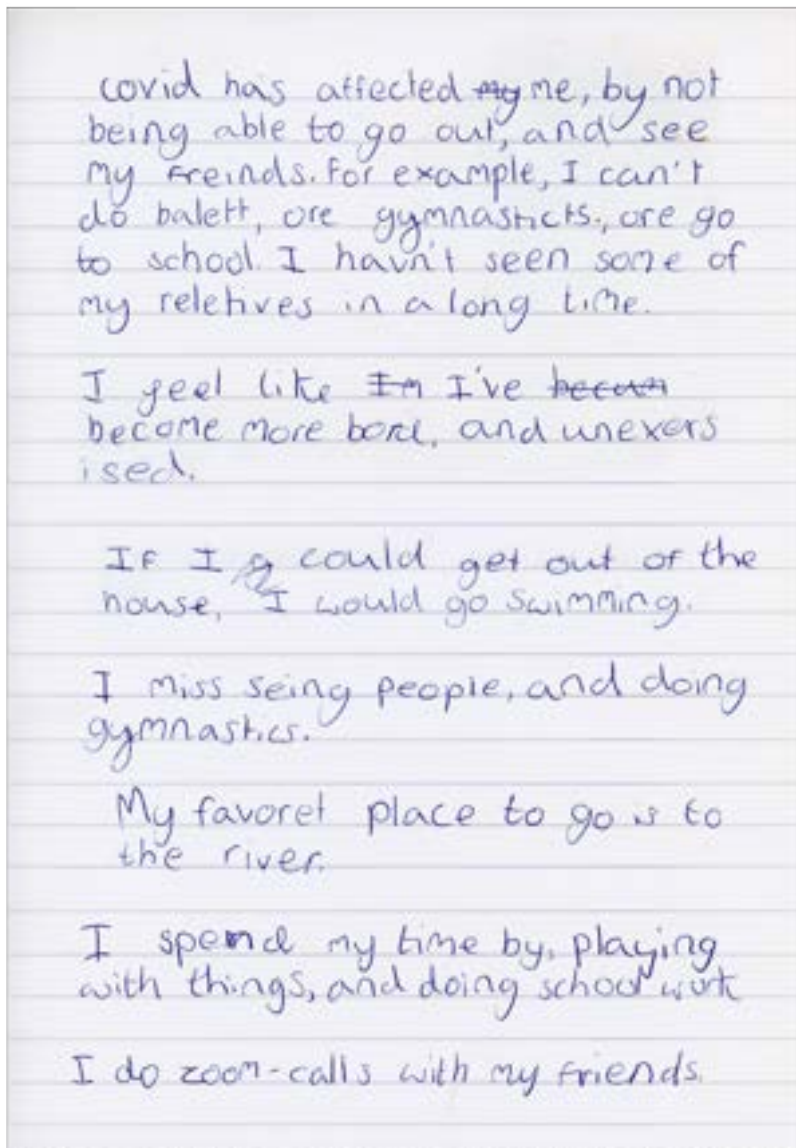
Tania Clarke's doctoral research explored this relationship between wellbeing, school experience and academic attainment, in the upper age band of Generation Alpha. Her fieldwork involved nearly 1,000 young people aged nine to 11, across 17 schools in

Right and below

Frieda

16 January 2021

New Cross, London





My findings suggest that performativity cultures in schools play into children’s core developmental needs and can have a detrimental impact on their self-worth

England, and found they were notably concerned with their academic performance.

In a multi-site study of Cambridge primary schools, Clarke concluded that children felt best at school when they were attaining highly and felt less good about themselves when they “failed”. “Of particular note is the importance children give to receiving ‘dojo points’ or rewards for good work from their teachers, and their preoccupation – even fixation – with test scores,” says Clarke. “My findings suggest that performativity cultures in schools negatively play into children’s core developmental needs and can have a detrimental impact on their self-worth.”

It is an insight with particularly painful relevance for Generation Alpha. That’s because the prevalence of what Clarke calls “learning-losses rhetoric” during the pandemic – when schools and pupils had to shift to online forms of learning – means there is now a focus on playing academic catch-up. Just as with the younger age group, helping children cope with this demanding educational environment requires empathy and support from parents and other relatives.

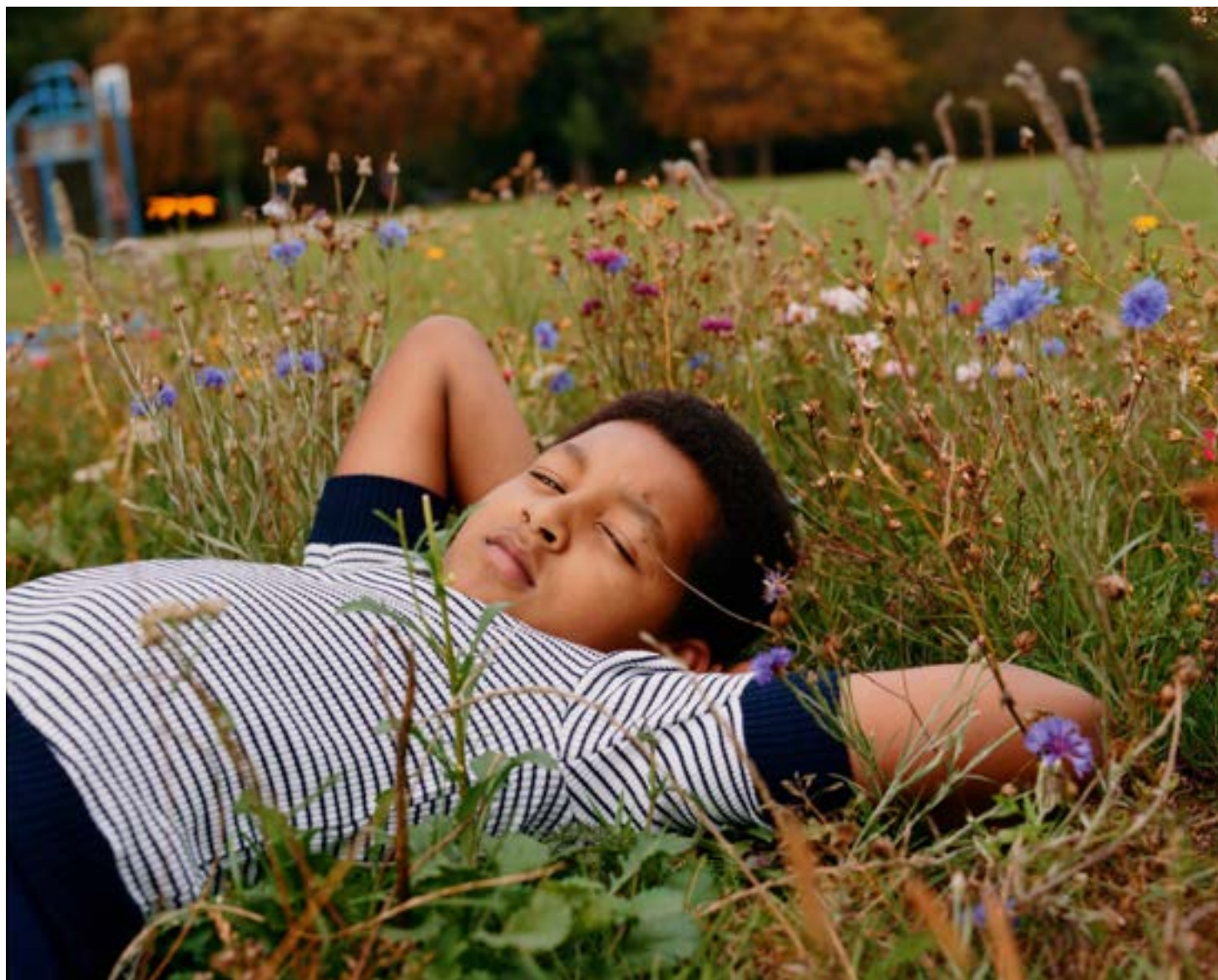
“I would encourage families to ensure the narratives rehearsed at home value children just as they are, irrespective of their academic attainment, and that ›

