



**Michaelmas  
2004**

**Issue 1**

THE UNIVERSITY OF CAMBRIDGE MAGAZINE FOR GRADUATE STUDENTS

## **Cover Story...**

**Graduate Studies at Cambridge:  
A long journey of diversity and success**

## **Plus...**

**Mill Road Pub Review  
Nauman's Raw Materials at the Tate Modern  
Climate Changes Explained**



# How do you move up and still have the chance to get away?

Few career options offer you a better platform for success than consulting at Accenture. As one of the world's leading management consulting, technology services and outsourcing companies, we help our clients become high-performance businesses by delivering innovation.

## Graduate Careers in Consulting

Accenture can offer you a truly rounded career. You can move up within our business, work with great people, large clients and enjoy big-company benefits—but you don't have to sell your soul or sacrifice your principles. In fact, our people contribute to the wider community in lots of different ways. In their spare time. From their pay packets. Using their business and technical skills or through project work.

This is our confident corporate conscience. We take our broader social responsibilities very seriously in everything we do. It makes good business sense. It's important to our people and our clients—and we know how important it is to you.

For a long time now, we've used our skills, expertise and resources to benefit the wider world, from Newcastle to

Vietnam, from London to the Balkans. You can find out what it means for graduates at our website.

Accenture is committed to being an equal opportunities employer.

[accenture.com/ukgraduates](http://accenture.com/ukgraduates)

• Consulting • Technology • Outsourcing

  
*High performance. Delivered.*

# contents

## *Cover Story.....*

Megan Meredith-Lobay and Faye Karababa find out about the past, present, and future of Cambridge graduate students

## *Academic Review....*

India, Bones, Climate, and the New English Faculty building are all profiled in this terms review

## *Interview....*

The Graduate Tutors' Committee, working for us?

*Should an academic institution invest in childcare when it could invest the same amount of money on educational resources?*

-Dr. Alan Findlay  
Chair,  
Graduate  
Tutors' Committee



29-31	Dr. Alan Findlay, Chair of the Graduate Tutors' Committee
-------	--

..Arnaud Bonnet  
..Paul Young  
..Paul Simmonds  
..Megan Meredith-Lobay  
Faye Karababa  
..Jane Ding

Editor-in-Chief.....	Arnaud Bonnet
Academic Editor.....	Paul Young
Arts and Culture Editor.....	Paul Simmonds
Cover Story Editors.....	Megan Meredith-Lobay
	Faye Karababa
Welfare Editors.....	Jane Ding
Advertising.....	Ming Lim
Treasurer.....	Francisco Hernandez-Martinez
Buisness Manager.....	Maria-Kristina Perez
Layout and Design.....	Megan Meredith-Lobay
	David Eyers
	Laure Dennery

## Graduates need to be less complacent and become more political

The opening lines of the Graduate Studies Prospectus for 2005-2006 remind us that “...over 40% of the student population are graduate students, so at Cambridge, graduates are anything but invisible...”. Invisible, no. But struggling. Struggling for an identity. Struggling for support. Struggling for equality. And the list goes on. Most of us face similar issues and only whine about them informally at socials or over coffee. Few of us realise how significant the Middle Combination Rooms and Graduate Union can be at representing graduate students and working to solve their issues.

Varsity (15 October 2004) and TCS (14 October 2004) recently headlined the failures of the Graduate Union (GU), and both papers point to a passive graduate student community. In October 2003, when the GU launched its first ever ents programme with Ecclesia, which attracted over 500 graduate students (a first for the graduate community), the papers did not report the event, but focussed instead on the failures of CUSU Ents. One year ahead and the GU is under intense scrutiny for mismanagement. The new President, Mr Ribu Polachirackal-Tharakan faces a vote of non-confidence from his committee as this magazine goes to press. He is heavily criticised by his committee and several MCRs for lack of leadership, poor representation of graduates, and inactivity. His reply focuses on the difficulty in understanding what graduate students want from the GU. Both Varsity and TCS present a case for integrating the GU into CUSU, and compare the excellent organisational structure of CUSU to the lack of organisation of the GU. CUSU has 6 sabbatical officers and a couple of permanent staff; the GU has one sabbatical officer, a part-time finance officer, and a vacant position for an office administrator. Can the GU be expected to work as efficiently as CUSU under such conditions?

Vague comparisons between the GU and CUSU are not as evident as we are led to believe. There are fundamental differences between graduate and undergraduate issues at Cambridge which justify the need for an independent Union to represent graduate students. Graduates students can be on one-, two-, or three- year courses, while undergraduates are at Cambridge for a standard three to four years. Graduates study on full- or part-time courses while undergrads study full-time. This diversity in status and courses, in addition to the issues of accommodation and finance faced by most, present a case for a graduate union. While graduate life revolves mainly around departments, welfare issues such as accommodation matters and often finance can only be solved at University or College-level. TCS (14 October 2004) quotes a Darwin graduate, Mr Ben Lishman, as saying that “mostly our gripes would be taken up directly with our supervisors or departments: I can’t see how much the GU could possibly do for me...”. Does Mr Lishman represent the average graduate student? Do we all have departments and supervisors who can provide us with the funding required for conferences? Can our supervisors or departments help us when we have difficulties finding accommodation, or deal with welfare and minority issues which the graduate community faces as a group? Graduates must become less complacent and realise that we all face similar issues and the only way to have them solved is to adopt the undergraduate approach: use your Union, become more aware of what is discussed around the University and militate for a better life for graduates.

Our team brings you GOWN. It is a termly magazine for graduates and by graduates. In this first issue, our cover story traces up the origins of postgraduate work in Cambridge and highlights the current diversity of our graduate community. We have aimed for a range of articles that will hopefully appeal to the variety of interests of fellow graduates. From an update of a field trip in India, to the pubs of Mill Road, we investigate the various aspects of graduate life. Do let us know what you think: we can only be as good as you want us to be.

Arnaud Bonnet  
Editor-in-Chief  
editor@gownmagazine.com



*Exposure to graduates studying a wide variety of different subjects is one of the main benefits provided by the collegiate system at Cambridge; but how many of you leave this goldmine of knowledge untapped? Well, no longer...now the Gown Academic Section is here to massage your synapses and give you a soupçon of Shelley, a primer on particle physics, and a discourse in dialectic materialism, all presented to you by your peers. This issue offers up an atmosphere scientist's view on the Kyoto Treaty, as well as the research at Cambridge that is contributing to the further understanding of the climate change puzzle; a view of monkeys from our itinerant sociologist in India; an envy-inducing account of a palaeontologist's field work; and a piece on rhetoric and dialectic in literature: who are we to argue. We also talk to Clare Daunton, the administrator of the English Faculty, as well as some English grads about how their new building is working out. Time to learn people...*

## Arguments and Literature

Amir Baghdadchi

‘Rhetoric,’ said Aristotle, ‘is the counterpart of dialectic,’ and, sadly, the man was just plain wrong. Well, not wrong, *exactly*: depending on how you pick it apart, you get two very different interpretations. He might be saying that rhetoric – the art of making speeches, and by extension, the art of writing, of making texts – that *rhetoric* is utterly separate from *dialectic*, the business of finding out the truth in a purely rigorous, logical manner. This interpretation – the one that for many divides the critic from the poet – is, I think, as tight and tidy as it is perfectly hopeless. On the other hand, Aristotle might be claiming that rhetoric and dialectic are desperately involved with each other – disagreeing, yes, stealing each other's clothes, certainly, but never far apart.

In the tug-o'-war between them is the idea of *argument*. If Dialectic has strict notions about what makes a good argument, literature (yes, I've just snuck ‘literature’ in under ‘rhetoric’ – I've got reasons for this, stay calm, just trust me for now) often can't resist an argument, sometimes commandeering one as a poetic structuring device, at other times regarding the aesthetic qualities of the argument as inseparable from what the argument is trying to do. Consider the multifarious meanings of the word, and you can see that it crops up everywhere in talking about literature: we can track the argument of a sonnet, whereas the argument for a play is its plot – not a good reason for putting it on. And certain genres at certain times appear to be obsessed with it: in antiquity, you could ‘oratorically’ argue your way to the sublime, and to Comedies of Manners, argument is bread and butter.

Now if you asked me, ‘So what is your definition of argument?’ I'll be honest, I couldn't give you one. And I'm pretty sure that's the point. In literature, as in everyday arguing, trying to figure out what an argument is is part of the business. It's true that the philosophy of argumentation is a quite big deal nowadays, and there



are philosophers who can draw you elaborate diagrams, and I think that's perfectly charming of them. In fact, the diagrams are useful because they show you just where the literature happens – that's to say, it's in the part that gets left out. In the movie *Charade* (see it), Audrey Hepburn and Cary Grant are bickering, and, in one of the greatest romantic exchanges of all time, she snaps: 'Do you know what's wrong with you?' 'No. What?' 'Absolutely nothing!' Now fit that in a box and stick an arrow on it.

My dissertation (any moment now) is going to try and find out ways of reading literary arguments, besides holding them up to the light and saying, 'Yep, watertight', or 'they were convinced by those things in those days.' And, while I intend to skip from fifth-century Athens to Noël Coward, and from Rotterdam to Rome, the thing is united by this contention: that the problem of argument is a persistent and tenacious one. So I'm arguing...

---

## English Faculty Grads Greet New Building

Ming Lim talks to Clare Daunton, the Administrator of the Faculty, about the new building. Questions about the design, functionality and facilities are discussed, as well as the difference the building has made to faculty and graduate students.

