

Selwyn

The magazine
for alumni and friends
of Selwyn College,
Cambridge



2018

Issue 25 Summer 2018



Fellows in the spotlight

Meet Chander Velu
and colleagues



Editorial
Roger Mosey, *Master*

The sportsman, the ambassador – and different perspectives on troubled times

Selwyn prides itself on being a leader among Cambridge colleges in digital communications. We have more engagement than anyone else on Facebook; we have one of the largest number of followers on Instagram; and our Twitter followers have increased 10-fold in three years. If something of interest happens, we can share it instantly with alumni, staff, students and friends wherever they happen to be.

But as a former broadcaster myself, who spent years driven by the deadlines of daily news, I know that this isn't the only format that people want. All the research, and plenty of anecdotal evidence, is that alumni and friends also enjoy what is fashionably called 'slow news' – something they can sit back and enjoy, and dip into from time to time. That's the purpose of this magazine: to offer longer pieces and different perspectives, with an emphasis on features rather than the latest developments.

I'm particularly pleased that the contributors this time include one of our MSt students. Master of Studies is a part-time degree, but the students on the courses are full members of Selwyn – and I find them a fascinating bunch. Most of them are holding down full-time jobs, and they have recently ranged from photographers, film-makers and political journalists through to police chiefs from Britain and around the globe – with the latter brought in by our criminology course. These students tell me they benefit hugely from having time to study and to think; and we in return gain a lot from their experience of the outside world. It plays into something we feel strongly about: that the case for Cambridge becomes even more powerful if you can show directly how it benefits society.

There are terrific examples in this edition of the magazine about how our alumni make an impact – whether it's being ambassador to Brazil, or the man bringing some of the biggest sports events live into our homes. I'll admit to having a personal story rather closer to Peter Hutton

(pages 4/5) than Vijay Rangarajan (page 11). Like Peter, I used to make a quick trip from my college to do radio work in Yorkshire in a way that would make me have conniptions if one of our students did the same. But Peter is now a global leader in sports broadcasting, and it will be fascinating to see how he transfers his television skills to Facebook – especially in the light of the recent debate about social media and its role. Meanwhile, Vijay was a delightful guest at a recent reunion. His was one of many stories that night about life after Selwyn, and the difference the college has made to individuals, their families and their wider communities.

We sometimes say that we're living in tough and uncertain times now, but another of our pieces gives a useful perspective: the story of the First Eastern General Hospital and the suffering of its thousands of patients during the First World War – along with the terrible human cost to Selwyn of the conflict. A hundred years after the end of the war, we're thankful for the sacrifice of previous generations and we salute the way that the college kept going through the very greatest of trials.

There's a similar reality check in Catherine Boyce's piece about Camfed and the campaign for female education. We are properly self-critical about failures in British society, but Catherine is right to mention the 'jolt of shame' that any of us would have felt when she realised just how tough life was for young women in Zambia. Again, it is wonderful to see Selwyn people using their expertise to support education and development in areas of need.

We have introduced a couple of new features to this edition. I shall say nothing more about the Master's notebook, except that it's on the back page. But I hope you enjoy meeting some of our Fellows in a Q&A session on pages 6-8. We decided that they're used to asking the questions of students, so it was time to turn the tables – and you'll learn more about their background and what makes them tick. We report that one of our medics decided to follow



Steve Bond

that career when she was told it wasn't a job for a woman; how a management consultant transferred to academia; and why there are no guilty pleasures on an English Fellow's bookshelves.

There's plenty more, too, and we always like to hear from you about what you'd like to see in future editions. The magazine is a chance for everyone to share interests and experiences – all of which paint a picture of a college brimming with energy. I hope that you enjoy reading about what your fellow alumni have been up to as much as we enjoyed bringing these articles to you.

Roger Mosey, *Master*

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Chadwicks' Memorial

Westminster Abbey Memorial to brothers Owen and Henry Chadwick

They were both distinguished scholars, both ordained, both heads of house, both knights – and in Westminster Abbey there is now a plaque to commemorate the remarkable brothers Owen and Henry Chadwick. The memorials in the South Quire Aisle of the Abbey include those of William Tyndale, Henry Francis Lyte, Isaac Watts – and John and Charles Wesley, the last brothers to be recognised before the Chadwicks.

The Dean of Westminster said at the dedication service that they had made "an unparalleled contribution in the 20th century to the study of theology and the history of the Church", and were joining "distinguished company... We remember and celebrate the life and work of Owen Chadwick, priest, Regius Professor, Master of Selwyn, Vice Chancellor; and of Henry Chadwick, priest, Regius professor, Dean of Christ Church, Master of Peterhouse and Pro-Vice Chancellor".

The ceremony was attended by the Chadwicks' family and friends, and by representatives of Selwyn. We feel truly honoured to have known such a great figure in this college's life, and Owen's contribution to our community will never be forgotten.



Above: Owen Chadwick



Above: Owen's youngest grandson Owen Chadwick Parsons proudly lays a bouquet.

Left: A tribute was given by Professor Eamon Duffy, Professor of the History of Christianity at the University of Cambridge.



Tribute to Professor Ken Wallace

We heard on March 3rd about the death of **Professor Kenneth Wallace**: Fellow of Selwyn College for 40 years. During that time he won the respect of colleagues and students alike as a gifted engineer, an excellent teacher – and a man of considerable charm, warmth and genuine modesty.

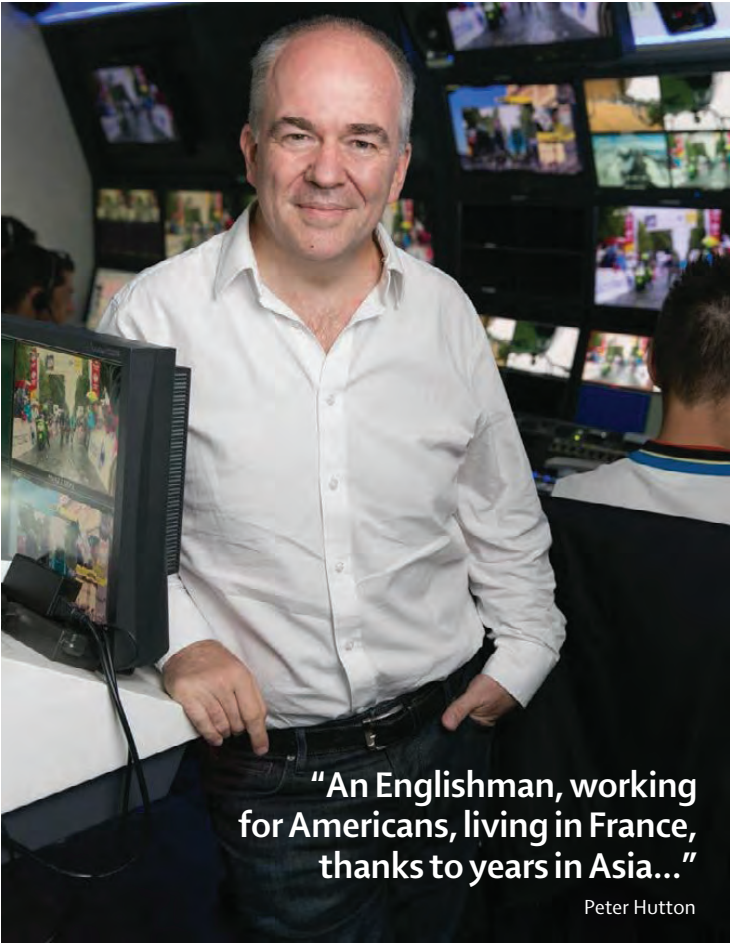
Ken was appointed lecturer in engineering design at Cambridge in 1978. It was then that he became a Fellow of Selwyn.

Ken was married to Annette, and they have two daughters. His life outside academia was rich and varied, encompassing swimming, mountain biking and windsurfing – and a prolific amount of home-brewing. He and Annette were regular attenders of the college chapel.

We will miss him greatly, and we extend our deepest sympathy to his family and friends. He was a self-effacing colleague whose wise counsel was much valued.

Professor Wallace's full obituary will appear in the next edition of the Calendar, later this year.

Selwyn, sport and Silicon Valley



"An Englishman, working for Americans, living in France, thanks to years in Asia..."

Peter Hutton

Left: Peter Hutton joined Eurosport in 2015 as CEO and was named sports executive of the year.

Selwyn's global sport supremo **Peter Hutton** (SE 1985) uses some valuable downtime to recharge his batteries before launching himself into the next phase of his career – to take on the challenging role of Facebook's Director of Global Live Sports Partnerships and Programming.

This month, I set off on yet another adventure on a journey that has refused to stop since my teenage years and time at Selwyn. I'm starting a role based out of Silicon Valley in charge of live sports on Facebook. It's new territory for them and me, and also a chance to live in California, which doesn't appear such a bad thing.

Even back in my Cambridge days I was a traveller, but not in such an exotic fashion. From my teenage years in Yorkshire, I'd been reporting on football, rugby league and cricket for the Bradford station Pennine Radio, where Roger Mosey also started his career.

The radio work continued throughout my time at Selwyn and every weekend I'd trek north to commentate at football and rugby league grounds in a beaten up VW Polo, which also doubled as a bus for the college football teams.

By the end of Cambridge, I had started as sports editor of Radio Aire in Leeds. It meant commuting for my finals, juggling between King Herod in the mystery plays and Billy Bremner's Leeds United, which explains some confused essays.

A year later I was with the BBC and coping with the Hillsborough football disaster, where I reported from the pitch on the day and then, as the youngest and scruffiest of the large BBC crew, worked on the subsequent inquiry. Those days came back vividly last year when I gave evidence as part of the full Hillsborough story finally emerging.

The BBC role led to a job in London with the new satellite TV world. I started broadcasting to an audience largely consisting of my family, but the purchase of the Premier League rights by Sky changed all that, and gave me a taste of how the business side of television could change my own life dramatically.



Among my duties at Sky was presenting the German Bundesliga, which helped plant the seed of a football show that would be shown worldwide.

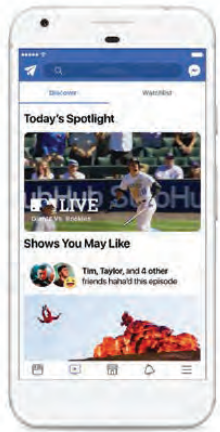
In June 1993, 'Futbol Mundial' started, and brought me some memorable trips, including to see Roger Milla dancing at home in Cameroon, and a South African team voting in the Mandela election. Both those trips, and a few others, involved arrests for filming where I shouldn't have been, and by 1994 I was ready for something a bit more stable.

Unfortunately in my desire for stability, the first job to come up was in India, and I started a TV production operation in Delhi. Life varied from Indian cricket to the biggest Bollywood events, as well as dealing with a country going through rapid change. Among those roped in to help was Bernie Ross (SE 1985), who I'd last seen alongside me in a Selwyn football team.

My role at IMG expanded to include all of Asia, and I was lucky enough to be based out of Hong Kong for the handover year before cricket took me to Colombo in Sri Lanka. India still provided the biggest opportunities though and I returned to Delhi to marry Ekta in 2001.

Within a year, I was on the move again. A new sports channel aimed at the sub-continent was going to open up based out of Dubai, and I was asked to be part of the start-up team, buying and selling content.

My new in-laws were not impressed by a *Times of India* poll that asked whether the channel would still be going in three months (the overwhelming majority said it wouldn't), but



despite a shaky start, 'Ten Sports' became the most popular sports channel in India and Pakistan, and soon we were also producing for North America, Singapore and the Middle East.

Our two sons (Sam and Neil) were born into a life of beaches and blue sky as the channels boomed. However, gradually the Dubai ocean view was blocked by skyscrapers and there were few regrets when the business we'd built was successfully sold in 2010 and it was time to move on again.

The experience with Ten Sports proved valuable, as the Fox group had been following its story and approached me to look at their international sports business. This was a different world. Trips to the Fox offices in Los Angeles couldn't have been further from my comfortable chaos in Delhi, as I found myself sat at the far end of the table whilst James Murdoch executed the take over of Disney's Asian sports business. That meant a move to Singapore to turn Disney's ESPN into Murdoch's Fox Sports.