Generation Alpha has had to handle the twin stressors of pandemic-imposed learning losses and the subsequent burden of expectation to catch up

adults take care in how they discuss societal ideals and expectations of their children in their company,” Clarke advises. “While encouraging children to put effort into their schoolwork, which can be critical for life outcomes, it is imperative that parents and grandparents balance this with demonstrating that they love and care for the child, no matter what.”

Thankfully it’s not all stress and anxiety for Generation Alpha. Clarke found that this generation already has a strong sense of its worth and its rights. She encountered children concerned about being taken seriously by adults at school, having their rights upheld, and receiving direct support from adults to help them resolve conflict. And, anecdotally, it appears that this cohort – perhaps we could call them Generation Greta? – understands that these obligations also apply on a global, intergenerational scale.

Tamsin Ford, who is also co-lead for the new Cambridge Children’s Hospital, which will be a world first in terms of its integration of mental and physical health, cautions against a rush to judgement on another aspect of Gen Alpha’s life-experiences – technology. “People assume social media is bad, but we don’t have high-quality longitudinal data on this,” she says. “It’s not right that the internet is one of the few places where children and young people are treated



Left and below

Joshua

28 August 2020
Ealing, London

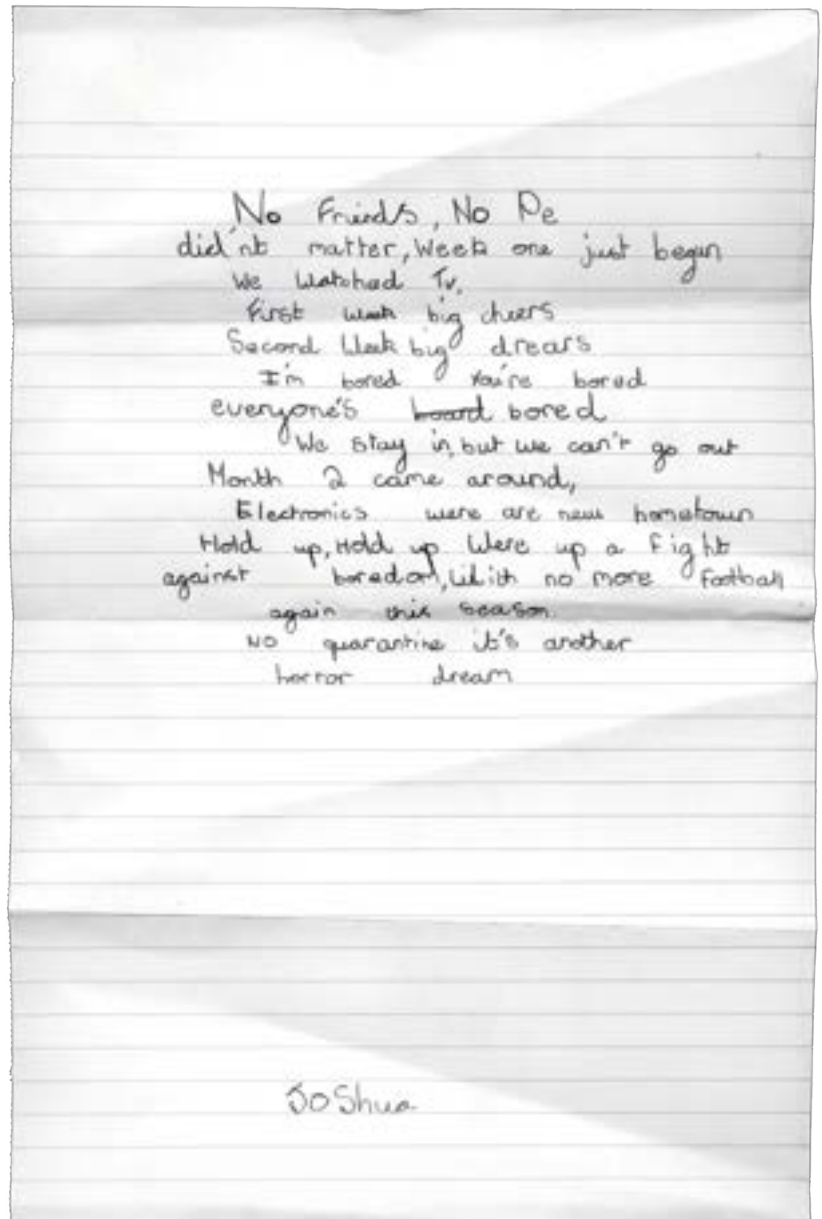
in the same way as adults, and we need to look at that. But it's crucial to understand what children are using their phones for. During the pandemic, for example, phones were a way not only to access lessons, but also to keep in touch with friends and family. Plus, Generation Alpha will almost exclusively have smartphones and iPhones by now, so it becomes a problem socially if you don't have one."

Ford fears that past funding cuts have impacted on a range of provisions assisting the most vulnerable members of the cohort, including children's centres, support for parents and special educational needs budgets. But it is heartening to remember that we now know just how effective interventions can be, both in breaking down poor behaviours and in building up positive, resilient traits.

"Bullying is our most tractable public health risk factor, but there are lots of programmes that can address this," Ford explains. "It's OK to be angry, but it's not OK to slug the person next to you because you feel angry – recognising that distinction is something that children can learn. We know that our society needs people with really good social skills, who can problem-solve, and who can resolve conflict without it escalating into arguments and factions – these are all skills that can be taught."