The new English Faculty Building at 9, West Road is now complete. Students, faculty and University visitors are already using its facilities, which include a library, informal meeting areas, seminar rooms, offices for staff, and a drama studio. The building now houses three component parts of the Faculty of English all in the same place:

the Faculty itself, the Department of Anglo-Saxon, Norse, and Celtic (ASNC) and The Research Centre for English and Applied Linguistics (RCEAL). Designed by Architect of the Year 2004, *Allies and Morrison*, the building takes into account changes in modes of teaching in the University, with less emphasis on college supervisions and large formal lectures, and an increasing focus on small group Faculty teaching.

### Why was there a need for a new building?

The English Faculty has never had a building. The Faculty was founded in 1919, so (this was) 85 years ago. And it is growing to be one of the biggest, if not the biggest, faculties in Arts and the Humanities... and yet, it did not have any base; you didn't have a place where teaching and research could be carried out in the same place. The teaching and teachers were scattered all over Cambridge. Students either used the lecture halls or college rooms or rooms in other colleges, so there was no sense of Faculty, no sense of community without a building. Our teaching was increasingly hampered by that.

### What are some of the design features of the new building that really help to build this sense of community?

I think that the new building has helped by the fact that everything is here, together, in one building and that the relationship of the different parts of the building to each other is good. On the ground floor, as soon as you walk into the building, you can immediately find somewhere to sit and talk, and meet each other informally, but you also see teaching rooms, where formal teaching is carried out and the library....so there's immediately a sense of community, and space...but you can also feel that this building is about teaching and research.

### How was the building conceptualised? How many rooms would there be, and how would they be laid out?

The architects had a very detailed briefing process, and they asked us to draw up a briefing document, 20- to 30-pages, which was written by thinking about a series of detailed questions: what are our needs? What are our priorities? Who are the users of the building and how often do people use it? What would be the building and facilities used for? Etc... In giving the answer to those questions, we wrote our document. And in the process of building up the document, we ourselves discovered what we wanted!

### Did you seek feedback, both formal and informal, from students and faculty?

Faculty were consulted all along, through a Building Committee. The Building Committee had different representatives.

### Tell us about some of the ideas the graduate students came up with...

Most students said that they would not use the building all the time, that they would divide their time between the University Library, their college and the new Building. They wanted a building where they could socialize as well as study.

### How did the needs of graduates differ from the needs of undergraduates as far as what they wanted from a building?

Graduates in Cambridge have a much less close attachment to their colleges, and colleges do not provide the same level of facilities for graduates as for undergraduates, and therefore, graduates need more from their faculty...what they need is some space that they can call their own and they need access to their space for a longer period of the day. So, they can get into the building

from 9 a.m. and they can actually stay here till 11 p.m.

### How did you draw other members of the University and other experts into the planning process?

The University Estates Management Building Services (EMBS) provides each building with a Project Manager and there's also a whole network of university advisers.

### What were some of the problems you encountered in the design and construction of the project?

Much of the disagreement came because there were various discussions about whether we should include the library or not, and the design had to be changed to incorporate the library. We had several tries at incorporating the drama studio in the early days. That's fine now, but the early designs had to be changed regularly. And space. The amount of space allocated to the faculty was always an issue. We were very concerned to get all the space that they deserved.

### One of the great features of this building is the drama studio. Why was the decision made to have a drama studio?

Drama is relevant to the whole course of English. It's not taught by itself as a separate subject, but it's there as an element in all parts of the Tripos and in every part of the graduate program. People who are involved in the teaching of the drama aspects always wanted a place where they could experiment. In the early 1930s, in her legacy, Judith E. Wilson gave money to the University for drama and poetry related events.

### What are some of the planned activities for the Drama Studio?

We have a drama Fellow and she has programmed a whole series of workshops...and she reports to the Judith E. Wilson committee. Later on this term, the Judith E. Wilson committee is going to talk to her about her plans for the next year.

### Could we talk a little about the Grand Opening on the 29th of September?

It was opened by Griffith Rhys-Jones. It went extremely well and about 250 people attended. We also had the alumni weekend where we put on a series of tours of the building and talks. We had readings from both the novelist Graham Swift and Ali Smith and lectures on medieval visual culture and on migrants and migration.

### What do you see as the future of the building?

The building committee chaired by Professor Barry Windeatt and he and I worked very closely on the design. We tried to think ahead not just for the next few years but for the next 10 years. I can see that there might be more pressure on the teaching rooms and that we might find that, in a few years, it might be too small for us! I also see that individuals who now have rooms here are going to be spending more time here. It's going to be busier all the time, but it's good to be thinking along those lines, rather than thinking, "how can we get people to use the building?"... For us, of course, it's a big culture shift -- English coming together all in one building. It's a big culture shift.

---

### Ming Lim speaks to 2 graduate students of the English Faculty, Brendan Cooper and Louise Joy, for their perspectives on the new building

#### Now that you've used the building, what were your first thoughts on seeing it?

BC: I was quite excited about it, and have felt that way for a while. It's felt like a big change, for the English faculty to have a building. I have been a student at the Faculty for five years (as an undergraduate as well) without noticing many changes. Now that we have new facilities, I have spent much time thinking about them.

LJ: Really fantastic. It's really going to transform life at the faculty [and] bring together a community that was previously scattered. Before opening the new faculty building, graduates often felt isolated, mystified about

how and where to find people. Many graduates also do a significant amount of undergraduate supervising, and the new supervision room available for graduate use will make them feel that their contributions to university teaching are recognised and valued.

### Which features of the building seem most valuable to you?

BC: We have space now: little spaces where you can go and make coffee or use vending machines. It sounds fairly insignificant, but it actually does make a big difference to the atmosphere: you can take a break and still be in the same place. The Graduate Floor might just become that [kind of space]. You have lockers to: I've always been envious of friends from other faculties who had these things! With them, you get the sense they have a community, which in English we've never really had. Any library, no matter how nice, still has a kind of dismalness to it, because there's a kind of relentlessness about libraries: all those books just weigh on you. The building will become even more powerful once the Graduate Floor is activated.

LJ: I think the social space downstairs is an enormous asset, and it is clear just from the first few weeks that it will be used a great deal by undergraduates, graduates and teaching staff between teaching sessions and during coffee breaks

### Looking ahead, what do you think could be improved, added to, or changed, about the building to make it even more user-friendly for graduates?

BC: Again, this may sound insignificant, but we're still unable to have lunch in the faculty. The one thing that necessitates us leaving the building at the moment is lunch, which takes a kind of long trip out; [it] means we have to pack up and go. A little place that sells sandwiches or something for lunch would be good.

LJ: I think it would make sense to [convert] one end of the space into a cafe during working hours. The vending machine goes some way to making this area a space where people can meet and have coffee, but a proper stall selling hot drinks and some food



would be very useful. Although it may sound frivolous, I actually think that establishing a proper space for this kind of exchange to take place is vital. I appreciate that an English faculty cafe is an additional luxury that money is unlikely to permit at this point - but at some point in the future, I think it would be an incredibly valuable resource to aim towards.

would pull their long beards and create whirlwinds with his breath. Hanuman, when he matured, decided to go from naughty to nice. His most memorable feats are considered his location of a kidnapped goddess of sorts, Sita, and the procuring of a rare medicinal herb deep in the Himalayas to heal a seriously wounded god, Lakshman. For Hindus, Hanuman symbolises courage, power, and faithfulness.



## A letter from India

Dhiraj Murthy

As part of my PhD work in Sociology, I have one academic year of language training and fieldwork in India. Last month, I traded my oh-so-comfy college room by Parker's Piece for a cheap hotel room in Mussoorie, a mountain town adjacent to the Himalayas. Out went boozy nights at the Emma bar and watching the ducks frolic; in came Hindi classes in an old church and hordes of monkeys.

In the North Indian state Uttarakhand, where I'm studying, there are two types of primates - the more common monkey in India, the rhesus macaque (*Macaca mulatta*), and its bigger relative, the langur (*semnopithecus entellus*). This latter primate is also referred to as the Hanuman langur as it is viewed by many Hindus to be a sacred creature related to the Hindu monkey god of the same name.

Depending on the strand of Hinduism, Hanuman was most probably born as the son of a monkey King and Queen; was an incarnation of Shiva; or was the progeny of Vayu, the wind God, and Punjikasthala, who was born part female and part monkey after being cursed in a previous life. (What a curse!). Regardless of his uncertain familial origins, Hanuman is considered by most camps to possess divine powers, including immortality. In his youth, he epitomised the cheeky monkey; to the chagrin of various saints living in a nearby forest, the young Hanuman

High in the pine forested mountains where I study Hindi, the rhesus macaques and langurs, descendants of Hanuman or otherwise, are many times viewed by the locals as pests. Imran, a local lad with a penchant for 50 Cent, sagely advised me: "Don't worry! The brown ones are afraid of men and the grey ones are easily scared off with a slingshot." So, I was saved from the macaques by my masculinity. And, thankfully, I never had to foray into the world of low-grade armaments to protect myself from aggressive langurs: I just had to stomp around in a rather humiliating fashion. But some of the women I spoke with said that the macaques were aggressive towards them and would grab their carrier bags and, if they resisted, would scratch them. Kids were especially vulnerable and were encouraged by their parents to have a slingshot close by.

Monkeys can also be oh-so mischievous, yet cute - like a young cheeky Hanuman. I found this story particularly amusing: a couple, in the town I was living in, had accidentally left a window open, whilst they were happily buying wares at the local market; a monkey decided to exploit this lapse in security and have a bit of fun; one would think the monkey would go straight for some tasty food; but, no bananas or even naans were absconded with; rather, the monkey proceeded to move saucepans from the cupboards

to the roof. Fancy a rooftop langur dinner party? 'Cos monkeys know how to par-tay! A troupe of macaques found these big puddles on the top of an unfinished temple and had their own Monkey Miami Beach, complete with separate party areas. As I approached, they labelled me an uncool gatecrasher and shot me menacing looks. They sensed my fear and nearly nonexistent masculinity and let me pass before getting back to temple volleyball and their Mai Tais. Monkeys also enjoy a spot of urban gymnastics. They climb through the town centre, perilously clutching live power lines. It's quite frightening seeing cute baby macaques risking electrocution just to cross from the barber shop to the wall across the road. Or, when pretty big monkeys are directly above me, I keep imagining my demise in India: Dhiraj was squashed by a monkey. Hmm....