I found my way back to Europe with a great three year stint running Eurosport out of Paris, and now it's time to move on to California.

Quite a succession of trips, but probably no bigger an upheaval than that first move out of Leeds to Cambridge, squeezing into my Dad's car with my collection of Lawrence novels and Bowie records.

Top and inset: Facebook has entered the live sports streaming market and is one of the digital media companies trying to make its mark in football.

Career path

1980s
Pennine Radio, Radio Trent, Radio Aire, BBC Leeds



1990s
Sky Sports, BSB, Futbol Mundial, IMG India, Asia & South Asia



2000s
Ten Sports



2010s
Fox International, ESPN Star Sports, MP & Silva, Eurosport



Normally it is the Fellows asking students the challenging questions – so we thought we’d turn the tables and try to find out more about our academics and their lives at Selwyn. The first in a series of meeting the Fellows.

The Fellowship Given the third degree

Dr Charlotte Summers Dr Chander Velu Dr Phil Connell

Dr Charlotte Summers

College Position:
Director of Studies in Clinical Medicine
University Department:
Medicine
University Position:
University Lecturer in Intensive Care Medicine and Deputy Director of Clinical Academic Training Office
Subject: **Critical Care Medicine**
Research interests: **Elucidating the cellular mechanisms of acute pulmonary inflammation to identify novel targets for therapeutic intervention in critically ill patients.**

Where are you from? Where did you study? I grew up in Somerset, attending Clevedon Comprehensive School, before studying medicine at the University of Southampton. Later, I undertook post-graduate medical training in Cambridge and London, as well as completing a PhD at the University of Cambridge. Once I had finished my clinical training, I went to the University of California, San Francisco as a Fulbright Scholar/Assistant Professor before returning to my current post.

Was medicine always what you wanted to do? I did not decide on a career in medicine until I was in the sixth form, when I was told it was not a suitable job



Dr Charlotte Summers

for a woman - from then on, my goal was to secure a place at medical school!

Tell us what your role in the NHS involves now. I am fortunate to have my dream job (University Lecturer in Intensive Care Medicine) – I spend half my time attending patients on the Intensive Care Unit at Addenbrooke’s Hospital, where I am a Consultant, and the other half as a Principal Investigator for the University of Cambridge, leading my research group. No two days are the same and it is often very busy, but it is tremendous to work with so many talented colleagues, all of whom share my goal of improving outcomes for critically ill patients.

Given a tough job in medicine and your teaching and other responsibilities too – how do you relax?
Apart from my clinical and academic work, I am Mum to a very lively seven-year-old who is passionate about museums (something I share!). Our family can often be found in the Sedgwick or Fitzwilliam Museums. When travelling for work, I try very hard to sneak an afternoon of museum/gallery visiting into my schedule to keep me sane. I also enjoy reading and gardening.

You’re one of the newest Fellows at Selwyn. What’s it been like so far?
Selwyn has been tremendously welcoming. It feels like an enormous family, where despite our wide variety of backgrounds we all share a set of core values – a Cambridge education should be open to the brightest brains wherever they come from. Furthermore, with such an education comes a responsibility to use it wisely for the betterment of society, particularly those who were not so fortunate as to have the opportunities we have enjoyed.

Dr Chander Velu

College Position:
Director of Studies in Management
University Department:
Engineering, Institute for Manufacturing
University Position:
Lecturer in Economics of Industrial Systems
Subject: **Engineering and Management**
Research interests:
Innovation with a focus on business model innovation, Digital technologies and productivity.



Where are you from and where did you study? I was born in Malaysia and did my schooling there. My father, who worked for a British firm in Malaysia, wanted me to study in England for my higher degree. Therefore, I studied for my undergraduate economics degree at Southampton University before reading for my masters and PhD in Cambridge.

You’re slightly unusual in the academic world in that you had a career first as a management consultant? I trained as a Chartered Accountant with Price Waterhouse and joined Booz Allen & Hamilton as a management consultant. I very much enjoyed my time in industry in London. However, I became very intrigued by why senior management reacted differently to our advice on ccorporate strategy and innovation following the adoption of new technologies. I could not adequately address this curiosity by remaining in management consulting as the demands of the next assignment did not permit such reflection. Hence, I decided to read for a PhD in order to examine the wider theoretical implications of innovation and technology management. Once I started studying this topic, I enjoyed research and so decided to pursue a career in academia.

Why did you decide Cambridge was for you? I was inspired by my economics teacher in school who had studied in Cambridge and encouraged me to consider studying here. I realised that Cambridge’s success as a world class university is intimately related to the university’s ability to blend the best of science and engineering with social sciences in order to make the world a better place. I wanted to contribute in a small way to that mission and hence decided that Cambridge was for me.

Above:
Dr Chander Velu

Below:
Dr Phil Connell

What’s your main research interest now? My main research interest is in innovation and technology management with a specific focus on exploring the antecedents and consequences of business model innovation. I am grateful to have been recently awarded a five-year Engineering and Physical Sciences Research Council (EPSRC) Fellowship to study the implications of business model innovation on productivity resulting from the adoption of digital technologies.

What difference has it made being a fellow of Selwyn? Selwyn has a friendly and welcoming environment. I feel that each and every one of my colleagues is very accomplished and I always feel that I have something to learn from them. I am motivated by being part of such a vibrant community.

How do you try to unwind? I used to be a very keen sportsman. Hockey was my passion which I played at university level. I still occasionally get my hockey stick and ball out for some enthusiastic dribbling around an imaginary opposition player! I now go for runs in the country, fondly to remember my bygone sporting days.

Dr Phil Connell

College Position:
Director of Studies in English
University Department:
Faculty of English
University Position:
Senior Lecturer
Subject: **English**
Research interests:
Literature, politics, and intellectual history between 1650 and 1840.

Where are you from and where did you study? In central London, but relocated to leafy suburbia. The University of Liverpool provided a great education, in all kinds of ways. I studied Philosophy and English, which at that time and in that place were rather different subjects, but which also often found themselves in dialogue within a larger intellectual and disciplinary context. Trying to think and write within and between them was very formative. I had some excellent teachers and what seems in retrospect like a lot of time for reading and thinking.

(cont’d overleaf)



All images by Marcus Grims

(continued from previous page)

When you first came to Cambridge, did you always imagine that this was the place you'd like to stay? The possibility of staying did not really cross my mind. Once I discovered the University Library it was clear that, given the opportunity, I would never need to leave. But such opportunities are rare and serendipitous things.

You studied at King's and had a research fellowship at St John's. Do you ever hanker for those grander colleges? No, not at all, particularly since I now have borrowing rights at three college libraries. I had a flat just above the Wordsworth Room in St John's, which was rather special (the poet talks about the hum from the kitchens in *The Prelude*; this was still clearly audible in my rooms, although its source is now the refrigerators). I am, however, very attached to my wonderful office in 23 West Road, and Selwyn is a great place to work and study (the lunches are fabulous too).

What are your main research interests?

My research interests over the last few years have carried me from the early nineteenth century back to the literature of the Stuart period, and then forward again. I'm working at the moment on the revolutionary legacies of that earlier period in the literature and politics of the Romantic era. A lot of my work has been concerned with cultural memory and the political stakes involved in the practice of historical representation.



If you would like to keep up with day-to-day news from Selwyn, including pictures and videos of college life and events, then 'Like' us on Facebook: www.facebook.com/Selwyn.College or follow us on Twitter: [@Selwyn1882](https://twitter.com/Selwyn1882)

You have family connections with Selwyn, we understand? My wife Sophia's father and grandfather both studied at Selwyn, the former graduating in English. And Sophia herself was a long-term Director of Studies in Philosophy, as well as, more briefly, a Fellow and Admissions Tutor. All of which adds enormously to the privilege of working here.

People in English must get asked this a lot, but what do you read for absolute enjoyment – do you have any books that are guilty pleasures? That question might seem to imply a degree of incompatibility between readerly enjoyment and so-called 'high' culture, to which I would have to object. I don't have any guilty pleasures (at least not on my bookshelf), and enjoy many different kinds of writing. One of the most pleasurable such experiences is seeing my students – and indeed my children – find their voice on the page. Off-duty I tend to read history, journalism, poetry, and books about musical culture (I am looking forward to Gary Stewart's *Rumba on the River* after the end of term). And for a busman's holiday, Martin Rowson's reinterpretations of eighteenth-century fiction are hard to beat (think *Lilliput* as *Blairite dystopia*...).



Great orators – ancient and modern

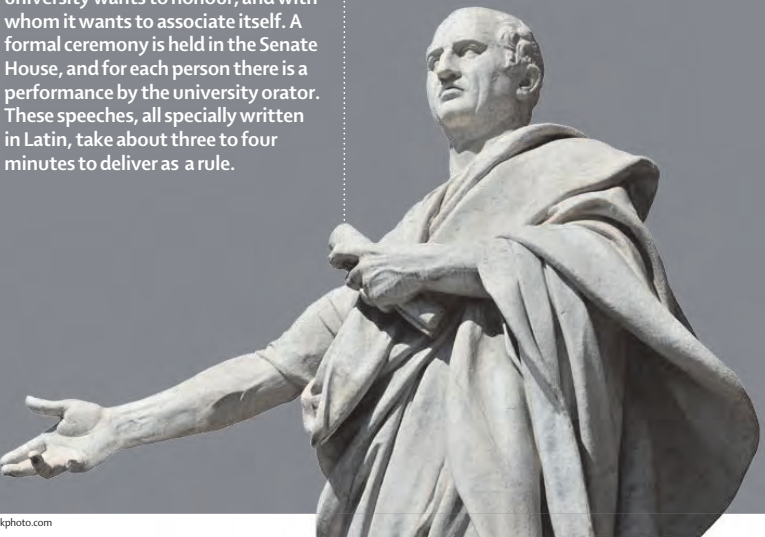
Cicero was arguably the greatest orator that Rome produced, although even his eloquence could not save the Republic he believed in so passionately. After his death, oratory declined to the point where a century later, Tacitus lamented that "speakers of the present day are called pleaders, and advocates and barristers, and anything rather than orators". Lawyers even began to hire claquers to attend their speeches and applaud generously, leading Pliny to note, "You may rest assured that he is the worst speaker who has the loudest applause".

However, the role of orator survives in a few universities, including Cambridge. The person in this position acts as the voice of the university during various public occasions. Since 2008, this post has been held by Dr Rupert Thompson, a Fellow of Selwyn College.

Today, Cambridge awards thousands of degrees each year to people when they have finished their studies. It also awards Honorary Degrees to a small number of people. These are people of great distinction in many different fields, whom the university wants to honour, and with whom it wants to associate itself. A formal ceremony is held in the Senate House, and for each person there is a performance by the university orator. These speeches, all specially written in Latin, take about three to four minutes to deliver as a rule.

Most people present follow an English translation, but a few people do their best to appreciate all the wit and thought that goes into the Latin. Even when it is not understood, many people find that Latin sounds appropriate for the occasion. One of the most interesting things is the way that the Latin language – fitted most naturally for describing the world before about 1600, and most at home a long time before that – is adapted to fit modern circumstances and which perhaps also tells us something about how the university successfully brings together the old and the new.

For example, in 2017, Selwyn alumna and Honorary Fellow, Sophie Wilson, was made a Doctor of Science for her work as a computer scientist and software engineer, including pioneering work on the first Acorn microcomputers. With a stylish flourish, Dr Thompson moulded the Latin language to provide an eloquent and witty citation: "There are now four of the chips that she designed for every human being on earth... let us greet, therefore, a woman who helped to plant an acorn and pave a fen with silicon".



istockphoto.com

All images by RSC

Imperium: The Cicero Plays

Based on the bestselling *Cicero* Trilogy by Robert Harris (SE 1975) the books have been adapted to the stage by the immensely talented Mike Poulton (also famed for stage adaptations of Hilary Mantel's *Wolf Hall* and *Bring Up the Bodies*). *Imperium* is showing at the Gielgud Theatre, London from 14 June to 8 September 2018, after a sell-out season in the Swan Theatre, Stratford-up-Avon. Richard McCabe and Joseph Kloska will reprise their roles as Cicero and Tiro.