Generation Alpha may be pressured like no cohort before it, with the twin stressors of pandemic-imposed learning losses and the subsequent burden of expectation to catch up. "Professional educators and parents alike should be mindful that learning is about lighting a fire, not filling a vessel," says Ford. But as research is making plain, Generation Alpha thrives on being respected and listened to – and that's a pedagogical duty that falls to all of us. Says Ford: "We shouldn't underestimate the impact we all have on young people, and especially the importance of time spent listening to what they have to say." ©

To learn more about the new Cambridge Children's Hospital, including how you can support this world-leading project, visit cambridgechildrens.org.uk



City of refuge

From London students escaping the Blitz to Ukrainian students fleeing the Russian invasion, Cambridge has long offered a place of safety.

WORDS SARAH WOODWARD

October 1944. A young Thelma Prideaux Coyte, Honours Physics student at Queen Mary's College (QMC) in London, is making the long journey from her hometown of Plymouth to meet the Head of Physics at Cambridge. Carrying little more than her ration book and two small dishes for butter and jam – her bicycle and trunk having been sent ahead – she is keen to get stuck into her studies, the latest in a large collection of students evacuated from the University of London as part of the war effort.

“The first sight of the city, and of King's in particular where we would be attached, was breathtaking. But the meeting with the head of department was a little baffling, as he seemed keen for me to read Botany instead. I stuck with Physics, though – I was just advised to keep a low profile for a while – and was delighted to find the lectures were fascinating: highly entertaining with spectacular demonstrations – but a lack of supporting theory. We presumed that the Cambridge students got their theory in tutorials, but QMC students didn't have tutorials so our lecturers were more thorough over theory – but far less fun!!”

Thelma Coyte (who would become Thelma Butland by marriage) was just one of the thousands (estimates vary from 5,000 to 10,000, owing to some double counting) of London students evacuated to Cambridge during the war, largely to free up buildings for government use rather than protect individuals from the bombing. In all, seven London colleges were involved: King's hosted QMC students, St Catharine's became home to students from the Bartlett School of Architecture and The London Hospital Medical College, while the School of Oriental and African Studies (SOAS) went to Christ's, the London School of Economics (LSE) to Peterhouse, Bedford College to Newnham, and St Bartholomew's Hospital Medical College (Barts) to Queens'.



LSE students and Morris Ginsberg at Grove Lodge, Cambridge, 1940.

From 1939 to 1945, LSE staff and students relocated to Cambridge by invitation of the Master and Fellows of Peterhouse.

Image: LSE Library



**Construction of ARP trenches
in Midsummer Common, 1939.**

Concrete-lined ARP trenches
were constructed in Midsummer
Common between Auckland Road
and Brunswick School.

Image: Mirrorpix (Cambridge Daily News)

The process had actually begun in 1939, part of a planned wider dispersal of the University of London agreed between the Committee of Vice-Chancellors and Principals (CVCP) and the Chamberlain government. At the outset of the war, LSE was required to vacate its central London site in a hurry to make way for the Ministry of Works. Alarmed at the government's suggestion of a move to distant Scotland, the director of LSE, Alexander Carr-Saunders, and the Master of Peterhouse, Paul Vellacott, informally agreed that LSE would rent Grove Lodge from the College to provide facilities for the evacuated students.

Eyebrows were raised. Cambridge's oldest College (Peterhouse was founded in 1284) was all-male, largely British and notoriously conservative, while the student population of LSE in 1939 was 68 per cent female and with many immigrants among staff and students, nearly a quarter of the latter coming from overseas.

"I mean, why would you do it?" asks Professor Tony Watts OBE, a Fellow Commoner at St Catharine's. "Send a large, leftie, predominantly female group

**"The first sight of the city,
and of King's in particular
where we would be attached,
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keen for me to read Botany
instead. I stuck with Physics"**

of students to Cambridge's smallest, most reactionary College? Yet it turned out to be one of the most successful relationships of the London colleges that moved to Cambridge during the war."

The arrival of the London students significantly altered the gender balance of the student body in Cambridge, not always to the delight of the women already studying there. A female Cambridge student wrote in 1939: "The students of Girton and Newnham return to Cambridge this term only to discover that the inequality of the sexes under which they have long been accustomed to profit is now almost annihilated by an influx of females from the University of London."

And the presence of female academic staff caused consternation at some Colleges, Watts notes. "Christ's made male members of the SOAS teaching staff members of High Table, as long as no more than six dined on any one night, whereas female members of the SOAS academic staff were offered lunch in Hall but not dinner." They were, however, joined at lunch by their female students – for the first time in the College's history. ›

Women students coming from mixed London colleges now paired with all-male Cambridge colleges were generally billeted into lodgings, whereas male students were generally accommodated on site. As Thelma Coyte remembers: “The era of mixed colleges had not yet reached Cambridge. The many empty rooms in King’s were occupied by male students of QMC. Of course, no women students were allowed rooms there. So we were found accommodation in various houses in the city.”

In fact, pressure on accommodation in Cambridge was very tight. One of the leading economists of the time, LSE’s Friedrich von Hayek (later regarded as Margaret Thatcher’s guru) was grateful to his academic opposite John Maynard Keynes for helping him find accommodation at King’s, with Keynes also finding Hayek’s son Laurence a place at King’s College School. Hayek and Keynes regularly shared the night watch for fires from the College roofs (oh to be a fly on the wall for those conversations), and Hayek was later to report that the hospitality shown to him and his fellow teachers from LSE was one of his pleasantest memories of the war.

Not that this was entirely unprecedented: Cambridge was already known as a sanctuary for persecuted academics from fascist Europe from as early as 1933, according to Dr Theodor Dunkelgrün, affiliated lecturer in the Faculty of History.

Among the many distinguished academics, as his former student Professor Rosamond McKitterick told a 2020 international conference co-organised by Dunkelgrün, was the medieval historian and criminal lawyer Ullmann, forced to flee his native Austria due to his prosecution of Nazi criminals, and the fact that he had one Jewish grandparent. Ullmann escaped to England in 1938 thanks to a Cambridge committee for the support of refugee scholars, and found his home at Trinity College, where he remained until his death in 1983.

Ullmann’s fellow Austrian, the molecular biologist Max Ferdinand Perutz, arrived at the Cavendish Laboratory in 1936

to work in the field of X-ray crystallography. Having completed his PhD, his research was interrupted by the outbreak of the war when, alongside hundreds of others, he was interned as an ‘enemy alien’ and sent to Canada. Following extensive efforts by other Cambridge scientists and the Royal Society, Perutz arrived back in Cambridge in January 1941.

On his return, Perutz found himself studying alongside the evacuated London students and staff. Sir Lawrence Bragg, then Head of the Cavendish Physics Laboratory, remarked that he would not have been able to keep the Cavendish open without the help of the QMC Physics Department. The *St Bartholomew’s Hospital Journal War Bulletin* of 1941, meanwhile, noted that “many a Bart’s man will be heard in the future to tell

“Many a Bart’s man will be heard in the future to tell his grandchildren that he did his physics in the great Cavendish laboratory”



Emmanuel undergrads and a porter from King’s prepare for air raids, 1940.



When air raid warnings sounded, porters and undergraduates would report for the duties they had been trained for.