Next time I will shower you with tales from my upcoming move to New Delhi.

## Climate Complications

Mario Bitter

Balloon-born measurements are one of the many methods used by atmospheric scientists to measure climate parameters and properties. (Picture: Graeme Hansford)

Climate change is a real phenomenon and whoever is still in doubt should glance out of their window or watch the evening news. The 3rd assessment report of the Intergovernmental Panel



on Climate Change (IPCC), the world authority on climate change, comprised of virtually all the expert names in the field, stated unambiguously in 2001: “...most of the observed warming over the last 50 years is likely to have been due to the increase in greenhouse gas concentrations”. No need to say who was responsible for the increase in emissions over this period. The Kyoto Protocol (see boxed text) tries to curb these anthropogenic greenhouse gas emissions and it intends to regulate the emission of five greenhouse gas species (methane, nitrous oxide, sulphur hexafluoride, hydrofluorocarbons (HFCs) and perfluorocarbons (PFCs)) together with CO<sub>2</sub>. All have the ability to absorb infrared radiation emitted by Earth, which consequentially cannot leave the atmosphere and therefore heats it up.

But why is there such a controversy about climate change? Next to economic implications, which all governments naturally shy away from, it is the inherent complexity of the Earth system itself. Earth can be considered as a highly complex ‘organism’ consisting of numerous ‘organs’ like the atmosphere (air), the lithosphere (ground), the hydrosphere (water), the biosphere (life), the cryosphere (ice) and other ‘vital body parts’. All interact with each other, either directly or indirectly, and create a system whose complexity even surpasses that of higher evolved biological organisms, like us humans, who are also part of the Earth system.

Non-linear interactions are characteristic for such a system, which means that the intuitive relationship of “little has little effects and more has a larger effects” breaks down and chaotic interrelations can come into play. The standard textbook example, for such non-linear behaviour, is the relationship between temperature and water vapour: another very effective, but naturally occurring greenhouse gas. If the temperature increases, more liquid water evaporates and the water vapour amount in the air is increased. The increased water vapour then traps more infrared radiation coming from the Earth, which increases the temperature further and causing more evaporation. The cycle carries on with no obvious end in sight, and, if it was not for rain to form and reduce the humidity in the air, we could all look like roast chickens.

However, in this water-temperature balance, rain activity is only one part of the story and many other factors, of which we do not even know all yet, play a significant role.

In order to understand such delicate relationships we need very precise experimental observations, since even slight uncertainties could have a significant effect on our understanding of the whole climate system. The results of these observations then find their way into computer models and allow us to forecast the future, which ideally would be used to inform the human race and come to sound policy decisions. At the Centre for Atmospheric Science, I work on a very tiny bit of this whole Earth machine. We have developed a highly sensitive laser technique, which, among other things, can be used to test the ability of water vapour to attenuate sun light. The findings are then compared to our current understanding of the light-absorption properties and the significance of water vapour in the atmosphere. As our experiments have shown, the theoretical description of this interaction between light and water vapour is not fully understood, causing questions to arise as to whether scientists are using appropriate data in their forecasts models. Although, we would not expect the effects to be dramatic, we might still see a very small nudge on how people will calculate our climatic prospects and how we derive more accurate answers to the most pressing question of this century: Where is Climate Change heading?

## The Kyoto Treaty – Talking Climate

The Treaty’s goal is for a legally-binding minimum 5 % cut in greenhouse gas emissions, compared to the 1990 or 1995 level. The agreed targets have to be reached by 2008 - 2012. The lion’s share of the reductions are expected to be achieved by the industrialised countries, many of which consequentially have to achieve reductions of 6 - 8 % in their national greenhouse gas emission budget.

The Treaty needs to be ratified by at least 55 nations, whose 1990 CO<sub>2</sub> emissions accounted for at least 55% of the total amount of all the 126 signatories. Russia’s recent commitment puts the current percentage at 61.6%, thus coming above the critical threshold. This “will allow the climate train to leave the station”, as Klaus Toepfer, head of the UN Environment Programme, put it.

The Kyoto Protocol is not designed to be a static ‘one-size-fits-all’ agreement; it can adapt itself to changing circumstances. Kyoto has been and will be periodically reviewed, and all parties are expected to take “appropriate actions” based on the best available scientific knowledge. Talks on commitments reaching beyond the 2012 timeline have to start 2005, where it is very likely that countries such as India and China will have to bear more responsibility.



## Bone Idol

Richard Butler

Fieldwork was one of the major reasons I got into palaeontology in the first place. Although fieldwork is not an essential part of my PhD, each year I work as a volunteer with other palaeontologists around the world, building up skills for the future. So far in my short career, I have been lucky enough to collect fossils from Skye, Wyoming, Utah and South Dakota.

All palaeontology necessarily begins with fieldwork. Before they can be studied, fossils need to be collected from rock exposures of the right age and environment. Because rock is best exposed under hot, arid, desert conditions, palaeontological fieldwork is often carried out in some of the world's most brutal environments. In 2003 I spent a month working with the Utah Geological Survey in the remote desert of SE Utah. We camped in a parched-dry, moonlike landscape, devoid of vegetation and over an hours stomach-churning drive along dirt-roads, in a pick-up truck, to the nearest "town". Even the turkey vultures didn't venture as far out as us. During the day temperatures soared towards 50oC and, under our flimsy shade (occasionally blown away by gusts of wind), we carefully uncovered a bone-bed containing the remains of hundreds, maybe thousands, of individuals of a species of dinosaur previously unknown to science.

The heat of the day left my tent like a sauna, so each night I slept under the stars on the back of a pick-up truck. We lacked running water, so our only relief from the baking temperatures was the drive we made every three days to a nearby river, where we would swim and

wash. Despite the harsh conditions, the fantastic company (and the beer) made things very enjoyable, and the fossil site we worked is one of the most important in North America.

Palaeontological fieldwork usually begins with a specific goal in mind. The Utah Geological Survey wanted to find out more about the kinds of animals that lived in Utah during the Early Cretaceous, about 130 million years ago. To this end they had been searching outcrops of rocks they knew to be of the right age, looking for fossils. The quarry I worked at was one of their finds. Having found bones eroding out of the hillside, we began to



slowly uncover and remove the bones. The sandstone was soft, so we gently brushed and scraped the rock from around the bones with paintbrushes and scalpels. The work was painstakingly slow, and there is nothing worse than spending several hours uncovering a bone then watching it explode into powder when you make a mistake. In the field you quickly learn to handle fossils like the priceless objects they are.

As mundane as the work can be, there is always something breathtaking, something magical, about being the first person to ever uncover a fossil. 130 million years ago the petrified bones before us had been living creatures. Some unknown event had killed them in their thousands and buried them with

sand. The flow of groundwater through the sand deposited minerals around the bones, encasing and protecting them in nodules and turning the sand into rock. Now, many millions of years later, ours were the first human eyes to ever see the remains of this animal. Later, when the fossils were prepared in the lab, Geological Survey palaeontologist Jim Kirkland would be able to reconstruct how the dinosaur looked, what it might have eaten, how it would have moved and which other dinosaurs it may have been closely related to.

The dinosaur we uncovered was a member of a rare and unusual family of dinosaurs known as therizinosaurs.

Therizinosaurs are large, clumsy-looking, bipedal dinosaurs, and were only discovered fairly recently. While some of them have huge claws, their teeth suggest that they were primarily plant-eaters. Palaeontologists have argued for the last twenty years as to where therizinosaurs fit in the evolutionary tree of dinosaurs. Now it is becoming clear that they belong with the

theropods, the great lineage of mostly-carnivorous dinosaurs which includes Tyrannosaurus rex and Velociraptor. Some theropods gained the power of flight and evolved into birds, so our large, lumbering plant-eater was a not-so-distant relative of the turkey vultures we'd occasionally see circling in the distance. Most exciting of all, therizinosaurs discovered recently in China preserve impressions of some kind of skin covering, which many palaeontologists believe are primitive feathers. The fossils we uncovered in Utah will, with time, add immeasurably to our understanding of therizinosaur biology, and ultimately increase our knowledge of dinosaur and bird evolution.

## WHO WE ARE. WHAT WE DO. HOW WE LIVE.

Faye Karababa and Megan Merdith-Lobay

### Diversity in the graduate Community, past, present, and future

One of the most enduring portraits of a research graduate student is from Tom Sharpe's novel *Porterhouse Blues*. The student in question, Zipser, is a lonely lad who lives in the tower of Porterhouse college. Misunderstood, despised by the Fellows and mistrusted by the Head Porter, Zipser sadly ends his days in a freak explosion following an abortive tryst with his bedder. In Sharpe's satire of Cambridge life, the postgraduate is presented as something of a blight on the college, and an embarrassment who gets in the way of the otherwise jolly gettings-on. The realities of the post-graduate community in Cambridge today are in sharp contrast to the world of Zipser, richer for its diversity than at any other time in the University's history. Although the topic of diversity in student populations tends to hinge on ethnic or socio-economic backgrounds, many different levels of diversity exist within the University, including such different aspects as fields of study, gender, and lifestyle. Rather than just rolling out the statistics, the following articles by Cambridge graduate students put these issues into their historical perspective, in order to highlight how our community has evolved over the centuries so that we can appreciate where the roots of our diversity lie. The articles which follow, not only explore the more typical issues of the place of women in the University and the international community, but also the diversity within academia and graduate life. Portraits of current graduate students complement past perspectives and provide a holistic view of who we are.