Production photos:

1. Tullia and Terentia
2. Richard McCabe as Cicero
3. Peter de Jersey as Caesar
4. The company
5. Antony
6. Julius Caesar and Octavian



Imperium I: Conspirator, and *Imperium II: Dictator* are recipients of an Edgerton Foundation New Plays Award.

All images supplied by the Royal Shakespeare Company.

Find out more information about the production at www.rsc.org



Moving to the next academic level

Selwyn has 240 graduate students – nearly as many as our undergraduate number. Dr Heather Webb (SE Fellow) says attracting and retaining outstanding students through funded studentships, is hugely important.

Dr Heather Webb is Graduate Tutor and Director of Studies in Italian

We often think of colleges as being primarily for undergraduates. But these days, the graduate student body is a very important area of growth for both the university and for Selwyn.

Some of our exceptionally brilliant undergraduates stay at Cambridge to do postgraduate work. Some of them come from farther afield, some from much farther afield.

But in the past, not many of them were applying to Selwyn for their graduate work, although we are noted for the facilities and accommodation that we offer to our postgraduates. This is simply because in terms of funded studentships we have not been able to compete with many other colleges. This poses problems for both retention and recruitment. A significant number of students would love to have stayed at Selwyn for postgraduate work, or to stay on from a Masters to a PhD, but have been forced to look elsewhere to other colleges offering funded studentships. Financially, they simply had no alternative. Then as students strategically apply to certain colleges with advertised grants, there is never enough funding to go around. Many excellent students who have been admitted to Cambridge for Masters or PhD level research are forced to decline their offers for lack of funding.

This year, for the first time, we partnered with the Vice Chancellor's Awards and were able to take advantage of a match-funding scheme. This meant that two of our best and brightest students were able to stay on at Selwyn to do their PhDs, Chloe Allison, in Music, and Paula Czarnowska, in Computer Science. We also discovered that through the magic of simply participating in such funding schemes, two half-funded studentships generated two more: George Severs has joined us to do a PhD in History; Aron Kovacs joined us to do a PhD in Mathematics.

I asked George and Chloe to reflect upon what this small investment on our part has done for them. As is clear from these two examples, bringing in and retaining world-class graduate students at Selwyn not only enriches our intellectual community but also brings benefits to the college as a whole. We would like to continue our efforts to increase graduate funding and hope that alumni and friends of the college might be interested in discussing the possibilities of contributing to the various matched-funding schemes that are available.



George Severs

I am a PhD student in modern British history at Selwyn. My doctoral research investigates the history of HIV/AIDS activism in the UK during the 1980s and 1990s through oral history interviews and archival research. At the moment I am working on religious groups which organised around issues relating to HIV/AIDS, either advocating for those living with the virus or providing pastoral care and support for them.

Since starting my PhD at Selwyn in October 2017, I have involved myself in fostering an interest in LGBT history throughout the college. During LGBT History Month (February 2018) I organised three events at the college as part of a broader city-wide programme, making Selwyn one of the major sites of History Month celebrations this year.

Receiving the news that Selwyn was going to fund my doctoral work was life changing. It meant that I could continue the work I am passionate about, and could do so in a college which had explicitly noted its value. For providing me with the financial means to undertake my PhD research (something which is increasingly hard to come by in postgraduate study), and a college environment in which I have been made to feel like a valued member of the scholarly community, I am hugely grateful to Selwyn.



Chloe Allison

After studying at Selwyn for both my undergraduate and MPhil degrees, I was absolutely thrilled to be given the financial support I needed to return here as a PhD student. I am researching medieval music, specifically the 12th-century sacred polyphony created and sung at Notre Dame de Paris (probably the most important musical centre in Europe at that time). I am especially interested in the ways in which singers created and disseminated this music in what was still essentially an oral musical culture and what might have happened to the musical practice when large

amounts of this music started to be written down in the early 13th century. As part of my research, I co-direct and sing in a consort group who specialise in the performance of music from the 9th to the 13th centuries. Unfortunately this music is largely unknown because it does not exist in easily-accessible, performer-friendly editions which makes bringing it to life for new audiences even more rewarding. The consort have given two concerts in Selwyn – one of Christmas music and the other of music written in honour of the Blessed Virgin Mary.

When not researching, I am very much involved in the musical life of both the college and university. In February, I organised the very first Selwyn College Chamber Opera production, singing Maurya in Vaughan Williams' 'Riders to the Sea'. We sold out tickets for our performance and we are planning multiple performances for the next production! When not researching or singing, I captain the University Women's Cricket Club for which I have a full Blue.

During my five years in Cambridge, the community at Selwyn has been absolutely instrumental in nurturing me academically and has given me fantastic opportunities to explore other areas of interest and develop other skills at the same time. It is a privilege to be to able to continue my studies here.

Match-funding schemes

Cambridge is keen to attract and retain the very best students for graduate studies, and Selwyn is equally keen to be a home to outstanding students. Because of the availability of matched funding schemes for top students, your donations to Selwyn in support of graduate programmes can often be more than doubled in value. If you would like to support a graduate student at Selwyn, please get in touch for a discussion and further details.

Contact Mike Nicholson, Development Director
E: Development-Director@sel.cam.ac.uk T: 01223 330403

Heather Webb



Our man in Brazil



Vijay Rangarajan (SE 1987) is now the British ambassador to Brazil. He talks about his role and responsibilities.

Brazil is big. Really big. And relatively unknown to the UK, outside of Rio de Janeiro. Though there is some significant Selwyn expertise – as ever Dr David Chivers has been deeper into the rainforest here than almost anyone else.

I have the privilege of being British Ambassador to Brazil. The relationship between the two countries is pretty good. So I can spend my time – and my teams' – creating links, projects and events that help both countries with their top priorities: low-carbon sustainable growth, free and fair trade and investment, and tackling global challenges. That's great in theory. In practice here's what we are actually doing.

Energy. We are working on the transition to biofuels, solar and wind power, based on the huge UK-Brazil oil and gas relationship. This covers everything from basic research to green finance, through commercial deals and investment. But it really is crucial, to ensure both countries can fulfil our Paris de-carbonising commitments, and power sustainable growth. This is the start of a 30 year journey.

Reducing deforestation by funding a number of projects with Brazil. Supporting rural livelihoods, increasing agricultural intensity, and again reducing carbon emissions. It's an exciting area, and one where Brazilian and UK science and agritech are both world leading.

Building further our broad science and innovation links. These were one of the surprises to me when I started the job. The UK is Brazil's second partner for international research. And there are fantastic results - from sequencing the Zika virus, to ocean temperature and micro plastics: we launched the UK-Brazil year of science in March with a visit from the RSS James Cook, sailing from Rio to Capetown to test ocean properties 160 times on the way. This repeats a voyage 10 years ago – and will give us crucial data on the way oceans are responding to change. That's just one of many projects, and stories.

Trade & Investment. Growing the two countries' enormous trade and investment links. My teams here support a wide range of businesses, investing and trading in both



Above: The UK Government funds projects aimed at reducing deforestation and improving the livelihoods of some of the poorest communities in Brazil.

directions. And we're uniquely active in working with Brazil on their Organisation for Economic Co-operation and Development (OECD) accession, and linked regulatory change, a really important step as Brazil's economy internationalises.

Politics. Finally, and not surprisingly, there's a lot of politics. Explaining Brexit in Brazil, and Brazilian politics and risk in the UK, are equally challenging. The Brazilian election this year is a major one – and understanding the dynamics, and their international consequences, is important. It's going to be an interesting year: the corruption investigations of the powerful, by the powerfully independent judiciary, coupled with challenges in the political parties of representativity in gender, age and ethnicity, and a vibrant (to put it nicely) political debate, mean it's never quiet, or predictable!

Getting the projects underway is complex but rewarding. Brazil isn't an easy environment to spend UK public money in. So we take a lot of care of that. But the impact can be huge. As can the media impact – I do a lot in the press, and on social media. If you fancy it, take a look at @VijayR_HMG on Twitter.

The best thing is being able to see and talk to

pretty well anyone I want to. The Presidential pre-candidates range from amazing to shocking. The science, arts, government and business elite here are incredible. But just talking to normal Brazilians is a big part of the job – not least to understand their challenges and votes this year, and the way they view issues from corruption to poverty, agriculture and environment.

And of course, stuff happens. The best laid plans need to be flexible, and can be interrupted by anything from an all-day traffic jam in São Paulo, to floods following a storm (which can be positively biblical), to police action in a favela in Rio, the regular political crisis or corruption allegation, or international events, like Syrian or Russian use of chemical weapons.

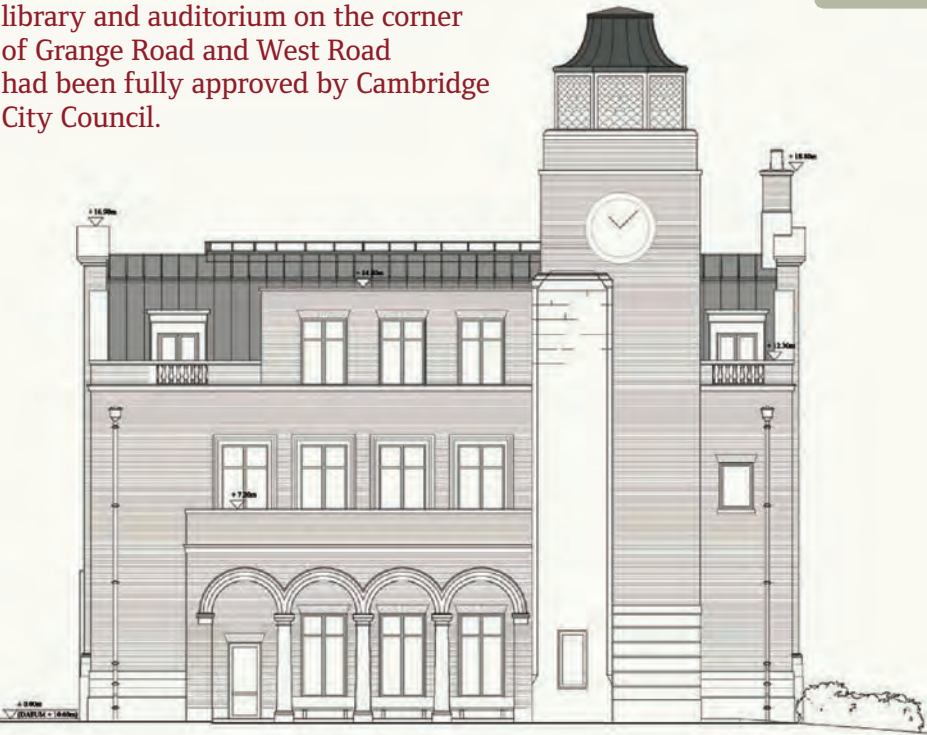
The biggest challenge is, again, the size of the country. It's twice the area of the whole EU, with six different biomes, a widely spread and very diverse population, and a decentralised federal system. So I spend a lot of time on a plane... which is where I'm writing this, in March 2018, on the way back from Rio, where the sun was shining on Copacabana beach (I hasten to add I was sweating in a suit) – but I thought of you all, as the snow was falling in Cambridge...

Photo by Neil Palmer/CAT

UPDATE

New Library & Auditorium

In April the college received the welcome news that its plans to build a new library and auditorium on the corner of Grange Road and West Road had been fully approved by Cambridge City Council.



Above:
New library and auditorium,
Ann's Court side.



Key dates

April 2018

Full approval of plans by Cambridge City Council

2018-19

Completion of detailed design work

January 2019

Breaking ground begins

2020

Facilities open by Michaelmas

Below:
New library and auditorium,
south entrance.



Below:
Viewed from Cripps Court,
Grange Road.