Images: Hulton Archive / Fox Photos / Getty Images

his grandchildren that he did his physics in the great Cavendish laboratory”.

Historian Norman Longmate describes Cambridge as the great academic host of the war, but the University also benefited – not least by avoiding the empty rooms that had seriously impacted the finances of colleges in Oxford and Cambridge during the First World War. New subjects were introduced to Cambridge students, including Sociology (although the first Cambridge Professor of Sociology would not be appointed until 1970). And for the first time, the Colleges were forced to explore options for accommodating female students alongside male ones.

By 1943, the government, which had previously advised against the return of the London colleges, decided to take a neutral stance on the matter. The London Hospital Medical College returned that summer, >

“The students of Girton and Newnham return to Cambridge this term only to discover that the inequality of the sexes under which they have long been accustomed to profit is now almost annihilated by an influx of females from the University of London”



Girton students walking along the path outside the Stanley Library, 1944.

Women students from London colleges were allocated to Cambridge Colleges for study.

Image: The Mistress and Fellows, Girton College, Cambridge / pictorialpress.com

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London School of Economics
cricket team in Cambridge, 1944.

Back row (left to right):
MC Tubb, EA Crabbe,
RG Sturley, AH Harvey,
AT Prix, GK Amachree,
JH Ryan, GU Rovette.
Front row (left to right):
GE Mills, CR Furlong (v/c),
TH Connick, (capt),
RH Brook, RT Cousins.

Image: LSE Library

and Bedford a year later. The Bartlett, QMC and LSE remained in Cambridge until the summer of 1945, affording Thelma Coyte the chance to fully enjoy her surroundings.

“During wartime, bonfires to celebrate November 5th were forbidden,” she says. “But by November 1944, the progress of allied forces through Europe was well established, and fear of bombing raids in Britain was very low. So, when a large bonfire was constructed in Market Square on November 5th the authorities turned a blind eye. My friends and I decided to go and see the fun. A large crowd gathered round the Market Square, the bonfire was lit, and the police stood quietly in the background.

“A few fireworks were set off, and all was orderly until after 9pm when a group of students – who were rather too merry – lifted a nearby small, parked car and attempted to add it to the bonfire. The police jumped into action, and we decided the moment had come to leave!”

Bart’s students, whose buildings had suffered severe bomb damage, did not move back to London until 1946, and while all staff and students were happy to return, for many of the evacuated students their time at Cambridge remained a treasured moment. As wartime LSE student Joan Abse put it: “Cambridge was a delightful oasis of happiness and fulfilment in a world bent on destruction.” ©

City of Refuge: Evacuation of University of London Colleges to Cambridge during the Second World War by A. G. Watts will be published in *History of Universities*, 36 (1), 2023.

Helping Kharkiv medical students to continue their studies in Cambridge

Medical student Zaur Badalov was asleep at the hospital in his hometown of Kharkiv the night the Russian invasion of Ukraine began. “I was the first one to notice the windows shaking and woke the others. We were all in shock, and then that morning we had injured people coming into the hospital needing help.”

After a few weeks, Badalov moved, with his family, to the west of Ukraine, where he was able to continue his studies online while helping treat injured people arriving at local hospitals from the east. “I learned a lot helping with the cases and seeing how the doctors treated people.”

Last summer, along with 19 other medics, Badalov was offered a seven-week clinical placement at Cambridge, part of a programme to allow medical students whose training had been interrupted by the war to continue to develop their practical skills, generously funded by donations. Paul Wilkinson, Clinical Dean of the University of Cambridge School of Clinical Medicine, initiated the twinning programme with Kharkiv National Medical University as part of the Cambridge University Help for Ukraine support package.

“Some of the Ukrainian students’ stories have been heartbreaking, but it has been great to see their positive outlook and hopes for the future. It has been wonderful seeing their hard work and determination to use this opportunity to improve their clinical skills.”

Badalov, 22, certainly made the most of his time at Cambridge. “I had a big opportunity to learn new treatment methods and take this knowledge and these skills back to Ukraine and pass it on to others.”

ukraine.cam.ac.uk

A world

Imagine, says Dr Mónica Moreno Figueroa, what your life would be like without sexism, racism, fat oppression and class distinction.

WORDS LUCY JOLIN PHOTOGRAPHY EJATU SHAW

without oppression to you

Dr Mónica Moreno Figueroa says that growing up in Mexico in the 1980s and 90s was sometimes a rather puzzling experience. Although most of her family and friendship group were light-skinned *mestizo* (mixed race), she looked Black. And while nobody talked about racism, racial injustice was everywhere. She was determined to do something about it, but didn't know where to start.

Debates about race and racism had been absent from public discourse in Mexico for much of the 20th and into the early 21st centuries; it is very different from the UK and the USA, where racism is frequently mentioned in the media. Even though Indigenous struggles were highlighted, particularly after the 1994 Zapatista Army of National Liberation uprising, the issues were discussed mostly within an ethnic framework.

Racism was omnipresent for Indigenous and Black people, as well as for the mestizo majority, yet it remained unnamed. "When racism is not acknowledged," says Moreno Figueroa, "those who suffer from it think that it only happens to them; it becomes individualised." Even though the conversation has shifted and there is much more openness about the issues in the 2020s, there remains a strong tendency to think about racism merely in terms of prejudice and discrimination, rather than as a form of structural oppression and inequality.

Moreno Figueroa says it's hard to get people to open up about an experience when no vocabulary exists to describe it. "People tell me: 'I just felt odd.' But where do you go with 'odd'?" One of the words that best fits the experiences of racism that Moreno Figueroa researches is 'slightedness' – feeling slighted. Slightedness is different to being offended: it is akin to being dismissed in a way that is not quite clear. In Mexico, this slightedness occurs as frequently in family and friendship settings as it does with strangers.

So, Moreno Figueroa's first task was to analyse what racism in Mexico actually means, and what it does. As Associate Professor in Sociology and a Fellow in Social Sciences at Downing College, she has focused on the qualities of racism in Mexico and Latin America: how it feels for those who suffer oppression, what it does in their everyday lives and the emotions it provokes.

The roots of racism in Mexico go back to the experience of Spanish and Portuguese colonisation – which, Moreno Figueroa points out, was very different from the British colonial experience. The racial project that was ›







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When racism is not acknowledged, those who suffer from it think that it only happens to them

developed by the Spanish and Portuguese colonisers allowed racial mixing amid colonial violence, and Mexican society developed and grew from this.

That mix is at the core of how Mexicans experience racism today. “It became the national way of thinking about who we are as Mexican citizens: we are all mixed, but the mixed subject who looks the whitest is the better subject. The lighter you look, the better. Whether people are considered lighter or darker is contextual and relative. In a family, you might be the lightest. In the workplace, you might be the darkest. So, people are constantly repositioning themselves and receiving (or losing) benefits because of their skin colour and physical features. It’s a very confusing experience.”