## A HISTORY OF GRADUATE STUDIES AT CAMBRIDGE

**Faye Karababa**

Many of us are misled in thinking that graduate research at Cambridge University started in the late 19th or early 20th century. Incidentally, this belief strengthens the misconception that academia at Cambridge was primarily organised for, and continues to be based, around undergraduate studies.

The first PhD dissertation was submitted to the Cambridge Research Student Committee (the equivalent of today's Board of Graduate Studies) in May 1921 by Captain Charles Wolf. His thesis, entitled 'Determination of Lactic Acid', marked the start of the

long history of formal postgraduate work and recognition at Cambridge. The first PhD thesis therefore focused on Biochemistry, which set the path for strong scientific research for which Cambridge is reputed around the world. The theses of Herman and Chadwick were submitted a month later and reported research in the English drama and theoretical physics.

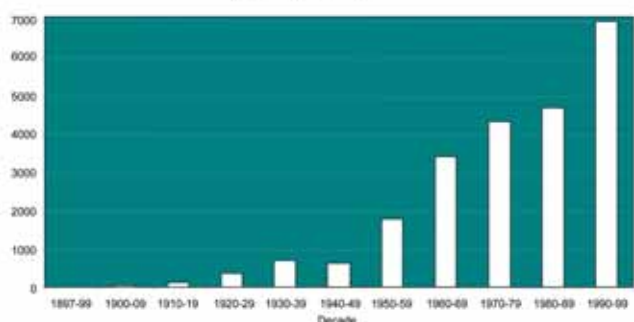
Postgraduate research has however been carried out for 8 centuries, since the early days of the university. It was graduate scholars who fled Oxford in 1209 to set up the University of Cambridge. The title of 'Master', held by the majority of these scholars, indicated the achievement of knowledge in the arts of grammar, logic and rhetoric and entitled its holders to teach new incoming students, known as undergraduates.

Later, arithmetic, music, geometry and astronomy were also taught.

Undergraduates typically joined the University at the age of 14 or 15 and, after studying the basic arts for three to four years, were awarded the degree of B.A. (Bachelor of Arts) on graduating at the age of 17 or 18. The M.A. (Master of Arts) degree was essentially a licence to teach, delegated to the scholars of the University by the Pope, who in turn could confer the honour to successful undergraduates, at his discretion. However, the requirements for an M.A. stated that the undergraduates upon whom such a degree was bestowed, would have reached the age of maturity of 21 years old. This meant that a seventeen-year old B.A. graduate had to wait five years before being awarded the M.A. . During



PhD Degrees and Advanced Dissertations every decade  
(according to U.L. record)



this period they usually undertook further studies in arithmetic, music and geometry. The requirement for reaching the age of maturity remains until today and many B.A. holders return to University a few years after their graduation to obtain the, now honorary, title of Master of Arts.

After achieving the status of Masters, scholars could become Doctors by engaging in further studies law, divinity and in some cases, medicine. Doctors studying and researching in the same field usually clustered into specific faculties. In the late Middle Ages, colleges primarily catered for the needs of graduates studying in the higher faculties of Theology and Law. Thus, graduates have been the hallmark of the University from its foundation. Not only have they contributed new discoveries and knowledge through their work, but they have also successfully educated a plethora of undergraduates.

The notion of the current graduate originated much later as a result of the socio-political conditions of the times. The Cambridge University Student Handbook which dates back to at least 1862 provides detailed information on how degrees were conferred. No specific distinction is made between postgraduate and undergraduate studies until shortly after the First World War.

The term 'Research Student', which referred to any student holding a B.A. degree from Cambridge University or any other recognized academic institution, was first coined in 1919. In the same year, a proposal was

forwarded to the King's Council regarding the amendment of the existing regulations and statutes in order to formally establish the PhD degree. These initial requirements, defining the aims and expectations of postgraduate studies, have remained almost unaltered in the past 85 years and the current version only has minor modifications.

Postgraduate studies became rather popular during and after the 1920s as a means of attracting international researchers of outstanding calibre to strengthen the academic community at Cambridge. The first official PhD held in the records of the University Library was completed in 1921. This suggests an average duration of 2 years assuming that the proposition for the New Regulations forwarded in 1919 was a result of the upcoming submission by Captain Wolf. However, a closer look to his work indicates an active contribution to research, featuring articles in prominent international journals of Biochemistry since 1914. This may lead one to assume that seven years of research led to the PhD of Captain Wolf.

Although Wolf's PhD thesis was the first to be submitted to the University in a similar format to the one currently in use, previous researchers had completed equally interesting work. The earliest example of such works, then termed 'Advanced Student Dissertations' and held at the University Library, is that of Lord Rutherford in 1897. His research is reported as a collection of papers revolutionising the field of magnetic physics. Interestingly, the term 'Advanced Student' has survived today and is used by several colleges such as Churchill, Selwyn and Trinity

to describe what is now more widely known as postgraduate student.

From 1897 to the end of the twentieth century an overwhelming total of 23,169 PhDs and Advanced Student dissertations have been submitted to the University. The graph provides a summary of the number of PhDs and Advanced Dissertations submitted by decade as held in the University Library records.

An overall increasing pattern is observed over the decades with a decrease during the World War II years; the end of WWII marked the lowest PhD. submission rates with only 17 theses being completed in 1945. The 1990s have shown a dramatic increase in the number of dissertations submitted for the doctoral degree, which could potentially be explained by the greater market demands of highly qualified students.

The introduction of a Master's postgraduate course has brought a substantial increase in the number of dissertations submitted to the University. This graduate course has become increasingly popular in the last 15 years as it provides a fast track towards increased employability through further specialization. In addition, many professionals find these shorter courses appropriate to ease the transition to the academic world, often leading to more advanced research. Cambridge currently offers over 100 different Master courses scattered within its various departments, ranging from one to two years and providing the option of full or part-time education.

Throughout its long history, the graduate community has been a lively and leading student body enriching the University's research capacities and driving its reputation to the top of the academic ladder. Statistics speak for themselves; in its last evaluation in 2001, the Research Assessment Exercise (RAE), which is carried out every five years in order to decide

the allocation of £1bn funding for research purposes, ranked Cambridge University at the top of the list, with 30 of its departments achieving the top rate of 5\*. This means that more than half of the research submitted by the departments is judged to have achieved a standard of excellence. Therefore, the graduate community carries an equal if not greater role to the undergraduate body in fostering the University's reputation through its outstanding and diverse academic contributions.

### CAMBRIDGE: A PLACE FOR THE RICH? STEREOTYPICAL!

A brief historical review of the social background of the students in Cambridge shows that the principal scholars of the early days were ecclesiastics and a large proportion among those came from the poor class. Anderson and Schnaper conducted a research regarding the social background of Oxbridge students in the period between 1752-1886, and note that 'it appears legitimate to conclude that in the first 5 centuries of the Cambridge's existence, the secular nobility and gentry were of much less relative importance in the student body than later.'

Gradually, however, the presence of wealthy sons of the gentry increased as a result of the dissolution of the monasteries and the suppression of religious orders. For the first half of the 17th century as Anderson & Schnaper report, 'the gentry gained in numbers of students but then lost again, the clergy forged ahead and the plebeian (poor class) lost ground.'

It is worth mentioning that until 1858 students who were non-conformist could not take degrees and had to be admitted under special circumstances. This was the effect of the traditional educational system followed at Cambridge, stemming from the church and other learned occupations.

Even though the student hierarchy of the 18th century reflected the aristocratic social structure of England, the University remained loyal to its heritage of provisions for educating the capable children of the less privileged families. In Anderson & Schnaper's report of 1952, Cambridge totalled approximately 400 students at the onset of the nineteenth century of which 1/6 were Noblemen living in luxurious conditions and employing servants to cater for their needs. They also enjoyed the privilege of dining with the Headmasters of their college. Half of the students were *Fellow Commoners* or *Pensioners*. These were men who could well afford to attend the University, but did not enjoy the same level of luxury as the noblemen. The rest of the students were *Sizars* and *Foundation Scholars*. These terms characterized students who were of limited financial affluence and often acted as servants to their Noble and Common Fellows in return of money contributions towards their education.

The twentieth century follows a similar trend. A quote from the 1978 student guide 'Inside Cambridge: I am not a tourist, I live here' emphasizes the fact that contrary to popular belief the majority of students in Cambridge are from middle class homes. Indeed, a good look among our own graduate community reveals that the quest for securing adequate funding for our studies is now the most crucial aspect of graduate student life.

When discussing the stereotypical image of the Cambridge graduate, it is important to demystify this image with respect to his/her origin. With 135 nationalities represented in its student body, the 'Home' student becomes more of a statistic rather than the dominant reality. Although primarily coming from countries belonging to the British Empire, graduate students gradually increased in numbers and spatial distribution. Lord Rutherford, for instance, whose Advanced Studies Dissertation is the first surviving research piece

submitted to the University, came from New Zealand. Even though a British colony, this reveals the worldwide reach of Cambridge's reputation as early as the end of the nineteenth century.

After the First World War and with the introduction of the PhD degree, prominent researchers from around the globe flocked to Cambridge. This expansion was marked by the foundation of the Cambridge International Club, in 1932, with the aim of promoting friendship between people of all nations irrespective of political or religious orientations.

Nowadays, almost half of the graduate students come from overseas. A distribution of the top-ten non-British students members at Cambridge in year 2003 is summarized in the chart.