After two years of meticulous preparation and consultation, the college was confident that the building would receive approval. However, any planning application is susceptible to objections from the public, so it was gratifying that no such objections were ultimately registered. The next eight months or so will see the completion of the detailed design work required, with breaking ground taking place in January 2019. Thereafter a twenty-month building programme will ensue with the new facilities being open for business in time for Michaelmas term 2020.

These new facilities will transform students' experience of Selwyn. We hope that you will want to help and be part of this very special opportunity to ensure the college remains one of the most popular and successful in Cambridge.

New Library and Auditorium Appeal

This new building will greatly enhance Selwyn's facilities as a college and as a venue for conference activities, which are an important part of the college's business plan. The cost will be £12.6m of which £10m has already been raised or pledged. The college will shortly embark on a full fundraising appeal to its alumni and friends to help us to raise the outstanding £2.6m required, which is a challenging sum.

Donating

Selwyn has a great tradition of one generation helping the next and as part of this fundraising effort, we are providing opportunities for alumni and others to take advantage of various naming opportunities, which we hope will suit most pockets. Individuals may donate at any level but we are also offering opportunities to buy and 'name' items, from bricks for a few hundred pounds to whole rooms for more substantial donations.

NAMING OPPORTUNITIES

Buy and 'name' a brick for £500

Buy and 'name' a chair for £1,500

Buy and 'name' a paving stone for £2,500.

Donations of £10,000 or more will be recorded on the Principal Donor's plaque in the auditorium foyer

There are a few opportunities to have rooms named in return for substantial donations.

All donations may be spread over a number of years and qualify for Gift Aid in the usual way. US donors may give 501(c)(3) donations via Cambridge in America.

All alumni will be sent further details by post in the course of the next few months, including detailed information about the project, the naming opportunities and the different ways in which you can donate.

If you would prefer not to wait, you are welcome to contact us straight away; we would be very pleased to hear from you. You will find details on the college's alumni website 'Library and Auditorium Appeal' where you can also make secure, on-line donations. We will be providing regular updates by email and via our publications to allow everyone to keep track of its progress.

Enquiries
Mike Nicholson, Development Director
E: development-director@sel.cam.ac.uk
T: 01223 330403

New centre for teaching and supervision

A consequence of the college acquiring a new library and auditorium will be the availability of the existing library building. Built in the 1930s as a memorial to those who died in WW1, the library was extended in the 1980s to provide additional reader and shelf space. Since then the college has continued to grow and the current facilities fall short of what we would like to provide for our students – hence our ambitions to create a new library. However, this handsome Arts and Crafts building is much loved and remains structurally sound, although it requires complete refurbishment and upgrading to give it a new lease of life. Internally, it is well suited for sub-division into a number of smaller rooms that would allow the college to create a dedicated education centre where teaching and seminars might take place. Currently, Fellows often have to teach and provide supervisions in their own rooms around the college. Having a dedicated and flexible suite of teaching rooms would provide a

pleasant alternative and allow Fellows and students to enjoy 21st century facilities within an attractive and historic building. Out of term time, such rooms might also provide useful extra facilities for those hiring the college for conferences and summer schools, etc. In 2017 the college's Governing Body agreed to retain the building and to seek the funding required for its refurbishment, which we estimate to be in the region of £1.5m.

Work on the 'old' library cannot start until the new library is complete and the books and periodicals decanted to their new home. Thus it seems likely that work on this new education centre would begin in January 2021 and be open ready for Michaelmas term 2021.

The college will need to fundraise to create this new facility and we hope to find a donor, or a small group of donors, who might want to help with this important project. Do get in touch if you would like to know more.



Dr James Keeler (SE Fellow) Senior Lecturer in Chemistry discusses just how influential a text book can be.

Why do printed books still matter in the digital age?

When I first joined Selwyn in 1984 I had the pleasure of meeting Dr John Durrant, by then a venerable figure having himself joined the Fellowship in 1923. Dr Durrant and I shared chemistry as our chosen discipline, and so we had a natural point of connection, and I enjoyed hearing his reminiscences of Selwyn and chemistry. Dr Durrant had a strong influence on generations of school chemistry students who learnt the subject with the aid of Durrant's *General and Inorganic Chemistry*, first published in 1940. Indeed, it's claimed (although it may be one of those apocryphal stories) that freshers arriving in the post-war period so identified chemistry with Durrant that they were expecting to be lectured by him in the Chemistry Department, and were disappointed to find out that this was not to be so.

By this somewhat roundabout anecdote I finally arrive at my point, which is just how influential a 'text book' can be and how, even in our age of the internet and instant information, text books remain key to the way that students come to grips with a subject. I suspect one would not have to look very hard to find many an article predicting the demise of the printed book as a pedagogic tool – no doubt alongside

predictions of interactive on-line classrooms and the like. That this has not come about, and indeed seems at present to be postponed to the indefinite future, is indeed a bit surprising.

In a modest way I have followed Dr Durrant in authoring chemistry text books, although my own contributions are aimed at undergraduates and postgraduates, rather than at secondary education. I recently had the great pleasure of holding in my hand the culmination of my latest effort in this area, which is Atkins' *Physical Chemistry*. Anyone who has studied physical chemistry at university level, in the UK and beyond, is likely to have come across this text and particularly in North America it is often an assigned text.

The first edition of *Physical Chemistry* was published by Professor Peter Atkins (Oxford) when I was just starting my degree (at 'another place'), and I well remember what an impact this book made on me and my fellow students. It actually explained things carefully and in a comprehensible way, which set it apart from the other texts then available. The book was an immediate success, and the fact that some 40 years later it is the market leader and is still going strong is a testament to how useful generations of students have found it.

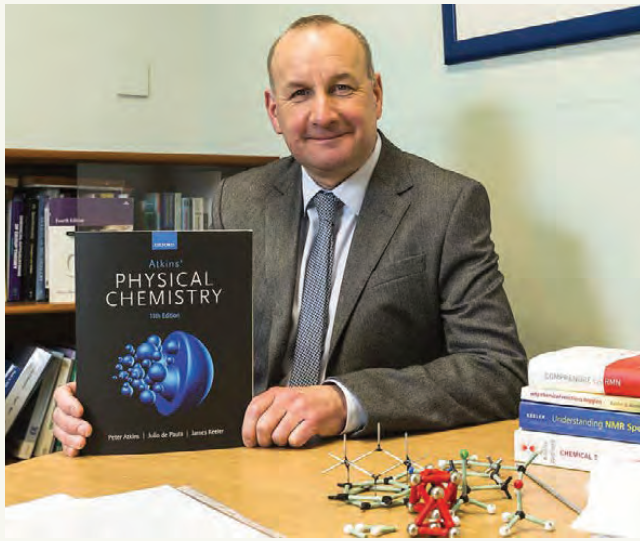
This success has come about because Professor Atkins, and subsequently his co-author Professor Julio de Paula constantly evolved the content, and especially the presentation to make the text match as well as possible the changing needs and expectations of the students, and changes in the way they learn. I came on board as the third, and very junior, co-author for the 11th edition, and it has been fascinating to see, at first hand, how a text like this is developed and marketed.

Of course, pretty much everything in an undergraduate textbook like this can be found on 'the web' in one form or another. However, while the web is without doubt ideal for looking things up quickly or checking on a piece of information, it does not tend to yield connected and consistent thought. This is where a well-designed text book wins hands down, in that it presents a coherent narrative, with the themes developed in a consistent way. Above all, a textbook comes with a stamp of authority and reliability, which for sure is not what one gets from the web.

Even if we accept the need for a 'text book' as an authoritative source, it is perhaps surprising to some that it is still presented as a physical book in a form recognizable to scholars for centuries past. Why is this format surviving the age of tablets and screen readers? A year or two ago we surveyed Selwyn students about their use of electronic books (e-books, quite a few of which are provided by the library). In response the question 'why did you use the e-book?' the overwhelmingly most frequent answer was 'because I could not find the *real* book' (my italics). Students evidently still prefer the physical book, and it's not hard to understand why: you can put your thumb in a page, turn over a corner, doodle in the margin – in short, it's a really useful study aid, and if it is a good book, it is a comforting friend. No electronic platform has come anywhere close to delivering this experience, and incidentally this is not for the want of trying or investment by the publishers. It's easy enough to read a novel on a screen, it's quite something else to use a complex text on such a device.

I am confident that the text book is here to stay for a long while yet, despite the onslaught of the web and despite the predictions of futurologists. There is, however, a possible threat to this kind of publishing which comes from quite a different direction. This is that in the UK university sector (and I suspect more widely in research-led universities) no credit accrues to an academic scientist who publishes an undergraduate text book. As far as the assessment of academic output is concerned, only papers in prestigious journals and successful spin-out companies count. This is, for sure, a narrow-minded view of the role of an academic scientist, for without good and engaging resources to learn from, we endanger future generations of researchers. It is nice to be able to continue producing chemical publications from Selwyn: I hope that Dr Durrant approves.

Dr James Keeler is Senior Lecturer in Chemistry at Selwyn College, Walters Fellow in Chemistry and Deputy Head of Department with responsibility for delivering the undergraduate chemistry course. Pictured left, he is honoured to be part of the team of authors of Atkins' *Physical Chemistry* 11th Edition.



Selwyn in print

Book shelf suggestions.

Alex Frith et al

(SE 1997)

Politics for Beginners

Osborne Children's Books
February 2018

Alex Frith has written a number of children's books that we have included in the *Selwyn Magazine* over the years. Here is one that perhaps should be on the bookshelves of every school. This easy to read educational book, aimed at the 8+ age group, explains that politics is everywhere. According to the prospectus of the book, it is how any group of people decides how to run a city, a country or a continent. It's how wars begin and end. An informative guide to political systems, elections, voting and government, and issues including feminism, human rights, freedom of speech and fake news, all explained with clear text and bright, infographic style illustrations. Includes tips on how to argue and debate, a glossary, and links to specially selected websites with more information.



Robert Lacey

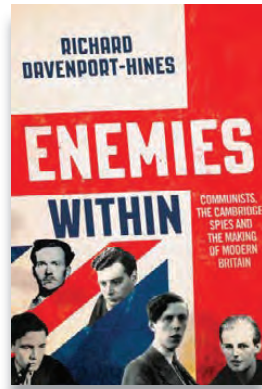
(SE 1963)

The Crown

Blink Publishing October 2017

The official book of the Golden Globe and BAFTA award-winning Netflix drama, *The Crown*, with extensive research, additional material and beautifully reproduced photographs. For nearly 40 years Robert Lacey has been writing about the Queen and her extraordinary life, making him an expert of her long reign. Elizabeth Mountbatten-Windsor never expected her father to die so suddenly, so young, leaving her to take the throne and govern a global institution. Crowned at 25, she was already a wife and mother. Follow the journey of a woman learning to become a queen. This is the story of how Elizabeth II drew on every ounce of resolve to ensure that the monarchy survived and thrived.

For information about an upcoming talk by Robert Lacey, see page 26.



Richard Davenport-Hines
(SE 1972)

Enemies Within: Communists, the Cambridge Spies and the Making of Modern Britain

HarperCollins January 2018

A new history of the influence of Moscow on Britain told through the stories of those who chose to spy for the Soviet Union. It also challenges entrenched assumptions about abused trust, and Establishment cover-ups that began with the Cambridge Five and the disappearance of Guy Burgess and Donald Maclean on the night boat to Saint-Malo in 1951.

In a book that is as intellectually thrilling as it is entertaining and illuminating, Richard Davenport-Hines traces the bonds between individuals, networks and organisations over generations to offer a study of character, both individual and institutional. At its core lie the operative

traits of boarding schools, the universities of Oxford and Cambridge, the Intelligence Division, Foreign Office, MI5, MI6 and Moscow Centre. Davenport-Hines tells many stories of counter-espionage and treachery. With its vast scope, ambition and scholarship, *Enemies Within* charts how the undermining of authority, the rejection of expertise and the suspicion of educational advantages began, and how these have transformed the social and political temper of Britain. See page 27 for information about an upcoming talk.