As well as covering everyday racism in Mexico, Moreno Figueroa’s research examines how racism and anti-racism initiatives operate at the state and institutional levels. Between 2017 and 2019, she co-led a £1m Economic and Social Research Council project, together with Professor Peter Wade from the University of Manchester, investigating anti-racist practices and discourses in Brazil, Colombia, Ecuador and Mexico. This year, in a study funded by a British Academy Mid-Career Fellowship, she is examining internalised racism, specifically how the cultural and emotional politics of defensiveness and resentment become key obstacles for organising and transformation.

But Moreno Figueroa is not content to just research experiences of racism: for her, academia must be engaged and engaging. In 2011, she co-founded the Collective COPERA (*Colectivo para Eliminar el Racismo en México*) which she co-leads with Emiko Saldivar Tanaka and Judith Bautista Pérez. COPERA now includes a dozen academics and activists working together to develop effective ways of communicating and introducing people to racism, as well as supporting other organisations in developing strong anti-racist agendas for their work. Slowly, their message is getting through: “In 2022, Arturo Zaldívar Lelo de Larrea, President of Mexico’s Supreme Court of Justice, gave a speech using our language,” says Moreno Figueroa. “He talked about everyday racism, and the need to have effective laws around it. I thought, ‘Wow, it’s happening!’ I felt so encouraged.”

When she came to Cambridge in 2014 with a remit to develop the teaching of race and racism, Moreno Figueroa assumed she would just be doing “the academic stuff”. But the I Too Am Cambridge campaign – where students shared their experience of racism in the University – had just started (following I Too Am Harvard). Then came calls from students to decolonise the curriculum at Cambridge and, together with colleagues Arathi Sriprakash, Manali Desai and Adam Branch, she set up a seminar series at CRASSH to discuss the issues. Along with fellow sociologist Ella McPherson, Moreno Figueroa then developed the End

Everyday Racism project, a platform to share experiences and monitor racism in higher education. She also acted as Race Equality Co-Champion from 2017 to 2021, and was a member of the Legacies of Enslavement Advisory Board. Since Moreno Figueroa arrived in Cambridge, awareness has massively increased. “It has been a very interesting time,” she says.

Moreno Figueroa’s classroom has also become a place to explore ways of talking about racism and dealing with its emotional impact. “Racism is a system that dehumanises everybody,” she says. “It makes us lose sight of people’s humanity and dignity.” In 2016, she won the Pilkington Teaching Prize for her excellence in teaching, where she includes “listening moments” – a methodology that allows students to talk about how they feel when they see or listen to highly distressing information, such as a video depicting lynchings in the USA that she uses in her lectures on racism. Each student gets three minutes to talk about their reaction, and the other person has to listen attentively without interrupting the speaker.

“Here we have white people, looking at the bodies of black people, hanged and burned. And here we are as spectators, looking at white people looking at black people. You can’t just stop the video and say: ‘OK, so that happened in the 1930s’ and continue as if it had no emotional impact on students.”

These “listening moments” have proved to be a simple and extraordinarily powerful process. “You talk about your feelings, elaborate, reconsider – and then you listen. In that process, you might feel upset; you might connect things you haven’t connected before. You start thinking. You also connect with the person you are sharing and listening with. We make space for students to connect, personally, with the information and with each other. It makes space for new thinking, beyond stereotypes and fears.”

Moreno Figueroa and her colleagues in the Department of Sociology have developed an exciting proposal to establish a new Centre for the Study of Race, Anti-Racism, Inequality and Social Exclusion (RAISE) at Cambridge, and talks with a US-based philanthropic organisation for a first large donation are progressing well. Its aim is to help join the dots between disparate projects on racism across the globe, and use this research to develop solutions and possibilities. The Centre will work with racially minoritised groups, indigenous communities and anti-racist organisations who have a long history of advocacy within communities, to achieve transformation on the ground. Plans include a scheme for visiting and postdoctoral researchers, a digital archive and curriculum development, and will bring a unique transnational aspect to studies of race, anti-racism, inequality and social exclusion.

Moreno Figueroa continues to look for “moments of intervention”. Even her email sign-off represents a chance to spread her message: *And a world without oppression to you*. “It’s like a provocation, I guess,” she says. “Imagine what your life would be like if there was no sexism, racism, fat oppression or class distinctions. What marvels could we all be doing?” ☺

If you are interested in supporting the proposed RAISE Centre, please contact Dr Mónica Moreno Figueroa on mm2051@cam.ac.uk

An alumni life: Janina Schnick (Magdalene 2007) on what it really takes to work in international development.

WORDS CLARE THORP PHOTOGRAPHY ROWAN CANTER

Janina Schnick's career in international development has taken her across Europe, Africa and Latin America, with a clear focus on improving lives wherever she can. But she admits that things haven't always been so clear cut.

"When I first arrived at Magdalene in 2007, I knew I wanted an international career, but I didn't have a clear understanding of what that would look like at first," she says. "I just knew I wanted something that would push me out of my comfort zone, take me to new places and allow me to make a tangible impact. Sixteen years on, contributing to solutions that improve people's lives is one of the most motivating things about what I do," she says.

After graduating in Modern Languages – "a broad subject, allowing me to explore the culture, history and politics of a language area" – she took an internship at the Global Alliance for Vaccines and Immunisation in Geneva, before becoming a policy analyst at a consulting firm for global health organisations. She spent a year studying for a Master's at the Institute of Development Studies in Brighton and, since then, her various roles have taken her to countries including Guinea, Uganda, Tanzania, Mozambique and Kenya, where she lived for five years.

One of her proudest moments is helping to establish the One Acre Fund in Uganda – a programme that provides smallholder farmers with inputs and training to increase their yields and incomes. "When I joined, the programme was already well established in Kenya, where I was based," she says. "I helped pave the way for expansion to Uganda by building a small government relations team there that was responsible for getting government buy-in. The programme grew from a tiny trial to about 12,000 farmers while I was there. I found it really motivating to see the results of my work on the ground, knowing that thousands of farmers would now have the opportunity to improve their lives."

Through working in the agriculture sector, she developed an interest in the impact of climate change, and is currently a project manager at myclimate, based in Berlin. "I work at the intersection of climate change and international development now, planning climate mitigation projects in developing countries," Schnick says.

One of those projects is in Dakar, the capital of Senegal. "They have these big old buses that they cram a lot of people into – they are often colourfully painted and have

It's really motivating to see the results of your work on the ground, knowing that thousands of farmers now have the opportunity to improve their lives

become a cultural symbol," she explains. "But they're also massive polluters. So we're working on replacing all the engines with electric ones that can be charged with solar panels. That way you preserve the cultural symbol but just make it a lot cleaner, and it creates jobs, as people have to operate the charging stations."

Besides the reward of using her skills for the greater good, the variety of projects she works on, in both scope





and location, means her job is never dull. “I get bored quickly, so I like being challenged in everyday life,” she says. “I like discovering new countries and cultures. That’s one of the most exciting parts of my job. You also learn a lot when you’re placed in unfamiliar situations. It builds character.”