Evidently, the graduate student community comprising of researchers from around the globe, boasts an even greater diversity among its members. It is this diversity that provides both a stimulating setting to work in, and a challenging environment where opinions, interests and basic understanding regularly differ and can often result in disagreement and conflict. However, any disagreement is appreciated for its enormous potential to provide alternative perspectives enhancing thus the graduates' open-mindedness and desire for learning.

It appears that a new stereotypical image of a Cambridge graduate might be emerging: that of a citizen of the world, who is flexible in their approach to life and research, willing to expand and argue their own predispositions while constantly seeking to understand different perspectives.



**T**he story of women at Cambridge is one which most students know something about, albeit in little detail. Most of us have heard of Emily Davies and the founding of Girton, the Queen Mother receiving the first Cambridge degree awarded to a woman, and the lively tales of Magdalene's attitude to women from a punt guide. But what is the real background behind women graduates, and indeed undergraduates, at Cambridge? How have things changed in the 145 years since Girton College began life at Benson House, Hitchin, on 16 October 1869? What is the present state of women in academia at Cambridge? *Megan Meredith-Lobay* reviews the historical aspect of the education of women at Cambridge.

## THE PAST

Instead of a historical account of women's education at Cambridge, it is more interesting to examine how the perception of women in academia have changed over the years, both from the point of view of society and women themselves. Gillian Sutherland, in her articles about the different approaches to learning between Girton and Newnham Colleges in the late 19th century, defines gender as '...never a single or dichotomous variable: it interacts in complex fashion with the social, economic, and political structures of the society both locally and nationally'.

The attitude of the cantabrigian society towards their first women undergraduates, from Girton and Newnham in the late nineteenth century, can be summed up by the title of Rita McWilliams-Tullberg's book: *Women at Cambridge - A Men's University - though of mixed type*. This title suggests an atmosphere of the strictest

segregation of men and the women, as indeed was the case. Women were not allowed into the market on their own, and indeed, they were not initially allowed to attend lectures with men. Tutoring was done at the women's colleges under the watchful eye of a chaperone.

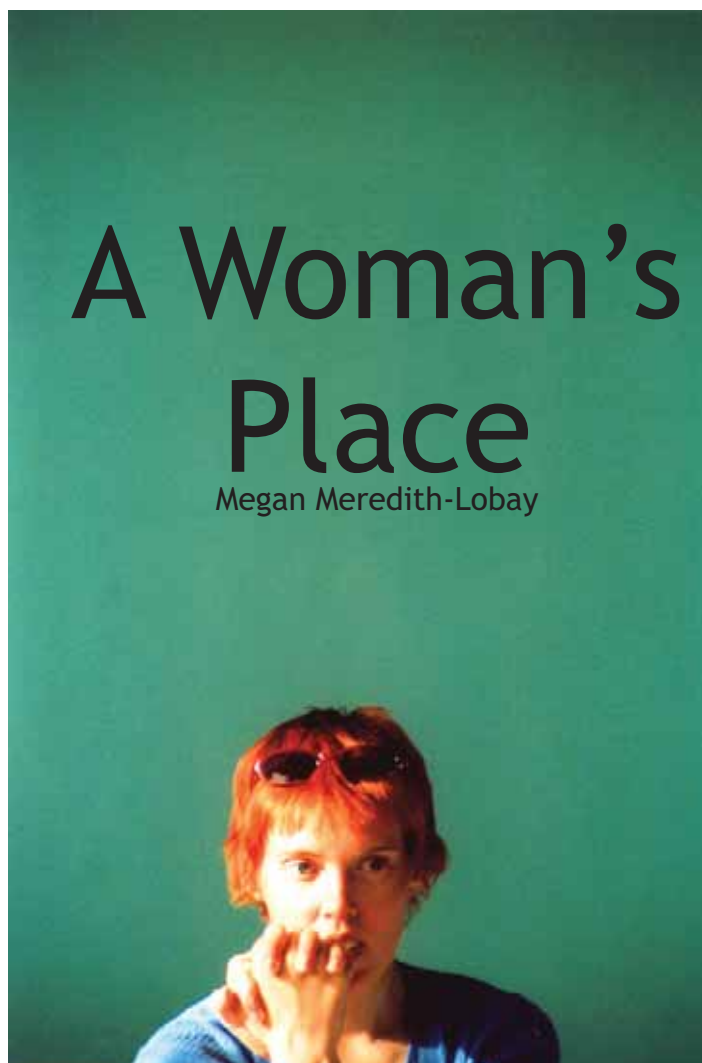
And a fascinating article by Paula Gould describes how predominant male attitudes led to the belief that studying too hard would have detrimental effect on both the mental and physical well-being of women students. Essentially, they believed that women would become too masculine and no longer able to wed.

Much of the worry stemmed from the idea that mental ability came enhanced physical prowess. Nineteenth century men at

Cambridge were expected to perform as well, if not decidedly better, on the sports grounds as in the laboratory. Therefore, the argument ran, that ladies could not live up to such physical and mental demands. However, many did succeed in adopting an outward identity that included both a healthy sporting life as well as stellar academics, thus really suppressing their gender differences through adopting the masculine work ethic.

## THE PRESENT

The number of women entering Cambridge for post-graduate degrees has increased exponentially since the earliest days of active participation in the university. The University Reporter issue on student numbers for 2002-2003 reported that of 5,285 post-graduates, 44.1%



were women across all disciplines. In 1968 when the Reporter statistics were first published, the percentage of women was only 14.4%. The chart opposite illustrates the great strides women have been making in the last 35 years.

Many colleges now strive for an equal numbers of men and women post-graduates, though the numbers are still quite uneven in many respects. Newnham and New Hall aside, several colleges have more than twice the numbers of men as women; Girton itself has nearly three times the numbers of male post-graduates as females.

Although universities and colleges all over the world happily admit women to programmes for undergraduate and post-graduate degrees, the gender gap still exists even a century and a half after Emily Davies and Anne Jemima Clough fought for women's right to an education. The present problem for women academics is that for women in all professional fields: being offered opportunities. The numbers of women teaching at a university level is still very low and recent articles in *The Times Higher Education Supplement* and *The Guardian* report that there still exists a pay difference between men and women of between £5000-8000 per annum. According to the

*Association of University Teachers* (AUT), women in academic professions earn only 85% of what their male colleagues earn.

## THE FUTURE

Whatever the problems in gaining access to equal pay, recognition, and opportunities are, the future for women in academia looks bright as initiatives to tempt girls into higher education are encouraged. Initiatives like the nationwide *Athena Project* to create more opportunities for women in science, and the Cambridge-based *WiSETI* (Women in Science, Engineering, and Technology) do promote the work of women in fields which have traditionally been dominated by men. Few if any of these types of initiatives exist for women in the Arts and Social Sciences where the numbers of entering female postgrads continues to rise.

As the numbers of women entering postgraduate studies soars, one can hope that the numbers will dictate that more women will be heading academic departments in the future, thereby shattering the glass ceiling. A recent large scale survey of Girton college graduates from the past 85 years noted that the graduates from the 1960s, who truly believed that society had reached a point where they could succeed to the highest levels while still having a family

life, were the most disappointed of all age categories. The problems of juggling family life and academic research are the same for women now earning higher degrees, only they seem to be less idealistic about what their chances really are of obtaining the ideal career cycle. It is therefore up to the post-graduate women studying today to continue lobbying for those rights that they should hold along with their male colleagues, namely the right to choose their own career path.

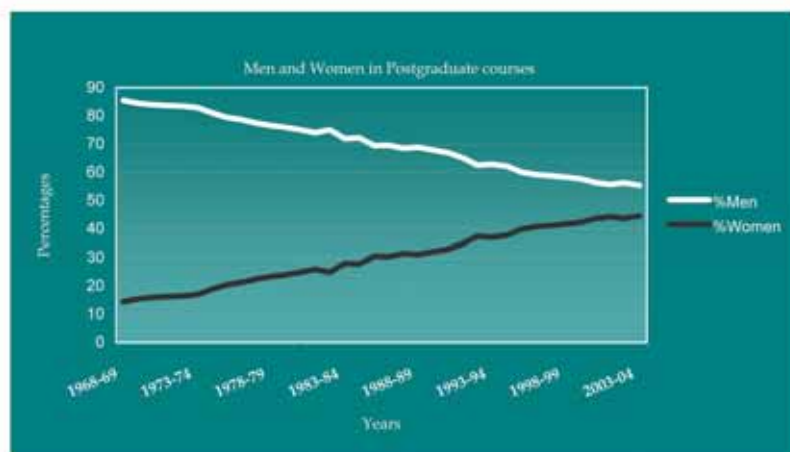
The issue of gender is not just of the history of women graduates at the university, but also their present. It is story of struggle for change and understanding, for recognition and advancement, and for a society-wide redefinition of a woman's place.

## PROFILES

### LIVING WITH A PHD IN YOUR RELATIONSHIP

Joanna Turner

My partner is researching a PhD in the Sciences. This is a little different to having a partner who 'works in an office' as the very words 'PhD, Cambridge and Chemistry' elicit beard-stroking admiration from those in the working world (or my mother) who have no idea of what a PhD chemist does. They probably assume that he spends his time in dusty libraries fiddling with test tubes, but I know that in fact he spends quite a bit of time lying in, e-mailing me at work and drinking coffee in Savino's with other equally intellectual colleagues while I slave away on excel spreadsheets and discuss last night's episode of changing rooms, the development of so-and-so's pregnancy from *Accounts* and all the other joys of an office job.