Christina Baker Kline

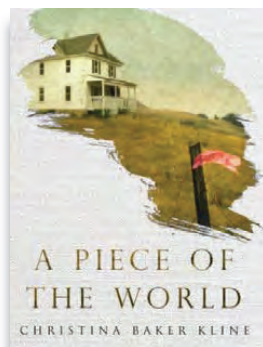
(SE 1986)

A Piece of the World

The Borough Press
March 2017

This instant *New York Times* bestseller is an atmospheric novel of friendship, passion, and art, inspired by Andrew Wyeth's mysterious and iconic painting *Christina's World*.

Told in evocative and lucid prose, *A Piece of the World* is a story about the burdens and blessings of family history, and how artist and muse can come together to forge a new and timeless legacy. Kline interweaves fact and fiction in a powerful novel that illuminates a little-known part of America's history.



Barry O'Leary et al

(SE 1989)

Surrogacy:

Law, Practice and Policy in England and Wales

Family Law March 2018

The last few years have seen a huge increase in the number of reported decisions concerning surrogacy arrangements, single parent adoptions in a surrogacy or assisted reproduction context, and private law children disputes.

Connected with this trend, is the equally large number of reported judgments warning potential parents, lawyers and clinics, of the significant pitfalls and consequences of not following the appropriate legal framework. This specialist title sets out the law, procedure and policy relating to assisted reproduction and surrogacy in a practical and accessible format.



Steve Adams

(SE 1975)

Principles of Physics

Pantanello Press August 2017

Mathematics is the language of physics and a mathematical approach is taken throughout this book. It draws on the essential physical principles and provides support for both secondary education and undergraduate students in the physical sciences and engineering. It is also a useful reference work for teachers. Written in a modern, clear and unfussy style; including topics such as gravitational waves and medical physics.

Camfed: The Campaign for Female Education

Photographs: Eliza Powell/Camfed



Left:
CAMA member Alice
with Faith, one of the
children she supports
through school.
Without Alice's support,
she would likely have
become a child bride.



Left:
Nimatu has set up
a foundation to help
children stay in school
and mentors 60 girls
at the only senior high
school in her district.

Opposite page right:
Penelope is a CAMA
member and has
achieved her dream of
becoming a teacher
working in her local
school.



**Catherine Boyce (SE 1997) is
Director of Enterprise Development
at Camfed International – an inter-
national non-profit organisation
that tackles poverty by supporting
marginalised girls helping them
succeed in school and empowering
young women as leaders of change
in Africa.**

I vividly recall my first impressions of Samfya. The soft, embracing heat; the hummocky ground planted with cassava; the hum of crickets; the buzz of a mosquito and the straw-thatched huts where fishermen live with their families. I remember my stomach rumbling when, after a busy day visiting schools, we searched for dinner and provided our own potatoes to the cheerful proprietor of a tiny restaurant who cooked fat, oily chips for us. I keenly recollect the jolt of shame when I subsequently spoke to Rose, a young Zambian woman, who told me how her family ate one meal a day and that, before being selected for support from Camfed, she had tilled her neighbours' fields to earn money to buy her school uniform. Two day's labour earned her enough to buy a pair of socks – as she said "I couldn't do so much because I was young. Mum could do that work in one day".

Samfya is a town in Zambia on the shores of Lake Bangweulu; a beautiful lake whose name means 'where the water meets the sky'. I had recently started working for Camfed – The Campaign for Female Education – and this was my first trip. That was 10 years ago. In rural Zambia the majority of the population live in extreme poverty; they are struggling to get by on less than \$16US per month and that means going hungry. Many children, especially girls, are still excluded from school by the barrier that poverty represents. Most young women who work are engaged in unpaid labour on subsistence farms. Early marriage is a very real pressure with nearly a third of girls married before their eighteenth birthday. The odds are stacked against the rural girl – a consequence of her gender, her poverty, her remote location and her youth. These challenges are replicated across sub-Saharan Africa where we work.

These challenges can seem overwhelming but Camfed's model and evidence base demonstrate that the cycle of poverty can be broken. It all

starts with education. I benefitted from a wonderful education both at my comprehensive secondary school and at Selwyn. My history teacher challenged us to debate who should be allowed to vote and my English teacher encouraged us to shout the 'naughty' words – "queynte!" – from Chaucer's *Wife of Bath* out loud. Sometimes, on a Friday afternoon, our chemistry teacher could be persuaded to dazzle us with indoor fireworks. My teachers inspired me with a lifelong love of learning. My history degree at Selwyn built on those foundations – encouraging me to evaluate, to influence and to be resilient. Such qualities are essential for agency over your own life, active citizenship and the ability to shape a brighter future.

Supporting girls' education is the most powerful tool we have to change the world for the better. It leads to improved incomes, reduced child marriage, smaller and healthier families, greater equality and reduced incidence of HIV. On a macro level, it reduces population growth – as women choose when to marry and when to have children – and thereby alleviates the pressures of climate change and food insecurity. You may ask why girls' education, in particular? I have two young sons myself and passionately support every child's right to a quality education. However, poor, rural girls are amongst the most excluded worldwide, which is why we need to focus on them in order to push up standards for all. Camfed's research partnership with the University of Cambridge's REAL Centre demonstrates the cost-effectiveness of Camfed's support for the most marginalised children.

The power of Camfed's model, I believe, comes from the way we work with communities and with girls and young women whom we acknowledge as our clients (as opposed to 'beneficiaries'). Our approach, which puts resources and decision-making power in the hands of communities, was documented by Linklaters and captured in the report 'Accounting to the Girl'. As Mr Lawford Palani, the District Commissioner for Neno, Malawi and one of nearly 200,000 activists who lead Camfed's programmes in rural Africa reflected: "As an organization, it [Camfed] is transparent. We are not micro managed, we are supported and challenged to do more and better all the time, respectfully... This creates ownership of a programme and loyalty to the cause of education and child protection".



Eliza Powell/Camfed

Right:
Alice received Camfed
support which enabled
her to complete her
secondary education.
She joined CAMA,
became a trainer in
financial literacy and
entrepreneurship and
started her own business
which funded her
university education.
In this photo Alice
stands on the shore of
Lake Bangweulu.



Eliza Powell/Camfed

Another hallmark of Camfed's support is our long-term approach. Think back to your 18 year-old self. The young Zambian woman when she completes secondary school may be an orphan or heading a household of children. Imagine having to find money to feed your family and pay for your siblings' education, in a context of extreme poverty and very few paid jobs. The pressure to marry early – in exchange for a 'bride price' – continues to be a very real threat, as does the incentive to migrate to urban centres in search of employment, which, if found, will often be highly exploitative.

When young women complete school we support them to navigate the transition to safe and fulfilling livelihoods. Financial autonomy – the ability to generate an income and to take decisions about how it is spent – is deeply intertwined with personal autonomy and agency. Our holistic approach combines business skills and financial literacy training with information about women's rights and sexual health, alongside peer mentoring and seed capital to launch a business. Recently published data from our five year 'Shaping My Future' programme in Zambia shows it resulted in over 3,000 new women-led businesses, 4,000 new jobs and an additional 10,000 children supported in school by the entrepreneurs. Women whose parents were too poor to send them to school are now ensuring their own children are educated, whilst also supporting the education of the most marginalised children in their communities.

For these women and their families the cycle of poverty has been broken. The agents of change – who lead this programme as business trainers and mentors – are young African women themselves, members of the CAMA network. CAMA is the Camfed alumnae network of 120,000 – and growing – educated, young African women who were supported by Camfed through school and who are committed to helping others. CAMA members are already multiplying, many times over, the direct support provided by

Camfed to education. In 2017, CAMA members supported over half a million African children in school from their own resources. They are volunteering in schools to support children's learning and wellbeing, leading training in sustainable farming and financial literacy, mentoring female entrepreneurs and protecting girls from child marriage. They are influencing policy and development at the highest levels such as the United Nations. In these roles, they are transforming opportunities for the next generation of young people in sub-Saharan Africa.

Alice is one of the 120,000 CAMA members. I first met her in Samfya in 2009 when she was participating in Camfed's leadership and enterprise training programme. She told me then how she had to drop out of school aged 14 when her widowed mother of 10 could no longer support her. She was promised in marriage to a much older man. However, the local selection committee noticed her absence from school and selected her for a Camfed scholarship. Instead of marrying, she returned to school where she excelled. Since 2009 Alice has funded her further education through profits from her poultry business, trained young people in her community in financial literacy and led the coordination of Camfed's programmes in Samfya. Alice supports one boy and ten girls to go to school, two of whom she took into her home when she found them living in an abandoned building. In 2016, Alice was appointed UN Girls' Education Initiative Youth Representative. In her own words: "In sub-Saharan Africa, the youth population is increasing faster than anywhere else. This challenge for the education system is also a big opportunity if we use the expertise of young women to help the most marginalized succeed".

For more information, to donate or to get involved, please visit: www.camfed.org or send Catherine an email: cboyce@camfed.org



Have you always been interested in gardening?

Gardening has been a keen interest of mine right from when I was a child. Visits to grandparents at the weekends would usually include some helping out – well I liked to think I was helping! The air in the greenhouse would smell of pelargoniums and I was fascinated that the scent was coming from the leaves and not the flowers. Often, I would head home having been given a young plant or a rooted cutting for me to grow on the window ledge at home.

Family trips to country houses on summer holidays gave me the chance to explore gardens and see plants used in different ways. Admittedly, at the time I was just an interested child poking about, but I do think lots of those experiences have left a lasting impression in my garden memory bank.

Alongside my usual secondary school subjects, my interest in horticulture was always present during my teens. My English and Biology teachers were aware of my curiosity and suggested I contact the Botanic Gardens in Cambridge. At the time there was a three year scheme for trainee horticulturalists, funded by the Reginald Cory fund. I contacted the garden and was invited to meet the superintendent and have a look around with him. We discussed my interest, and I believe it was at this point I realised that I wanted to find out more about being a professional gardener. At the time I was basically excited about the prospect of being able to work in a lovely garden with like-minded people and get paid for it!

When did you realise that you wanted to be a professional gardener?

At the age of 15 I was told that if I managed to get a minimum of six O-levels in my exams I could have a job. The deal was done and the following year I started my professional career.

How has your career progressed?

During my career I have studied Horticulture and Garden Design & Construction at college; worked in a varied selection of gardens, including: a nine year period working for the National Trust at Cliveden in Buckinghamshire, where I worked on a number of renovation projects; worked at Greys Court in Oxfordshire;

and Osterley Park in London. Before moving to Selwyn, I managed and developed the gardens at Trinity Hall for 17 years. My working career and horticultural experience now spans almost 40 years. During that time I have also used my skills and experience to work alongside design teams and architects to create gardens that work with and enhance new developments.

What are the challenges of working in Cambridge college gardens?

Cambridge college gardens are very special places to work. I strongly believe that they should all have their own identity, which is driven in part by the diverse architecture, style, and character of each individual college. Sometimes gardens are viewed as the ‘spaces between the buildings’ and are treated as such, but the outdoor space has a much stronger role to play, it can provide a setting for the buildings, and in some cases the buildings provide a setting for the gardens. In good architecture and well-designed gardens the two are inextricably linked.

Throughout the year the garden provides a place for people to view, think, and enjoy. For groups to meet, gatherings and parties to take place as well as functions and conferences to be held. The natural seasons within the garden provide light and shade, and when the garden is planted appropriately this keeps the interest for the viewer or visitor to behold.

What attracted you to Selwyn?

There are many opportunities to be had from working in a Cambridge college garden, and the enthusiasm and support from others within the colleges make it all the more achievable and successful.

Having worked in Cambridge for many years, I had the chance to visit Selwyn a couple of times professionally, and the gardens always intrigued me. When the opportunity arose to take up the role as head gardener I jumped on the chance. Having only been in post for a few months, I can see great opportunities and a real desire from the college community to support the evolution of the gardens, and I am pleased to say I made the right decision.

Can you tell us about your ideas for Selwyn gardens?