Such is Schnick’s love for the sector, she is keen to encourage others into it, and spends time mentoring and supporting students interested in a career in international development. This includes writing blog posts with career advice, appearing on Zoom panels alongside other alumni in International Development, and being part of the university’s alumni platform, through which students can contact her to ask questions. “I think it’s a very worthwhile career, and the sector is very diverse and exciting, but it can be hard to navigate. I’m trying to help make it less obscure.”

It’s not just the students who benefit. “I definitely get a lot out of it as well. I find the exchanges really rewarding. I like learning about what they want to do and what they think about different topics. I’m always so impressed with how prepared they are.”

Her advice includes encouraging students to get some experience in the countries they might want to work in. “I think it’s important to get that exposure and get a sense of what it’s like before entering the sector, because it’s not right for everyone.” She’s also keen to reassure students that there is no “perfect” career path. “I have no hesitation talking about failure and explaining that although my CV may look like it was all planned, it wasn’t. Everyone is telling a story on their CV, so don’t be intimidated by that. And don’t be discouraged if you don’t tick all the boxes, because no one does.”

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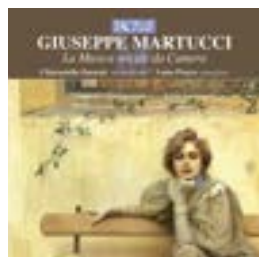
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“I found someone I could be serious about, and the focus of music was addictive”

Opera singer Gabrielle Haigh (Clare 2010) uses favourite memories to conjure emotions in her performances, and says her time at Cambridge is a rich source.

WORDS MEGAN WELFORD



Pianto Antico (first set) Giuseppe Martucci

This song reminds me of a wonderful walk I took with the man I'm now married to, through the graveyard in Newmarket Road. We went to pick blackberries, and it was like a memento mori, with the fruit and the fog. The song is about the bittersweet contrast

between fruit trees that renew, and humans, who die. Later, when I performed all three sets in this piece, I understood it as the contrast between the natural world and something darker in humans. That walk was bittersweet because we had just graduated and had the world in front of us, but UK immigration policy was not friendly to Americans at the time. Door after door was closing on us and, although we wanted to stay in Cambridge, we knew we probably couldn't.

I seemed to punt a lot when I had my dissertation to write; it cost almost nothing to take a boat out all night, and you could bring a bottle of Pimm's



Acqua from Deità Silvana Ottorino Respighi

This song feels so much like punting down the Cam. It has the slow, steady pace of a languid stream, and the lyrics refer to musty damp smells – also like the Cam. I remember the beauty of the willow trees falling into the greenish water, and how you smelled slightly of river afterwards.

I seemed to punt a lot when I had my dissertation to write; it cost almost nothing to take a boat out all night, and you could bring a bottle of Pimm's. I did once fall in, stepping between two boats at Clare Bridge. I can confirm the river is both cold and smelly.



Quattro Liriche Dai Rubaiyat Elsa Sangiacomo Respighi

Like the music of John Tavener, this piece has a very ancient, Byzantine sound world and takes me back to my days in the Clare choir. It reminds me of Compline, a Wednesday evening Vesper service at Clare Chapel – in plain chant, candlelit and

very atmospheric. Being in the choir was very intense, very challenging, but very rewarding musically. It was like being in a large, slightly dysfunctional, slightly incestuous family. We performed every few weeks to a small but determined congregation, but we were really singing for each other. It was an intimate, meditative experience. We had to be in perfect unison, so people you liked or didn't, or dramas that had happened, didn't matter. We were singing, and our focus was absolute.



Nevicata Ottorino Respighi

In my third year it snowed, and King's Parade was suddenly so quiet and peaceful you could hear your own footsteps. I love how, in the UK winter, darkness comes so early and the buildings are lit up so you can really see them. The music has a tranquil, plodding quality, and,

walking in a quiet place in the snow, your heart turns to cares and worries and yearning. From the age of six, I had wanted to be a professor, live in Cambridge and have a bicycle and a red door. I was obsessed with Greek mythology and planned to publish a leading monograph. I thought music was a precarious career and I worried I'd struggle to achieve financial stability or have a family. But at Cambridge I found somebody I could be serious about, and I began to find the focus of music addictive. When I sing, the rest of the world goes away, and, as someone with anxiety, that is very helpful.

Gabrielle Haigh is a soprano and composer based in Chicago.

This idea must die: “AI will outsmart the human race”

Professor Anna Korhonen says AI is a long way from replacing the core elements that make us uniquely human.

WORDS SARAH WOODWARD ILLUSTRATION GEORGE WYLESOL

Arnold Schwarzenegger in *The Terminator*, Alicia Vikander in *Ex Machina*, and Hugo Weaving in *The Matrix*: sci-fi movies have a lot to answer for when it comes to our perception that artificial intelligence will come to replace human beings. And while I cannot say that there is no way that machines will ever outsmart humans, I can categorically say that there is no hint of consciousness in any of the AI mechanisms currently out there – or on the horizon of our research.

Media headlines like “ChatGPT bot passes law school exam” and “Will AI image creation render artists obsolete?” reinforce the idea that there are no limits to what AI can do. Yes, ChatGPT can create poetry or pass exams, but it is only repeating back knowledge that already exists. And although it uses a degree of human supervision so it appears more tailored in its response, it cannot empathise or replicate the human experience of the social and physical world.

Then there is the fear that “AI is coming for white-collar jobs”. While AI will replace some jobs, the World Economic Forum recently forecast that it will create many new jobs. This technology can also be used to improve the quality of people’s work. No one would argue against the use of machines in dangerous jobs, and there is great potential to use AI to maximise human potential and minimise risk.

As Professor of Natural Language Processing, I am careful with the words

I use, and I don’t like saying never! We are our own worst enemy and our greatest fear is that we create another entity who can turn against us. But I am happy to say that from a technical standpoint there is no basis for the current hype around AI outsmarting humans or taking over. We are still far from human-level AI.