Researching a PhD is a curious activity because it means you are not really a grown up; you are still a *student*. You can still lounge around the house watching Countdown while eating digestive biscuits at 3pm if you really want to as you do not have an office manager to make snide or patronising comments about your punctuality.

However by this stage you are actually paid for being potentially clever and brilliant so it is a good idea to show up occasionally, and if you have a partner who is in the working world, it is recommended that you do not decide to sit down for some serious particle physics study when she has just come back from a long, hard day at work, braved the horrors of queuing at the Co-op, cooked dinner and is looking forward to some quality time.

Some tips for PhD people with partners who are in the working world include:

1. Not inviting your partner to the pub to meet some fellow PhD scientists when you have all just spent the day at an international conference on maths and you wish to just quickly recap the events of the day. It is the equivalent of said girlfriend being invited to have dinner with a group of people who only know how to communicate in Klingon.

2. Not drinking until 2 am because you know you don't have to get up at 7am and cycle three miles to work in the rain, getting home and waking partner up with a loving attempt at physical affection. (And do not then complain bitterly when said partner does get up at 7am in a bad mood, not improved when hung over PhD student moans about the use of a hairdryer because he 'has a headache'.)

3. Not whingeing about how difficult life is when you are doing a PhD candidate. It is not difficult. You are doing a subject you are actually interested in. You get paid to do it. The fact that you do not get paid much is mitigated by the fact that it is a) not taxed and b) you have a student bar to drink in. You can get drunk every Friday on Port at dinner in your College. You can go shopping when everyone else is at work. You can take a holiday whenever you feel like it. You get a title at the end.

But, there are definitely upsides. Like persuading your partner PhD student to pick up your dry cleaning, go to the bank, do the washing up etc. Your friends assume that you must be as clever as your partner who is doing a PhD. You get to hang out in College and pretend that you have a right to be there. You get discounts with Scudamore's. But most importantly, you live with someone who is doing something they really want to with their life, rather than whingeing about having become an accountant.

Maybe I should think about doing one myself - having been a sociologist at University perhaps I could get the funding for a study into how being the partner of a PhD student affects my life chances....

## STUDENT-PARENTS

Megan Meredith-Lobay

The issues of childcare at the University are serious, though ones which are getting increasing attention from the administration. Single parents, and parents where one partner is pursuing a degree, can be overwhelmed by the cost of childcare in and around Cambridge. However, many colleges and the university itself are making great strides to improve access to

childcare for students and staff. Many colleges now offer childcare bursaries which students can use to offset the cost. Some colleges now run nurseries for their students and staff. According to the online guide for Student parents available through the main university web-site, a new nursery serving six colleges will open in 2005 providing further support for parents in the University. The new facilities opening in west Cambridge also have limited places for children. However these places still cost around and over £50 a day; a high cost for student parents, and especially single parents. Ruth Shaw, a single mother, student and President of the Graduate Dining Society, mentioned that the places in these college nurseries were so small that she had to walk 45 minutes every morning just to find a nursery that had room for her daughter. The university also runs the Holiday Play Scheme in conjunction with Anglia Polytechnic where childcare is available during holiday breaks for a daily fee of around £10-15.

Useful information abounds, though some students still feel that the university could do more to help families through more facilities and better rates of childcare. One student indicated that his college had no accommodation for families with children, and that his children were not even allowed in the Hall. Some tension exists between the University and parents with childcare needs as to where funds should be allocated. When questioned about the issues of childcare, Dr. Alan Findlay, head of the Graduate Tutors Committee had this to say:

*'The real question is, 'What is the fundamental function of a University and where should its money be spent?...Should an academic institution invest in childcare when it could invest the same amount of money on educational*



*resources, such as getting a new lecturer for the benefit of the wider student community? I'll ask you the question: who should cover childcare costs? The University? the parents? We all agree that childcare is very expensive, but students with families who want to pursue postgraduate degrees should be aware of the difficulties they will face and be prepared for them. It is reasonable to expect students with families to know that kids will get in the way of University work.'*

Some parents would agree that the university needs to review its requirements for the financial guarantee that students must fulfill before being admitted to the university as a graduate student. For a student with children, the university requires a guarantee of an additional £2,640 for your first child, and subsequent children will need £900 each per year. This is in addition to proof that a student can pay University and College fees. The additions for children are however skewed in that they assume a partner at home caring for the children. This is not possible in today's society for the most part as if one parent is studying then the other must be working, or you have a single parent situation. Dr. Findlay agrees that this policy must be reviewed by the tutors committee.

## PART-TIME GRADUATE LIFE

Kerstyn Comley

At the end of last year I had a decision to make. I could either dedicate myself to being a 'stay at home mum', look for a job as a project engineer, or I could return to academia. I chose the third option, partly because I thought studying might provide me with the flexibility to enhance my career while still giving me time to bring up my son. Another important factor which helped me make up my mind was the previous five years in industry, which had fuelled my desire to learn more about engineering. I never thought about researching a Ph.D and I had assumed that I probably never would.

In April my application to study a part-time PhD in Bio-Engineering was accepted. Part-time PhDs are relatively new to Cambridge, although most departments and many colleges support them. I still feel that some of the academic and administrative staff are still anxious about the level of commitment and enthusiasm a part-time student can dedicate to their project. This is borne out by the fact that unlike full time students I have to issue

a short progress report each term and keep a record of meetings my supervisor. Despite all this, the staff in my department couldn't have been more supportive. I have been loaned a laptop so that I can work from home if necessary and I have been allocated my own desk even though I am only in the department part-time.

Three days a week my working day starts at 6 am, with the usual: shower, breakfast, nappy change (my son's; not mine!). I'm on the M11 by 7.30am, then a pit-stop at Sawston nursery, before picking up my bike at Trumpington Park and Ride and I'm into the department at about 9 am. My mobile phone is never far from me just in case the nursery should ring. It is a far cry from the lack of responsibility I had when I was last at university. Twice a week my day is more sedate. Baby groups and trips to the park are mixed with housework and playing. Occasionally I manage to squeeze in an hour or so of study.

**And finally....**

**DIVERSITY** encompasses a plethora of meanings while it is at the same time is indefinable. We have highlighted a few of the ways in which the lives of graduates at Cambridge, be they women, parents, students from Malaysia or Peru, archaeologists or engineers differ from one another. In highlighting the differences, it is also important to recognize the host of shared experiences of being a Cambridge student. No matter who we are, what we do, or how we live, we are all part of a community of excellence. Some of the issues detailed above, in terms of women's place in academics and opening up the university to better childcare facilities are ones which the graduate community now has the power to change.



# g

## arts and culture

### MILL ROAD

Bibendum est hoc tempore

Although much ink has been spilt on paeans to Mill Road, this vibrant area to the southeast of the city centre deserves the lavish attention. The farrago of Asian supermarkets, continental grocers, bric-a-brac shops and restaurants are punctuated by churches, adult shops and alternative therapy centres. For those of us missing the eclectic delights of a big city, including the itinerants and social misfits, Cambridge's consolation is Mill Road. The area also offers numerous drinking establishment. **Paul Simmonds, Max Whyte and Paul Young** review 5 of their favourite pubs, from the quieter, back-street haunts, to Cambridge's answer to the reggae pubs of Brixton.

## 1. THE KINGSTON ARMS

33 Kingston Street

One of the jewels in the area's pub crown; the Kingston Arms has, in recent years, been transformed into a modern, welcoming establishment. Specialising in real ales, with ten or so on draft, it is perhaps no surprise that it was the CAMRA Cambridge Pub of the Year 2001. However, with no lagers on tap, it perhaps isn't the place to come for ten pints of Stella with the rugby team. This is an extremely popular pub with both locals and students alike, which means that it is often pretty full. However, with a large beer garden in summer and log fires in winter, it is a perennially comfortable

place to visit. Contingent on one buying something from the bar, free Internet access is available: perfect for checking for those emails from your supervisor wondering why you're not in the department. The Observer Food Monthly earlier this year dubbed The Kingston Arms a "gastro-pub". Although a somewhat over-used moniker, in this case it is well deserved. A consistently high-quality menu changes daily and there is a board advertising "Sausage of the Week". Service can be a little slow, especially when it's busy, but let's face it, in surroundings like these, sufficient time for another pint before tucking in, certainly isn't the end of the world.

## 2. THE CAMBRIDGE BLUE

85-87 Gwydir Street

Another hidden gem; it too specialises in real ales but also caters to the needs of those seeking something a little fizzier. There is a "No Smoking or Mobile Phones" policy throughout. However, despite being partial to a tab or two myself, it is sometimes nice to go home after an evening's drinking, not smelling like Dot Cotton's ashtray.

The walls are covered in university memorabilia which can provide a welcome distraction if your drinking partner's conversation is less sparkling than those tasty ales. There is a nice neighbourhood feel to the place. Home-cooked food is served in the conservatory and there is a large beer garden. All in all, the perfect place to while away an evening when you know you should really be slaving away on that all-important chapter.

## 3. THE DEVONSHIRE ARMS

1 Devonshire Road

After two pubs where you could definitely take your folks for a pint, the Devonshire Arms offers the kind of ambience where your Mum might be a bit out of her depth, (unless of course she has fat dreads and likes nothing better than doing the ironing to a bit of Lee Scratch Perry). The Devonshire is one of the town's few decent music venues, offering regular dub, reggae, ska and techno nights.

Behind a rather unprepossessing exterior, one finds a homely front bar, complete with pool table. This is more of a "proper" pub and it serves a typical range of drinks and bar snacks. Out back is the "Disco Room", which is where you can get down to business on the musical front. The walls are covered in glow-in-the-dark murals, which have to be seen to be fully appreciated, and if you look carefully, you might be able to spot perhaps the only poster of Terence Trent d'Arby on a pub ceiling in Cambridge. However, if at times the music may be a little over-enthusiastic in its praise of a herb not commonly to be found growing on your Dad's allotment, it is nevertheless a splendid venue when you want some tunes to go with your beer, or even a little dance around.