The gardens are lovely here at Selwyn and I can see huge potential for them being even more beautiful. The process of change and

development that has happened over the years paves the way for opportunities to look at how the garden spaces are used, how they are accessed, and what routes are traversed. All of these things, tied with the all-important planting content, need to work in harmony with the architecture.

However, approaching it in a creative and aesthetic way I believe can enhance Selwyn as a whole.

One of the areas we have already started to develop is Old Court. We are looking at ways of revitalising the *Parthenocissus tricuspidata* on the walls of the court. This plant provides a display of lush foliage in the summer and a glorious show of colour in the autumn months. However, underneath all that vegetation, in

some areas there is a mass of dead wood and old stems. For the long-term health of the plant, and in order to maintain the display that this provides, we will be trying to remove much of the unwanted dead wood, as the weight is in danger of pulling off the healthy sections from the wall. The option we are considering is for the team to prune the bulk of the extension growth in the winter months – rather than late summer – as this would give access to the unwanted debris, usually hidden by the leaf growth in the summer. Also in Old Court, we are working through the planting areas, selecting plants that are well suited to the many conditions around the court, to achieve greater seasonal colour, scent, texture and overall horticultural interest befitting of the area.

How long might this take to achieve?

Being a head gardener is about thinking long-term, something knee high planted today has the potential to be a stately tree or shrub in years to come, so great consideration has to be made when designing and planting areas. The challenge is to create a garden or space which provides interest even if it’s not the ‘finished’ article. Having said that, a garden is never finished; it is a growing, evolving thing.

When you are not working at Selwyn – how do you relax?

Despite spending my working day gardening, the enjoyment it brings me means that I then do some more at home! When not gardening, I spend time on another interest of mine – furniture making. I design and make one off pieces using mainly English hardwoods.

Have any of the students you’ve known over the years been inspired to become gardeners?

I like to think that the practical work the team and I do in the garden, along with the display or finished design that visitors and members see and enjoy, has a positive effect on individual lives and wellbeing. This thought has been reinforced over the years when I have subsequently met up with former students of institutions I previously worked in, who have gone on to have either a keen interest or professional connection with gardens, horticulture, or the environment. Another hugely satisfying part of my career has been working alongside and coaching trainees, apprentices, or people who are just new to the great world of gardening. It is rewarding to know of these people who are now using those skills and working in positions all over the UK.

What advice would you give to somebody starting out as a gardener?

My advice to anyone who has an interest in gardens, design and horticulture would be to explore the things you like, have a go, get in touch with professional gardeners who can offer ideas, and remember – there is a whole world of exciting, satisfying opportunities out there beyond the garden gate!



Turning over a new leaf

Photographs by Marcus Ginns

Andrew Myson joined Selwyn at the beginning of the year as our new head gardener. Andrew has a wealth of experience and was formerly in charge of the gardens at Trinity Hall.

MASTER OF STUDIES DEGREE (MSt)

Richard's War

Fiona Lloyd-Davies, a current Selwyn MSt student, filmed the unique recovery of husband Richard Gray, documenting his journey back to life from a catastrophic brain haemorrhage and the subsequent surgery. Here, Fiona shares their story following this life-changing event.



When I found my husband Richard lying in the foetal position clutching his head, crying out in pain, I knew it was serious and immediately called an ambulance. But I had no inkling of quite how profoundly that event was going to change our lives. It was August 2013 and he was having what's medically termed a 'catastrophic' brain haemorrhage, both on the surface and inside his brain. It would leave him immobile, with no movement on his right side, unable to walk, no speech and initially with only half his head. Virtually the entire left side of his skull was removed to allow the brain to swell and save his life. But once the swelling went down, he looked as though he'd lost half his brain.

As an independent film-maker, I had often filmed Richard, interviewing him about his time as a peacekeeper in Sarajevo at the height of the Bosnian civil war in 1992, where we'd first met. Once it was clear he would survive, I continued and charted what proved to be a unique record of recovery over four and a half years. The 60 minute documentary film showing his journey back to life, with interviews from the doctors and therapists who helped him relearn how to live again, was broadcast on BBC2 Horizon this February, titled 'My Amazing Brain: Richard's War'.

Yet the film shows only a fraction of what we've been through since that moment I found him having the brain haemorrhage. While I won't underplay the challenges of being an advocate for someone with a devastating brain injury and their carer, this period has changed my life in many positive ways. Witnessing and helping someone relearn the basic functions of living, from being taught how to put one foot in front of the other, to relearning how to move your



Top left: Fiona filming in the Congo, 2011.

Above right: September 2013: Richard Gray at Darent Valley Hospital.

Top right: Fiona at Selwyn.

Right: Colonel Richard Gray Anzac Day 2017.

Opposite page top right: October 2016: Richard and Fiona at the Spitfire Experience, Biggin Hill.

fingers just to grasp something, is a miraculous and extraordinary process. His speech, communication and comprehension are all still improving – almost daily – even now nearly five years since the initial event; the multi-layered complexity and sophistication of how our brains organise, make sense and create language is awe inspiring and it's fascinating to witness someone relearning how to recognise sounds, words and meanings, to be able to communicate after years of virtual silence. Being a carer is extremely rewarding.

Through Richard's recovery I've seen our human selves, the functionality of the body, our sense of self and identity, even the manner of 'being', tested and challenged. There were many moments of despair. Initially it was very bleak and it didn't seem likely that he would ever be able to get out of a wheelchair and have any form of independence again. Doctors shied away



“Coming to study an MSt in International Relations at Cambridge, and at Selwyn College is one particularly positive outcome. It's something that I would never have considered without this life-changing event. “

from any predictions to the extent of Richard's recovery and for the first year were almost all universally gloomy. One senior consultant told me Richard had plateaued and should go to a care home. Yet I felt the necessity to be consistently positive and upbeat for him. I knew Richard – immensely courageous and very determined and that combined with a superficial knowledge of neuroplasticity provided me with a life raft of hope, which I clung to doggedly. And so it seems, that not only has Richard's brain rewired itself, I think mine has too. I've become a much more positive person.

Coming to study an MSt in International Relations at Cambridge, and at Selwyn College, is one particularly positive outcome. It's something that I would never have considered without this life-changing event. The result, I think, of having the prism through which I perceived life suddenly knocked, shifted into a different position, forcing me to change the way I view and experience the world. Living and caring for someone who is recovering from a brain injury happens at a much slower pace than I had lived previously, while being a film-maker journalist, travelling to difficult and often dangerous places, usually for short intense periods of time, with enormous pressures to 'deliver' a story was much more fast-paced. Over the last four and a half years there have been many moments sitting, just 'being', providing companionship to my husband that has offered a rare opportunity to reflect.

The experience of returning to study as a mature student has its challenges, not least the part-time element of the course. Combining caring



for Richard and his ongoing recovery, returning to work with the amount of reading, essay writing and standard of study involves a lot of juggling. Yet it's also invigorating and the 'carrot' of the two week immersive residential periods keeps me focussed. One of the most exciting elements of the course has been meeting and getting to know the other students. The collegiate atmosphere that is also so positive has been a surprising bonus. I know I am making friends for life.

One of my goals for doing the course was to give myself a new set of tools for critical thinking and writing. I think it is starting, still very much a 'work in progress'. I hope to make more films, but for the next year or so I would like 'Richard's War' to be seen as widely as possible. It has been a truly wonderful opportunity to have our film shown on the BBC, with everything this platform stands for in integrity and the highest professional standards. But I would also like the film to have a life as an advocacy tool. The feedback from viewers has been so positive and touching, where others going through similar experiences have tweeted and messaged about how Richard's recovery has given them hope.

It's also – shockingly – revealed how common it is that people are being written off very early on in their recovery, as though clinicians are unaware of neuroplasticity and the long term capability for positive brain change.

I have two main aims for the film. Firstly to celebrate and inform the science of neuroplasticity, especially among clinicians who seem to shy away from such a profound and positive discovery. When my father trained as a doctor, the text books stated that the brain was immutable, once adult it was thought the brain could never change. Science now tells us this is not the case, the brain has a remarkable facility to rewire itself around damaged areas at any age, there is hope and Richard is living proof of the possibilities of recovery way beyond any expectations of clinicians. The second goal is to advocate a change in the way neuro-rehabilitation is delivered in this country. I had to work very hard to get Richard the therapies he needed for long enough to enable his recovery and it's vital that everyone can have this opportunity. In our world of such greatly sophisticated medicine and skill, where peoples lives are saved that years possibly even months ago would have died, must we not also place the same emphasis on enabling the full potential recovery of every person? The reaction to the film has already been good, and I hope to continue this with other screenings to clinicians, therapists, the science community and policy makers to promote discussion and possibly even bring about change. Hopefully Selwyn College will be a host to one such screening.

Email: fiona@studio9films.co.uk

ROUTES TO MSts

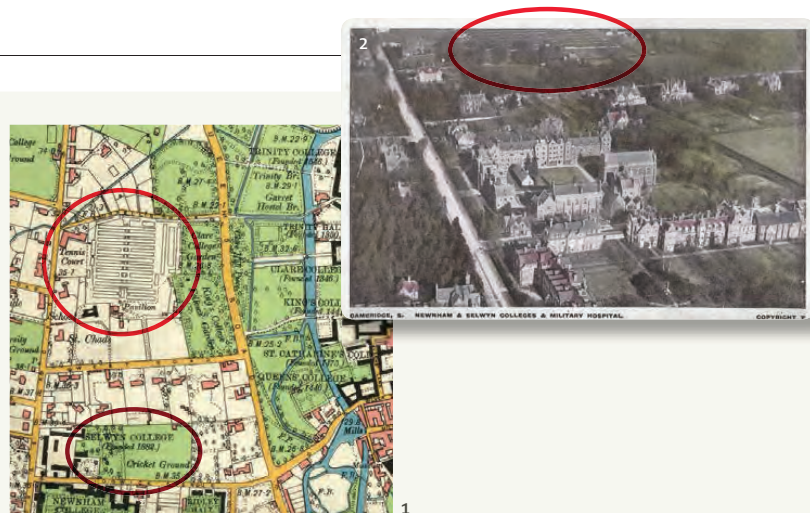


Selwyn Fellow Dr Mike Sewell, Senior Tutor and Director of Studies in History explains the part-time route some students take towards a Cambridge Masters degree.

Master of Studies degrees are a good example of the innovative and responsive attitude of the university to the changing environment of both higher education and the workplace. They provide a part-time route to a Cambridge Masters degree, especially in professional and vocational subjects. Overseen by the Institute of Continuing Education and run in collaboration with university faculties, the number of such courses has grown markedly in the two decades they have existed. Students matriculate in the usual way and become full members of a college. Selwyn has been involved since the early days of these degrees and has been admitting MSt students for almost twenty years. Myself and David Smith have both been closely involved in delivering

and overseeing MSt courses in International Relations and in History respectively. Selwyn also regularly welcomes students on the MSt degrees in Criminology (aimed at senior police and prison service personnel) and in Creative Writing. The latter course currently has two former Selwyn undergraduates enrolled. Beyond the two years of part-time study for the MSt, several students have remained in Cambridge or gone elsewhere to pursue doctoral studies either as part-time or full-time students. Others have remained in their existing careers – for example business, NGOs, diplomacy, the military, government service, education, journalism – or used the degree as a jumping off point for a change of career direction. The joy of such courses lies partly in the amazing range of skills and experiences that the student

cohort brings to their individual and collective reflection on practice. To have mid-career and senior practitioners alongside recent graduates engaged in academic discussion of their activities is hugely stimulating for those who teach them as well as for those learning. MSt students become closely involved in the full range of college life and also in university activities including Blues sports. They are an energetic presence in the MCR. Often leading practitioners in their professions, they enrich our community in many ways, both by the example they set of combining high level academic study with demanding professional roles and in the connections and insights they can provide for younger full-timers embarking on their professional lives straight after their first degree.