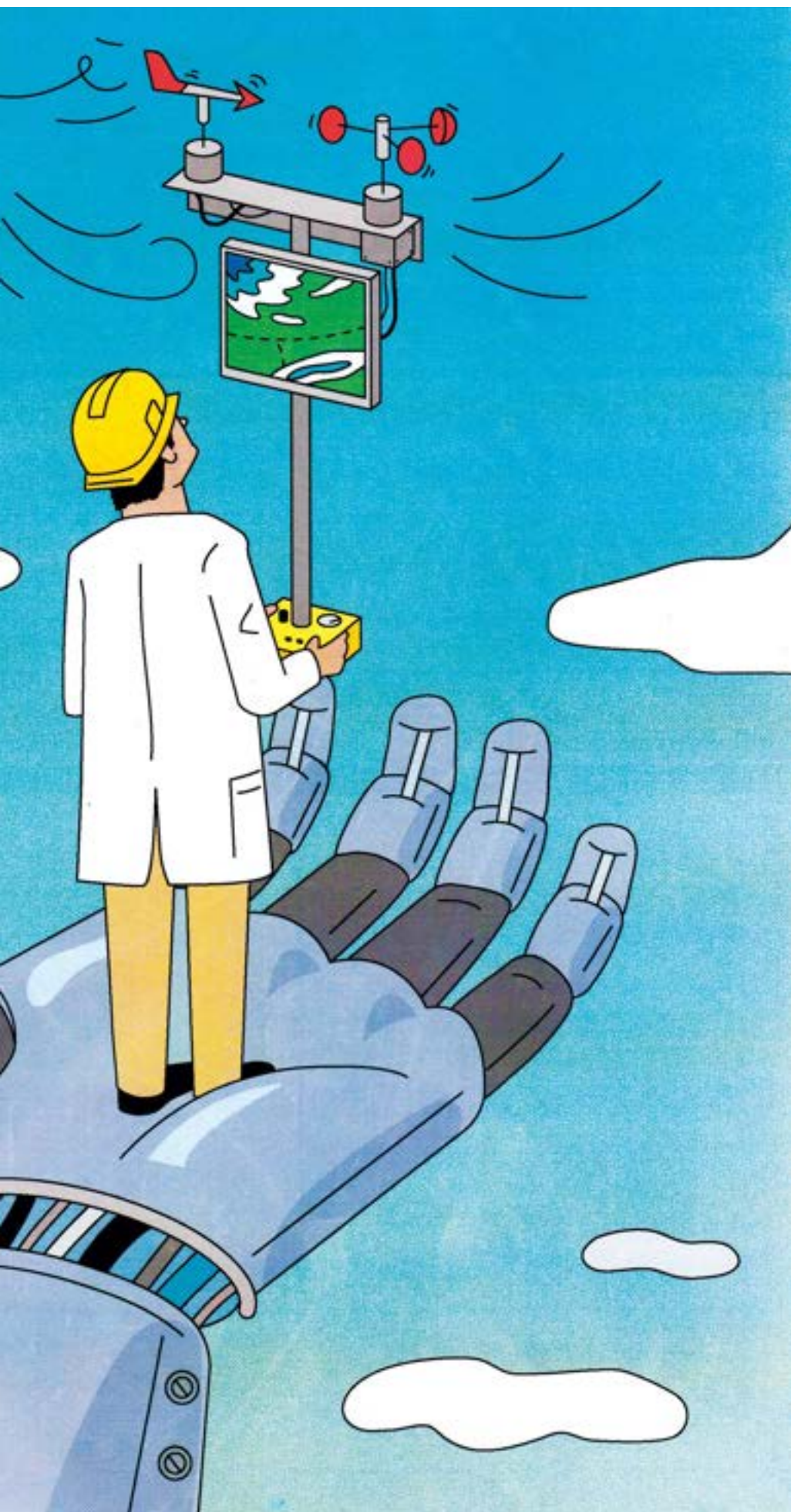
In fact, the positives surrounding AI seem limitless: it can help us address the huge challenge of climate change – by improving climate predictions and helping us identify ways for reducing energy consumption; it is being used to great effect in healthcare and education; and my colleagues are using AI right now to solve really big scientific issues in biomedicine. It seems clear that it’s a very useful tool that, properly applied, benefits humanity.

The technology that allows us to work with artificial intelligence did not come out of nowhere. People have been working on it for decades, but recently the combination of Big Data and greater computing power have led to a series of leaps forward.

We are very nearly at a stage where we are using all the internet knowledge available in the world to build programs. The question is, what do we do then? The opportunity is huge, but the machines still lack the world experience, creativity, empathy, values and social skills of humans.

And AI is not available to everyone. The performance of programs like ChatGPT falls away very rapidly when





The biggest risk is not that AI will take over from the human race, but that it will perpetuate global inequalities and increase risks to privacy

you move beyond English. If we want AI to benefit humanity we should be actively working towards making it available to all of the world's population.

Of course, the technologies can also be used for malicious purposes, be that financial fraud, toxic language, fake media and misinformation. So the suggestion that AI will take over from the human race is not the biggest current risk – that it will perpetuate global inequalities and increase the threat to privacy and security are just a couple of examples that are of more pressing concern. In a world where AI is widely available, we need regulation in place. It is up to us to create a responsible ecosystem within which the creators and users of AI operate.

At the moment, the field is undergoing a “big bang”. We are experimenting with many things, and we expect to keep on improving the applications. We urgently need to address the regulation and to ensure that we develop AI to a responsible and inclusive direction. But what makes us uniquely human is currently missing from the human artificial intelligence, and I expect the science to stay that way for a long time to come.

Anna Korhonen is Director of the Centre for Human-Inspired Artificial Intelligence (CHIA) and Professor of Natural Language Processing. Find out more at chia.cam.ac.uk

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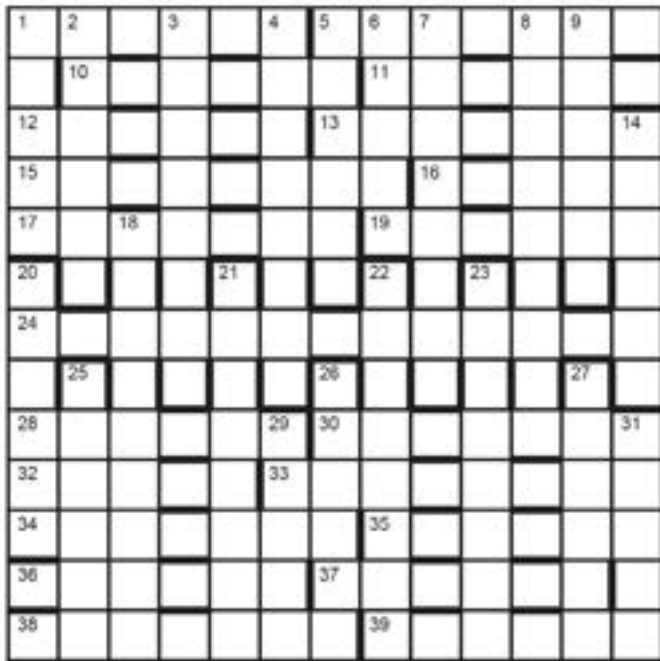
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“Two Wrongs Don’t Make a Right”

by Nimrod

A certain activity in which a wife says she saw her husband engaging is represented in the completed grid on a small scale (“S”, just once) and on a larger scale (“L”). Wordplay in 30 clues leads to an extra letter not entered in the grid. In clue order these letters spell the (modified) first part of the husband’s denial; the remainder is given in “L”. The other 11 clues ignore in their wordplay one letter or, in two cases, two letters of the defined entry. Including “S”, these letters identify the husband. Solvers must highlight “L” in one colour and the husband’s identity in another.

Readily verifiable online, 31 appears in *Chambers* as a word only in the etymology under its entry as a prefix.