## 4. THE SALISBURY ARMS

76 Tenison Road

This spacious pub retains its 'local' character without creating an atmosphere of oppressive familiarity. A full-sized (although unfortunately not real-life) student on bicycle hangs above the tables adjacent to the main bar and provincial paraphernalia adorns the walls, including the world's oldest (and perhaps least engaging) pub game. Those not content to amuse themselves with a hook, a hoop, and

a piece of string may find solace in the jukebox, which has an extensive, if exclusive, selection of 90-something indie.

The addictive lure of a quiz-machine, while imparting a Faustian knowledge of the world's trivia, drags all who seek to impress family and friends with their intellect towards eventual poverty and public-humiliation. A good selection of beers on tap (including real ales, Kirin and Red Stripe) may help relieve the pain and perhaps even encourage renewed interest in the world's oldest pub game. The only substantial complaint about this pub is that the protocol of last orders and closing time is enforced with impressive zeal... Perhaps not the most relaxing place to finish the night!

## 5. THE LIVE AND LET LIVE

40 Mawson Road

The Live and Let Live is yet another real ale specialist, even holding its own beer festivals twice a year. Guest ales are changed frequently (sometimes more than once a night) and there is a selection of Belgian beers available. The pub is quite small and it can be difficult to get a seat if arriving at the peak of the evening; although the cosiness may foster deep bonds with your drinking partner. A "No Smoking Before 9pm" policy provides an atmosphere conducive to enjoying the pub's reasonable meals (served 12-2.30pm and 6-9pm daily), and the Sunday roasts deserve investigation.



Most Saturday nights see local busker "Diamond Dave" delivering a selection of covers. However, should this entertainment not suffice, a protruding copy of Bill Oddie's Little Black Book tempts the eye to a selection of reading material that could potentially reinvigorate a listless evening or the dregs of a pub crawl.

## TRAVEL

### PARIS, À LA MODE

**María-Kristina Pérez**

There are several times this autumn when Parisians will Chunnel across and invade England for a long weekend, ending at Waterloo of course; so why not faire la pendule in the opposite direction and take advantage of Paris while the locals are out of town?

My advice is to depart on a Thursday evening and return on a Monday afternoon to avoid the price hikes for business travellers on Friday and Sunday evenings. The best way to book is online ([www.eurostar.com](http://www.eurostar.com)) or, if you're really cheeky, buy them on the French website, which offers

much cheaper fares ([www.voyages-sncf.com](http://www.voyages-sncf.com)) and have the tickets sent to a friend in Paris. There are plenty of reasonable two to three star hotels in Paris (try [www.expedia.fr](http://www.expedia.fr)); but if you're on a shoe-string, there's a decent Youth Hostel near République (8 Blvd Jules Ferry, 10th arr. +33.1.43.57.55.60).

Now that you've arrived, drop off your bags, go to the nearest métro station and buy yourself 'un Carnet de Dix' (price: 10.50), which will give you 10 metro tickets; the best option for a weekend jaunt. To get the most out of this stunning but compact city, you may just want to promenade, as the French say, following the snake-like Seine through the heart of Paris. To savour your stolen hours skip the big tourist sights (unless you feel an inexplicable compulsion to queue) and stroll like a Baudelaireian flâneur through the labyrinth of the Quartier Latin (5th arrondissement). Begin in the Luxembourg Gardens, complete with the miraculous perspective of the Medici fountain and Shetland pony rides (for tots only!). Head up the Rue Soufflot towards the looming dome of the Panthéon and around the back to the Rue Mouffetard where you



can get an authentic kebab or panini at any time of day or night. Keep going until you hit the Place de la Contrescarpe and have a noisette (espresso with a dollop of hot milk) on the terrasse of one of the two contrapuntal cafés around the corner from Hemingway's old digs.

If you're still in a literary mood, the other spot you must check out is the Café de Flore at 172, Boulevard Saint Germain in the Sixth. Don't be lured by the tables outside here: the real deal is up the hidden staircase to the first floor where you can ensconce yourself in the beige booths in which Sartre and Beauvoir once held court daily, since they lived around the corner on the Rue Jacob. While you're there, you can either visit the sombre cathedral en face, or the Vuitton boutique next door, depending in which house you worship! Follow the Rue de Seine towards its namesake from the boulevard and on your right is the new branch of Ladurée, the fabled bakery that produces the most sought after macaroons in France; for those of you with a Proustian fixation, their madeleines are worthy of much nostalgia. When in the vicinity on an evening prowl, find the Bar du Marché on Rue de Buci – you'll recognize it by the crowds of fishnet-clad Parisiennes outside. You'll probably need to flirt with the beret-sporting waiters to swing a table and be prepared to have hip young things in your personal space,



but the red lit ambience is worth the hassle: this is where Frenchies and expats trying to avoid other expats go for real Parisian nightlife.

On the other side of the river, for expats (that means you) wanting to bump (and grind?) into other expats, the Lizard Lounge (18, rue du Bourg Tibourg, 4th arr.) is a safe-bet for a happening weekend night and a fabulous Sunday brunch. With the Anglophone accented staff and clientele you may soon forget you're in Paris, but don't miss the cave downstairs which is the perfect place to work on the langue Française. Hankering for something a little more avant-gardiste? Try L'Etoile Manquante (34 rue Vielle du Temple, 4th arr.). Located in the midst of the Knight Templar's medieval

headquarters, it is now a favourite with drag queens and serves terrific cocktails. Here you are in the heart of the Marais so, when your Saturday night turns into a Sunday morning, pick up a falafel spéciale from L'As du Falafel on the Rue de Rosiers ('of rose bushes'). From there, find your way to the Place des Vosges and take up French anti-authoritarianism by sitting on the lawn despite the signs saying that the grass is in repose – no porters here to chase you off, either! This square is the most perfect in Paris (both in terms of symmetry and aesthetics) and

home to the Victor Hugo Museum, worth visiting for the bronze statue of Cosette and the first editions.

A ten minute walk away is the Picasso Museum (Place de Thorigny) housed in the Hôtel Salé – the 'salted' hotel – so dubbed by Parisians who felt they had paid for it out of their own pockets since the first owner was a Salt-Tax Collector. While you're appreciating modern art, look for the blue and red cylinders of the Centre Georges Pompidou in the distance. Here's a little insiders tip, sometimes the best things in life are free: the best view of Paris from above is to be had from the top of the Pompidou Centre – no lines of wailing children or mini-Eiffel towers in sight! Bypass the

queue to enter the museum and take the elevator straight up to the top floor where you can either buy an overpriced drink at the über-trendy Georges bar or just admire the view and make it a Kodak moment. Downstairs in the Café Beaubourg sip the delicious thé from Mariages Frères (Rue des Grands Augustins, 6th arr), and enjoy the art of people-watching.

Stay on the Right Bank and ascend the hill to Amélie-land, i.e. Montmartre. I can't promise you Nicole Kidman, but I can promise you windmills and, if you're looking for the gruff grocery store owner who sold Amélie her three hazelnuts and one fig, he really does exist at Au Marché de la Butte (56, rue des Trois Frères, 18th arr). Or, if you want Ms. Tatou to serve you the plat du jour at the original copper-topped bar, then you'll be in luck at the Café des Deux Moulins (15, rue Lepic, 18th arr), where the film was shot. Avoid the many hack artists in the Place du Tetre who will make you a portrait not even a mother could love, and leave magical realism for Harry's Bar (5, rue Daunou, 2nd arr): a Lost Generation favourite where you can search for your soul, or your college plaque on the wall; sorry, no Cantabrian discounts. If you're feeling in a collegial spirit while you're in town however, then get in touch with the Cambridge Society of Paris. This is open to all present and former students and hosts fun events with the "Other Place", like cocktail cruises and Ambassadorial Garden Parties ([www.camsocparis.com](http://www.camsocparis.com)). Bon week-end et à bientôt!

## MUSIC

### BETA BLOCKER

**In the shadowy world of dance music, it is sometimes difficult to find out about the enigmatic people behind the tunes. Paul**

**Simmonds meets Drum and Bass supremo John B, to find out what makes him tick. John B is a dance music producer who consistently bucks current trends by blending Drum and Bass with other musical forms such as Jazz and, on his latest album in: transit, 80s electro, describing his music as "new-wave-drum-n-bass-electro-robot-punk". He is based in Maidenhead and prior to producing music full-time he completed a degree in Cell Biology at the University of Durham. He DJs internationally and runs four independent record labels.**

#### How did you start making music?

It was just a hobby through my teens really: my interest in production and synthesizers just followed on from piano lessons. I was into the electronic side of the 80s pop I heard when growing up, and that led onto dance and rave as I got older. I was a little too young to have been involved in the acid-house scene though; I was probably too busy doing my GCSE coursework then!

#### What are you listening to at the moment?

I listen to tons of stuff; I buy far too many CDs and just whack them on my iTunes playlist. The only stuff I really can't seem to get into is RnB, and hip-hop makes me want to puke! I'm not really influenced by current dnb [Drum and Bass]. I tend to try to draw from other genres; the things that make them work and try to transplant them into dnb, in a way that hasn't been done before. For example, I think a bit of rock or punk crossover stuff would be nice. I have been collaborating with a few underground bands from NYC and been doing some unofficial mixes of Marilyn Manson, NiN and ACDC... I even made some trance last year, for Oakenfold's CD.