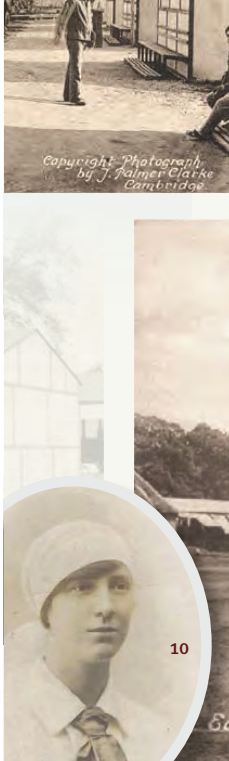
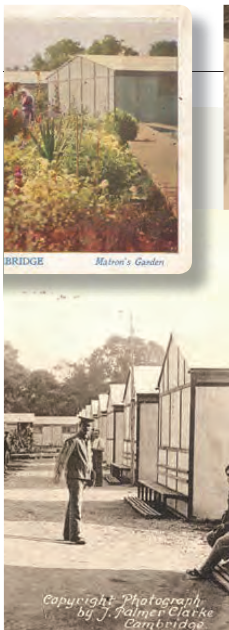
The First Eastern General Hospital

1918
2018

From 1916, 60 years before Selwyn officially opened its doors to women, the college became home to 140 nurses and female staff stationed at the nearby First Eastern General Hospital. One hundred years later, we look back at this remarkable – but almost forgotten – chapter in Selwyn’s history.

The First Eastern General Hospital was established in October 1914 on the site of what is now the University Library. When fully built, the hospital consisted of over 1,500 beds in 24 wards, set in two rows of 12, with a central corridor containing passageways, baths and toilets. Initially the hospital looked pretty bleak, but soon efforts began to improve it with colourful bedcovers and flags hanging from the ceiling, and flowerbeds between the wards. As the war progressed Selwyn became the base for Army officers, Queen Alexandra’s Imperial Military Nursing Service Reserve and Voluntary Aid Detachment nurses (VADs). The college Calendar for 1916-17 notes that VAD nurses were first in B Staircase at Selwyn. When the number of nurses staying in college increased to 140, the VADS occupied A, B, C and E staircases and shared sets of rooms. Helen Dyer, a nurse billeted here at the time, recalls the living conditions at Selwyn: “I can remember long corridors and no heating except fires in rooms. Only one wash basin with no hot water...”.

Another nurse, May Tebbit wrote in her memoirs: “The VADs were billeted at Selwyn College and the Sisters at King’s... At Selwyn we had to share a room, that is one of you had the bedroom and your partner the room that had been used as a study where there was a fireplace. It was cleaned and reset by a ‘bedmaker’ – very comforting when you came off duty. There were no bathrooms at Selwyn then, just the large flat pans kept in the kitchens for the use of anyone who wished to indulge, but we VADs were welcome to go to Newnham College for the occasional bath”. While it was not a specialised hospital, it had two unusual features. In the first place, it was designed as an open-air hospital, all wards being open on the south side, protected only by awnings. The second unusual feature was its bath ward. It used baths as a treatment method. By 1916 it had a facility of six baths, specially designed by the Cambridge Scientific Instrument Company, each filled with warm circulating water, which was particularly effective in treating shrapnel wounds.



- Image key
1. Map showing the position of the hospital, west of the River Cam and the Backs, just a few hundred yards north of Selwyn College.
 2. Aerial view, with the military hospital just visible in the top of the photograph.
 - 3 & 4. Flower beds between the wards helped to make for a more cheerful recuperative environment.
 - 5 & 6. Postcards that were sold showing patients recovering in the wards bedecked with colourful flags.
 7. One side of the wards were open allowing fresh air to circulate.
 8. Outdoor activities and open-top drives were encouraged to aid recovery.
 9. The operating theatre – as many as 50 operations were carried out each day.

Life within the hospital was tough. Many of the men had horrific injuries. Staff worked long, gruelling hours with little support and little training. Often medical students from the university were drafted in, with no clinical practice, to administer anaesthetics, carry out amputations and help with operations. Nearly 14,000 members of the university served in the First World War, of which 2,470 were killed. Seventy Selwyn men and two college staff died in the war. Teaching, and the fees it earned, came almost to a stop and severe financial difficulties followed. As a consequence the university first received systematic state support in 1919, and a Royal Commission appointed in 1920 recommended that the university should receive an annual grant. The hospital closed in 1919, the huts were converted into social housing and temporary dwelling units to alleviate the acute housing shortage after the war. Hundreds of families lived happily in the Burrell’s Walk Estate (or ‘the Huts’ as they were known). From 1926, the huts were progressively dismantled and relocated to nearby villages, used as communal halls, barns or storage. The last residents left in 1929, making way for construction of the University Library which now sits on this site. Because of the absence of records, it is not known how many patients were treated in the hospital, the last statistic, for June 1918, being 62,664, but a rough estimate for its total life is 70,000. Cambridge’s most significant contribution to the war effort risked being forgotten again once the current period of commemoration of the First World War is over. However, in 2016, Clare College gave permission for a memorial to the hospital to be engraved on the outer wall of its Memorial Court. The inscription reads:

HERE IN THE FIRST EASTERN GENERAL HOSPITAL 70,000 CASUALTIES WERE TREATED BETWEEN 1914 AND 1919.

We would like to thank Helen Genever, daughter of Helen Dyer, for contacting the Selwyn archivist Elizabeth Stratton, and sending us many of the images.

Stolen for their song

Jonathan Beilby (SE 2012) studied Natural Sciences and now works deep in the forests of Indonesia with local people who are striving to save endangered birds and other species in their forest environment.



Cikananga Conservation Breeding Centre (CCBC) is located in West Java, close to the city of Sukabumi. Founded in 2001, the centre works to breed endangered Indonesian wildlife, with the hope of releasing them into the wild. We currently work with four endangered birds, and the endemic Javan Warty Pig (*Sus verrucosus*).

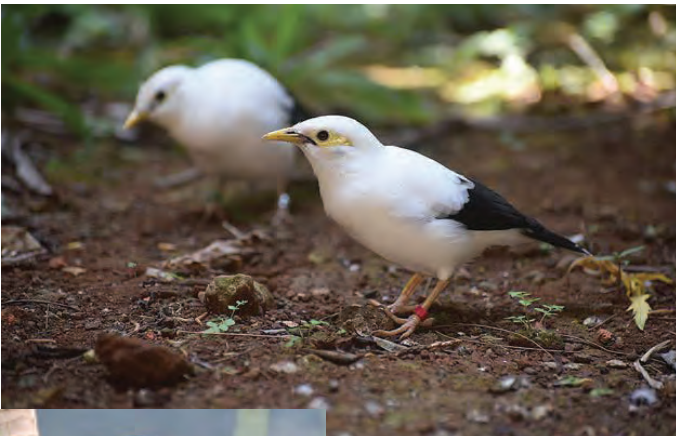
The black-winged myna (*Acridotheres melanopterus*) was a common sight in the rice fields and agricultural land of West Java, eating insects and producing loud raucous calls above houses until the 1980s, when it became a highly sought after species in the illegal wildlife trade. This species was the first kept by CCBC, with the initial birds coming from confiscations. Since the start of the programme, many individuals have been bred here and released at three sites in West Java. However, owing to the value of the birds, many have since been trapped out of the wild by poachers. The demand for these



Above:
A male black-winged myna.

Left:
Female rufous-fronted laughingthrush.

More information can be found at: www.cikanangawildlifecenter.com



Top right:
The Javan green magpie.

moving noisily through the rain forests of Sumatra and West Java respectively. Increasing habitat destruction and high demand for the caged bird trade mean that the numbers of these birds is in serious decline. The rufous-fronted has only been seen in the wild in one national park over the past few years, and sightings of the Sumatran are limited to Aceh province in North Sumatra. Cikananga has been breeding both species, and exporting birds to Chester Zoo in the UK, providing a valuable satellite population.

The Javan green magpie (*Cissa thalassina*) is another bird restricted to West Java. This stunning bird is a close relative of the black-and-white counterparts found in the UK and, like the more familiar magpies, are extremely cheeky and mischievous. They like to perch on top of the CCTV cameras, and take a look into the lens – sometimes making it quite hard to

know who is watching who.

The green colouration in the plumage is actually from the diet. All green magpies (*genus Cissa*) have blue feathers, produced by the microstructure of the feather itself. A yellow lutein pigment from the yellow/green insects in the wild, when mixed with this structural blue, produces a vibrant green. Chicks don't have this green colour, and it takes around six months for them to attain their full adult plumage. It can also be seen that birds in markets lose the colour when they do not have access to an appropriate diet.

The Javan green magpie is an excellent songster, able to mimic anything from the wild eagles to the sound of the security alarm. One of the birds is also able to do a very accurate R2-D2. This mimicking ability is harnessed by people for songbird contests. In these contests, birds are judged on the length and complexity of the song, and the winning bird can be worth thousands of pounds. The green magpies are kept with juvenile songbirds when they are learning their song, in the hope that the budding young singer will incorporate some of the amazing magpie vocalisations into their repertoire. Demand for the Javan green magpie is so high, that the species has not been seen in the wild for around 15 years, and is listed as Critically Endangered by the IUCN. CCBC has bred several of these birds, and an export in 2015 has established a captive population in Europe numbering nearly 30 birds.

The plight of the Asian songbirds has recently been highlighted by several documentaries, and CCBC is at the forefront of the fight to save these birds. Whilst we were fortunate enough to refurbish one building in 2016, many of the remaining facilities at the centre are around 20 years old. Funds permitting, we are hoping to build new facilities over the coming years – so that CCBC is able to continue its excellent work with some of the world's most endangered birds.



A military medical career

Now a Captain in the Royal Army Medical Corps, Suzy Talbot (SE 2001) tells us about the journey she started once she left Selwyn.



As a rather timid fresher back in 2001, had you told me I would be an officer in the British Army 17 plus years later, I probably would have laughed. The route I have taken to get here is somewhat unusual. I hope it can demonstrate to those at Selwyn, or just leaving, and pondering their future, that it is your life experiences which will shape you for the future. Make the most of everything Selwyn and Cambridge has to offer; both educational and extra-curricular.

I had no idea what I wanted to do as a career when I joined Selwyn. I could not even decide which subject to do at university, hence choosing Natural Sciences. After graduating and working as a research assistant at Oxford University for a year, I returned to Selwyn in 2005 to start a PhD at the Department of Veterinary Medicine. It was during my time at the Vet School that I decided to join the Cambridge University Officer Training Corps.

To this date I cannot quite remember what possessed me to join as a third year PhD student when I should have been spending every minute in the lab; but I got hooked! This was perhaps the defining point of my current career, but at the time I did not realise it and spent a further three years working at the Cambridge Institute of Medical Research as a Post-Doctoral research scientist. I thoroughly enjoyed my time researching at Cambridge. The access to world renowned scientists and some of the best equipped departments is something it was all too easy to become blasé about. However, it was through the seminars I had to deliver as a PhD student and the theories I had to defend as a Postdoc that I ultimately developed the confidence and problem solving ability I now rely on daily as an officer.

My biggest concern when I joined the Army was that I was wasting my education. You do not need a degree, let alone a PhD, to apply to become an officer. I could not have been more wrong. The Army is unpredictable, and as it is getting smaller we have to get smarter as to how we use resources. As an officer you have to come up with the plan and solutions to overcome this, much as I did as a PhD student trying to work out how to answer my supervisor's questions with limited resources and time.

I am often asked what I actually do in the

Army and my best description is 'something different everyday'. I joined as a Medical Support Officer (MSO) in the Royal Army Medical Corps. As an officer in any Corps your principle role is to lead your soldiers, then as an MSO you may be responsible for planning medical support to UK forces, coordinating medical evacuations, managing a hospital, responding to humanitarian crises and much more. I have been lucky enough (or unlucky from my parents' perspective) to serve in Afghanistan. Here I was responsible for providing a robust medical evacuation plan for the soldiers of the Battlegroup (a formed fighting unit) I was supporting, briefing the plan to the Commander and then implementing it when needed. Personally more daunting was doing the same role in Kenya whilst on exercise. Here there was no guaranteed helicopter, nor the excellence of the Camp Bastion hospital to send patients to and worse still, plenty of venomous spiders and snakes intent on biting the troops! As a very junior officer I was solely responsible for co-ordinating the medical response for the 1,000 strong exercising troops with approximately



Above: Capt Talbot providing medical evacuation plans in Afghanistan.