Across

- 1 Reverse integrated circuit in inferior encryption system (6)
- 5 Suitable partner fills in contract (7)
- 10 Considering what timid girl stood for, women must be put first (6)
- 11 Indian royalty remains open for revolution (6)
- 12 Back catalogue weirdly has parts for revenue division (6)
- 13 What launches skyward in pursuit of winged gods (7)
- 15 Hammers some of them left and right, so we should! (8)
- 16 Greek letter is short of one apostrophe (5)
- 17 Melody Knight is wearing trousers (7)
- 19 A little bit off, keeping sweet (6)
- 24 Curious, is he, regularly an individual who digs deeper? (13)
- 28 Companies avoiding mainstream go from one extreme to the other (6)
- 30 Terrible bar harassed at opening during CIA ring activity (7)
- 32 Dishwashers will break if not intricately wired, they rule (5)
- 33 Increasingly frank French satire (8)
- 34 Spirit is necked by soldier out on manoeuvres (7)
- 35 Pacific current heading for Nauru: more wintry winds about (6)
- 36 Person winning sex clubs in two minds? (6)
- 37 Pedestrian rural horse doctor with returns in silver (6)
- 38 Wrinkles on skin run relaxes (7)
- 39 Nothing that a daring high-wire performer would say? (6, 2 words)

Down

- 1 Detective story’s possible murder weapon? (5)
- 2 Throw round watery mixture of melting snow (6)
- 3 Stop veneering front of sideboard that is now clear varnish? (8)
- 4 A post with every firm, one used to beat about the bush! (8)
- 5 They’re said to tremble, so swan-keeper does (6)
- 6 Ready for Shakespeare passage performed very quickly (5)
- 7 Some poetry entertainment put on about Christmas spirits (8)
- 8 A classic Ford model one came upon among fifty-one estates (9)
- 9 She sets about doctoral submissions (6)
- 14 Grease-stained space readily vacated (6)
- 18 Escape snarling dog in a cave (9)
- 20 Church disunion that is a source of pleasure for some (6)
- 21 Like Status Quo covering Cream and adding old material? (8)
- 22 Excellent new mineral bagged up by chap from Lydia (8)
- 23 At intervals the wren, with trill, is the complex origin of ____? (8)
- 25 Clip? It’s taken from university hit song (6)
- 26 Ducks sound like crows flying in sections (6)
- 27 Look down on old blue faceless rotary engine, one number scratched (6)
- 29 Last quarter cut by one famous for directing film music (5)
- 31 Long first principle (5)

All entries to be received by 26 May 2023. Send your entry:

- **by post to:** CAM 98 Prize Crossword, University of Cambridge, 1 Quayside, Bridge Street, Cambridge CB5 8AB
- **online at:** magazine.alumni.cam.ac.uk/crossword
- **by email to:** cameditor@alumni.cam.ac.uk



The first correct entry drawn will receive a £75 CUP book token and a copy of Lucie Rie’s *The Adventure of Pottery*, which accompanies a major exhibition (until 25 June) at Kettle’s Yard. Two runners-up will receive a £50 CUP book token. Solutions and winners will be published in CAM 99 and online on 9 June 2023 at: magazine.alumni.cam.ac.uk/crossword



Solution to CAM 97 Crossword

A joint production by Nimrod

Relevant letters from extra words spell HIP TO BE SQUARE/PAPER PLANE/MIAMI VICE/I SAW HER AGAIN/THE X-FILES/IF I HAD A HAMMER, tracks on MUSICAL CARPENTRY, assembled from the four (red) joints, and mixed by (ie an anagram of)

SIR PAUL McCARTNEY.

Winner: Vicky Neale (Trinity 2002)

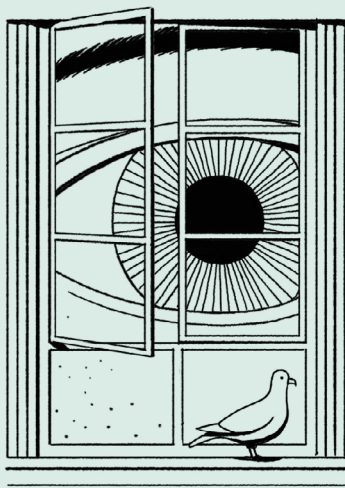
Runners-up: Brian Croston (Emmanuel 1960) and Gavin Smith (Churchill 1977)

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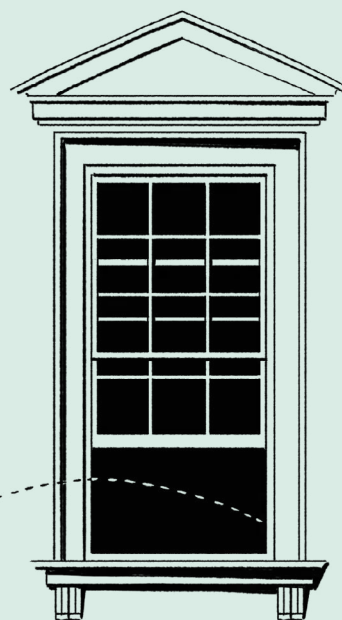
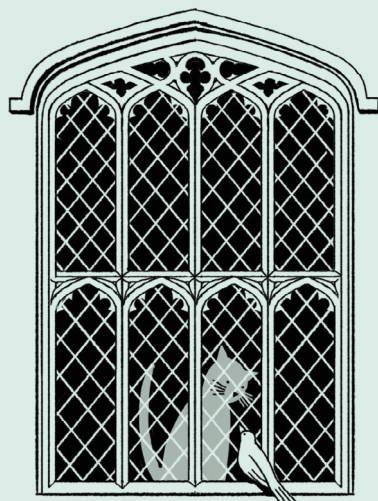
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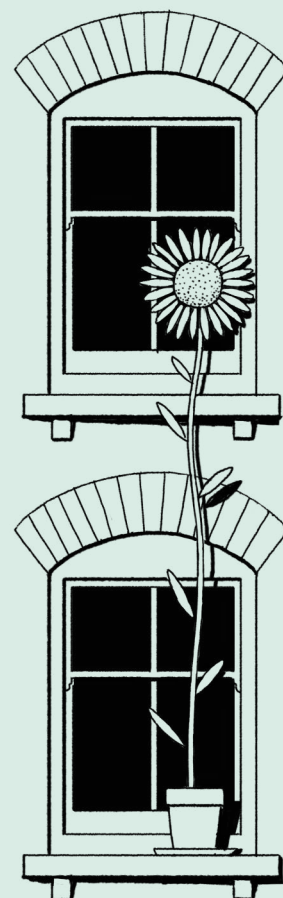
Join the debate with your fellow alumni at the bi-monthly virtual Alumni Book Club, now with dedicated College forums and virtual author talks. Members vote during each reading period to choose the next book, and participation is free for alumni. Find out more at alumni.cam.ac.uk/benefits/alumni-book-club

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Mark via Trustpilot



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Mrs Goddard via Trustpilot - Jan 2021

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