Above right: A temporary ITU (intensive therapy unit) as part of a field hospital.

35 medics spread over hundreds of kilometres. I relied on the analytical skills and problem solving I learnt at Cambridge, as well as the presenting skills you develop at university. There's a striking similarity between defending PhD results at a seminar and defending your medical plan in front of a Command Team; neither being particularly pleasant. I've also had chance to plan and deliver primary healthcare to the Samburu tribesmen in Kenya, and was able to send some of my troop to Sierra Leone, during the Ebola epidemic.

Every few years in the Army you change job, reflecting your progression through the ranks. My last job saw me training new recruits joining as soldiers. Bizarrely this reminded me of the many hours I spent on the tow path teaching novice rowers; cold, wet, sleepy and desperately trying to maintain discipline and motivate at the same time. Currently

"It is your life experiences which will shape you for the future, so make the most of everything Selwyn and Cambridge has to offer."

I am the Adjutant with the Army's 'rapid response' field hospital, a tented hospital able to deploy anywhere in the world to provide emergency care, theatre and intensive care capability to our forces and allies.

As for the future, who knows where it may lead: but one thing I can guarantee, the education I gained at Selwyn will never be wasted or forgotten.



Right: Providing primary healthcare to the Samburu tribe in Kenya.

Event highlights



Selwyn College Choir Tour

Summer Concert

Wednesday 11 July

Songs of Farewell
English music for a summer's evening by Parry, Elgar, Delius and Vaughan Williams.

St Bride's Church, Fleet Street, London
Time: 7.00-8.15pm
Cost: £15
Join us for a concert by the renowned Selwyn College Chapel Choir on the eve of their annual summer tour. This evening's programme is a perfect way to enjoy a summer evening with a delightful programme of English choral music from the early 20th century, suitable for all ages. We're delighted that Christopher Wren's magnificent St Bride's Church (pictured left) with its fine acoustic will be the setting for our first London summer concert. The concert has been generously sponsored by a private donor, enabling all proceeds to help cover the costs of the young singers undertaking a weeklong tour through England and Scotland.

Selwyn Choir Tour

Thursday 12 – Wednesday 18 July

Visiting Newcastle, Bradford, Manchester, Glasgow and Edinburgh

- Thurs 12 July** Newcastle Cathedral 5.30pm Evensong
- Fri 13 July** Bradford Grammar School 6.15pm drinks and canapés, 7.30pm concert
- Sat 14 July** Manchester Cathedral 6.30pm drinks & canapés reception, 7.30pm concert
- Sun 15 July** Manchester Cathedral 10.30am Eucharist; 5.30pm Evensong
- Mon 16 July** St Aloysius Church, Glasgow 7.30pm concert
- Wed 18 July** Edinburgh 5.30pm-7pm drinks and canapés reception, New Club, Princes Street, 7.30pm concert, St John's Church, Princes Street

For further information visit:
www.selwynalumni.com/choir-tour-2018

Saturday 22 September

Alumni Day + Lectures

As part of the wider Cambridge University alumni weekend, we are offering two contrasting lectures.
The annual alumni dinner takes place in the evening, and we are particularly pleased to invite all those who matriculated in 2008 to come and celebrate 10 years since matriculation.
Selwyn College
Schedule:
12pm–1pm: Talk by **Dr Dacia Viejo-Rose** (SE Fellow) *War on Culture: the Politics of Reconstructing Cultural Heritage*
2pm–3pm: Talk and discussion with **Robert Lacey** (SE 1963) *Truth and Invention in The Crown*. Robert is a best-selling author and advisor to the hit TV series *The Crown*.
6.15pm: Choral Evensong
6.45pm for 7.30pm: Dinner
Cost: no charge for the talks
Dinner: £49 per person



SELWYN DINNER EVENTS

Sunday 14 October

Feast of Dedication & Commemoration of Benefactors

Selwyn College
Timings:
6pm Commemoration of Benefactors Service
7.15pm drinks and buffet supper,
8.30pm SCMS Concert (TBC)
Cost: TBC



Friday 19 October

Selwyn Guest Night

A new opportunity to enjoy fine dining at Selwyn. Alumni are invited to bring a guest to this black tie dinner in Hall.
Selwyn College
Time: 7pm for 7.30pm
Cost: £50 per person



Wednesday 24 October

Enemies Within

Communists, the Cambridge Spies and the Making of Modern Britain

by **Richard Davenport-Hines** (SE 1972)

What pushed the Cambridge Five into Soviet hands? This talk will examine how and why these men and others betrayed their country and what this cost Britain and its allies.
Oxford & Cambridge Club*
Time: Drinks 6pm, talk at 7pm
Optional dinner at 8.15pm
Cost: £10 for talk, including refreshments, £60 for dinner



Saturday 29 September

Visit to Nature in Art Museum

Life, Lines and Illusion is a unique exhibition of the work of former Selwyn Fellow **Hugh B Cott**. Zoologist, illustrator and camouflage expert Hugh Cott (1900-1987) was Britain's leading expert on mimicry and camouflage in nature. He was the Army's chief camouflage instructor in World War II and looked at nature with a naturalist's curiosity, an artist's eye, and a military mindset. The exhibition highlights a life of exploration and observation, recorded in drawings, writings and photographs.
The Nature in Art Museum is 2 miles north of Gloucester on A38.
Time: Meet for coffee from 10.30am
Cost: TBC



Thursday 22 November

Talk by Dr James Keeler

(SE FELLOW)

Oxford & Cambridge Club*
Time: Drinks 6.15pm, talk at 7pm
Optional dinner at 8.15pm
Cost: £10 for talk, including refreshments, £60 for dinner

Diary of events

2018

| | |
|--------|--|
| Jun 21 | May Week Concert, Selwyn Chapel |
| Jul 6 | 1983 & 1993 Reunions |
| Jul 7 | Family Day |
| Jul 11 | Summer Concert, St. Bride's Church, London |
| Sep 6 | 1958 Reunion |
| Sep 8 | 1988 & 1998 Reunions |
| Sep 19 | Networking event for Lawyers in London |
| Sep 22 | Alumni Day & 2008 Reunion |
| Sep 22 | Parents' Tea (for parents of second year students) |
| Sep 29 | Nature in Art Museum visit, Gloucester |
| Sep 29 | Parents' Tea (for parents of freshers) |
| Oct 6 | Old Boys & Girls Sports Day |
| Oct 14 | Feast of Dedication & Commemoration of Benefactors |
| Oct 19 | Selwyn Guest Night |
| Oct 24 | Richard Davenport-Hines talk, Oxford & Cambridge Club*, London |
| Nov 8 | MA Dining Evening |
| Nov 10 | Parents' Dinner (for parents of final year students) |
| Nov 22 | Dr James Keeler talk, Oxford & Cambridge Club*, London |
| Dec 6 | Carol Service, St James's Piccadilly, London |

Choir Events 2018-19

All welcome

| | |
|-----------|---|
| Jul 12-18 | Selwyn Choir Tour: Newcastle, Bradford, Manchester Glasgow, Edinburgh. |
| Nov 4 | University Commemoration of Benefactors at Great St Mary's (11.15am) |
| Dec 4 | Lunchtime concert in St Mary's Church, Bury St Edmunds (1.10pm) |
| Dec 4 | Charity Christmas Concert in Selwyn Chapel for the Sick Children's Trust (7.30pm) |
| Dec 5 | Charity Christmas Concert in Selwyn Chapel for the Petals bereavement charity (7.30pm) |
| Dec 6 | Carol Service, St James's Church Piccadilly, London (7pm) |
| Dec 8 | Choral Evensong in Westminster Abbey, London (5pm) |
| Dec 9 | Choral Mattins (10am), Choral Eucharist (11.15am) and Choral Evensong (3pm), Westminster Abbey, London |
| Jan 19 | Benjamin Britten War Requiem in King's Chapel with Trinity, Clare, Caius, Jesus College Choirs, Director: Graham Ross |
| Mar 21 | John Armitage Memorial Concert: St Bride's Church, London (7.30pm) |
| July | 2019 Choir Tour (Eastern Seaboard, USA). |

Please note: all events are subject to change. Please check event details prior to booking to ensure that dates are correct. All events listed above will take place at Selwyn College unless otherwise noted, and have limited capacity. Guests are encouraged to book in good time to avoid disappointment.
* Please note that it is a rule of the Oxford & Cambridge Club that no denim or trainers should be worn and men wear a jacket and tie.

Booking
You can book in a number of ways:
• by telephone on 01223 767844/335843
• online at www.selwynalumni.com/eventscalendar
• by post, enclosing a cheque where necessary (payable to Selwyn College), to Development and Alumni Office, Selwyn College, Cambridge CB3 9DQ

The Master Roger Mosey shares a few of his thoughts and observations about Selwyn during the past year.

Master's Notebook

Snowflakes

Friends outside Cambridge always want to know whether the torrent of 'barmy Oxbridge' stories are true. Are we policed by a Snowflake Patrol of easily-offended students? Does everything conform to a rigid and humourless political agenda, with a spell in Thought Prison if you deviate from the norm? The answers are 'no'. My overriding impression after almost five years here is that our students are remarkably sensible and rational; and they have their passions, as students always do, but they test them against the facts. During my time at Oxford in the late 1970s, student politics existed in a framework of hard left, soft left and insurgent Thatcherites – whereas now there seems to be very little imported ideology. We've been fortunate at Selwyn in having successive JCR and MCR presidents who focus on the practical needs of students and how our community can work for everyone. I would guess that a majority of our students are left, rather than right, of centre. But at least two recent student officials were Leave voters – and we have prominent Tories as well as some Corbynites. Our recent alumnae include a Scottish National Party MSP in Kate Forbes. That is how it should be: diversity in its widest sense, and tolerance for a range of opinion.

Horticulture

One of the early things I learned when I came to Selwyn is that it's not ivy in Old Court: it's Virginia creeper. That's what we say in our various publications and online. But a Facebook post using that term was challenged by an alumnus, who was adamant that what we have is Boston ivy – whereas Newnham is the home of the real Virginia creeper. This was obviously item number one in the inbox for our new head gardener, Andrew Myson. His recommendation is to stick to the Latin: it is definitely *Parthenocissus tricuspidata* he says, and we should be wary of attempts to translate it into English.

"My overriding impression after almost five years here is that our students are remarkably sensible and rational."

Sport

It may disappoint fans of rugby to know that these days we often struggle to get out a college men's first XV – even given our alliance with Peterhouse. The status of other traditional sports, notably cricket, is similarly precarious. But we do see high levels of participation across a much wider range of sports than was once characteristic of Cambridge colleges. The likes of men's and women's hockey, badminton and lacrosse, as well as football, are thriving. Selwyn lacrosse has a men's team, a women's team and a mixed team. It's easy to spot the reason for the shift away from the traditional men's games. Over 70% of our students now come from state schools, and in some year-groups women are a majority among undergraduates. But what matters is that students do take exercise and unwind from the academic pressures. Which sport they choose is up to them, and our job is to provide the facilities that match the needs of this century rather than the last one.

Dog ownership

Finally, confirmation that our students are made of tough stuff. I had let the dog out into the garden one November night just before a supper for first-years in the Lodge. As is often the case, YoYo disappeared into the bushes – and in the darkness I tried to retrieve her and found myself falling head first into the undergrowth. There was a moment of feeling stupid and assessing whether I'd broken anything, but I picked myself up, decided everything



Howard Beaumont

was fine and walked back into the house. At that moment the doorbell rang for the first student arrival, and I showed the lad into the drawing room and offered him a drink. It was only when I passed a mirror five minutes later that I realised I had mud on my head and also a thin trickle of blood emanating from a cut near my mouth. But the student hadn't batted an eyelid. Did he simply assume that the Master in his Victorian Gothic home always looks like he's auditioning for a role in the Addams Family?



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