#### What do you think of the current dnb scene?

There are lots of young people making their own music and getting things happening in their own areas. Although there seems to be an awful lot of trash floating about at the moment, it'll pass. I like some of the liquid-funk stuff: the Hospital records clan mainly [home of Cambridge-based dnb producer Nu: Tone], and Goldie's Metalheadz label has got loads of good stuff on the way too.

#### You must be quite unusual in the world of dnb to have a degree: has it helped your career in any way?

Probably. I guess it's useful to be able to deal with all sorts of different people on their level. With regard to running the labels and taking care of all the business side of things, I think it's good to have had those mighty dissertation workloads in the past!

#### What was the most memorable set you've played?

One of the nicest sets I can remember was a couple of years ago, in New York. I played to about 4000 people in the outdoor courtyard area of the PS1 museum, which is linked with MOMA. They do parties there in the summer with all sorts of music, BBQs and then of course all the gallery stuff inside. I had the closing set at about six pm as the sun was starting to go down. I played loads of my brand-new electro-influenced dnb that no one had heard and it was when NYC was at its height of electro-clash fever. Plus I had some reallllly hot girls with me too!!! That was superfun!

#### Do you have any tips for people wanting to get into Producing or DJing?

Don't get too caught up in the technology; just concentrate on having an original idea, and not simply following what everyone else is doing....



**Where can people find out more?**

All my live dates, releases and news can be found at: <http://www.beta-recordings.co.uk>

**FILM**

## BAD SANTA IS COMING TO TOWN!

Maria-Kristina Perez

Just in time for the fifth week blues is this year's festive US import: *Bad Santa*. Those of you still reeling from the sugar-shock of last year's sentimental holiday romp, *Love Actually*, are about to get the antidote.

*Bad Santa* fell down US chimneys last season and those on the other side of the Pond are now bracing themselves to be hit again. But while it remains to be seen if the sequel can live up to the hype, we in the UK can experience the original for the very first time.

Some of you may really not enjoy it – those of you that is, with any childhood illusions still intact about the miracle of Christmas. If you fit into that category, read no further, go straight to Blockbuster on East Road and rent the aforementioned diabetic overload. On the other hand, if you enjoy *schadenfreude* as much as your lovely reviewer, then run, or in the spirit of *Bad Santa*, stumble drunkenly, to the nearest cinema.

With the Coen Brothers as Executive Producers and wildcard Billy Bob Thornton in the starring role as an alcoholic shopping mall Santa with an even more foul-mouthed elf sidekick, he couldn't care less if you've been naughty or nice. The M.O. of Thornton's Willie and his mini-me is to spend all day asking

snot-faced brats what they want for Christmas, while casing the joint at night for a big score on Christmas Eve that will supply the drinking money for the next year. (You may recognize the pint-sized criminal from the controversial new Eminem video 'Just Lose It' where he reprises the role and the 8Mile player dons the Santa suit. If the film is un-PC enough for Marshall Mathers, then it's gotta be good, right?)

Their game plan is working well for the dysfunctional duo until the security chief at their latest mall, the superbly cast Bernie Mac, figures out their scam and wants a cut. They also have a nervous-nelly


store manager, the late John Ritter, who frets so much about Willie's swearing in front of kids and penchant for extra-large lingerie salesladies that he doesn't have a clue what's going on. There is also Willie's bartender girlfriend who always had a thing for riding Santa's sleigh all the way home...

Now throw into the mix a chubby, picked-on, eight-year-old boy who adopts the belligerent Willie in a misguided search for a father-figure (his own is 'climbing mountains,' i.e. doing time for tax fraud); and Thornton's character grows, if not a heart, then at least a mushroom of a conscience.

# Cambridge

85 Gwydir Street, Cambridge – 01223 361382

# Blue



- ❖ Friendly free house
- ❖ Totally smoke free
- ❖ Good food
- ❖ Local real ales
- ❖ Large beer garden
- ❖ BBQ facilities
- ❖ Party bookings

**Opening times**

Mon-Fri 12pm-2pm  
& 5.30pm-11pm

Saturday 12pm-3pm  
& 5.30pm-11pm

Sunday 12pm-3pm  
& 6pm-10.30pm

*Built in the 1860s to serve the community, the Cambridge Blue remains a neighbourhood pub run by Chris and Debbie Lloyd.*

The black, deadpan humour reaches its climax in the montage sequence where the Phoenix police shoot an unarmed Santa, which ends, or puts on pause (see sequel), Willie's life of crime because of the settlement from his lawsuit against the city. Not your typical happy ending, but sometimes that's as good as it gets. Still, for anyone who would prefer not to see Santa shot in the back by a trigger-happy SWAT team, best to stay home and eat your mince pies. This Santa is bad. Very bad. But sometimes bad is just so, so good.

*Bad Santa is released in cinemas in the UK on November 5, 2004*

## EXHIBIT

### BRUCE ALMIGHTY

*The latest in the series of Unilever-sponsored exhibitions at the heart of London's Tate Modern, Bruce Nauman's Raw Materials, is a piece built entirely of sound. Could it be true that the removal of one sense heightens the appreciation of those others still available, asks DAVID GROCOTT?*

Pitted, as they are, against a maelstrom of swirling sound, the crowd enjoying the latest installation in the turbine hall of the Tate Modern have a bit of a struggle on their hands. In what direction should their horn rimmed glasses be pointed? Where should their ears turn? Or is the tannoy system broken?

There are no images, no glass boxes or even, heaven forfend, velvet ropes. The work exists completely in the rather daunting medium of noise. The only visual element, as some observers have already suggested, is the mass of visitors who

mill, in an anxious ballet, around the hall. Purists (and the wise) should approach the hall from the main entrance to the west. Here, the noise confronts one formlessly, like an eroding tide of sound. Loud, in the same way that tectonic plates are powerful, this abstract element remains as the visitor penetrates further into the building. However, from its amorphous enormity, precise streams can be picked out: "THANK YOU, THANK YOU, THANK YOU".

The sound comes from 22 pairs of speakers that beam differing noises in bands across the floor. Thus, by walking in a straight line from the door forward, one moves from this random din of appreciation to the slightly disappointing "You may not want to be here".

Depending on who you listen to, or which broadsheet you read, Nauman apparently took inspiration from either the electricity sub-station standing adjacent to the building and which provides the building with a faint electric hum; or a group of children in the cavernous hall. Emma Dexter, curator of the Tate Modern: "The Turbine Hall is filled with voices, some clearly audible, others indistinct, which merge with new, 'found' sound from the voices of visitors. In Raw Materials, Nauman has transformed this cavernous space into a metaphor for the world,

echoing to the endless sound of jokes, poems, pleas, greetings, statements and propositions."

Certainly there is a wittiness to the piece, but also a sensation that this is less the "world" of Descartes' physical reality and more an entry into Nauman's mind. Are we here perhaps, like some Arthur Dent figure, suddenly in Nauman's head? "Get out of my mind, get out of this room" one set of speakers growl. And what seems like a poorly recalled memory becomes distinct in front of another: "It was a dark and stormy night. Three men were sitting around a campfire. One of the men said, 'Tell us a story Jack.' And Jack said, 'It was a dark and stormy night. Three men were sitting around a campfire. One of the men said, 'Tell us a story, Jack'"

The effect here, close to the furthest end of the hall, is that this may indeed be the artist's brain at work. After seeing so many people aimlessly wandering about, this is actually rather a pleasing notion: the mind, the world, the dialect of the head and the voices of the world, all operating in some combined operation. However the overall indistinctness of the piece comes hard on the heels of this euphoria and, with a wry smile, reminds one of the disorder in both people's minds and the world. It is with this ultimately rather dark thought that you make

your way past the milling crowd, and leave to join the comparative peace and quiet of London.

*The Unilever Series: Bruce Nauman's Raw Materials runs at the Tate Modern, Bankside, London, 0900-17.40 daily until March 28, 2005. Information on 0207 887 8000.*







## CUSU'S GRADUATE WELFARE REP. WHO?

**Richard Reid is the CUSU Graduate Rep. Here he explains what this means and details his work and common issues faced by graduates.**

Most people are aware that Cambridge University Students' Union (CUSU) has a "welfare officer". They will also notice on further inspection that the full title is "Welfare and Graduates' Officer". It's a fairly unusual title; in different student unions around the country people performing similar jobs are usually referred to as "Welfare and Education" or "Welfare and Finance". Since at Cambridge we have a more unconventional title, people tend to ask what the "Graduates" part of the title is about. It's quite difficult to give a response and as such, to the outsider, it may appear that graduates get more of a raw deal with the provisions from CUSU. However there are two main areas in which the CUSU Welfare and Graduates' Officer provides for graduates as for all other students; support and representation.

Offering support and information to students is one of the major roles that the Welfare and Graduates Officer fulfils. One must however recognise that, due to their larger numbers and inexperience, more undergrads require support from CUSU. We nevertheless deal with a large number of graduate cases. Common problems, in this case, are financial, for example when funding runs out when PhDs overrun, and the Welfare and Graduates Officer would also generally deal with enquiries about accommodation and childcare; those issues that tend to affect graduate

students more than undergraduates. The Welfare and Graduate Officer is essentially there to offer support with any problems that aren't academic (in which case you would speak to the Academic Affairs Officer), or women's representational issues (handled by the Women's Officer).

There will also inevitably be times when students feel unhappy, and it is often useful to have someone to talk to. The Welfare and Graduates Officer is not there to provide advice or counselling, but can listen, and offer as much support as they can, as well as being able to talk to students about what further action can be taken in order for them to get them the help they need.

Representation is the other key role that CUSU Offers, and the Welfare and Graduates' Officer holds a position on a number of committees that are important to student welfare, such as the Senior Tutors' Committee for Welfare and Finance, the Committee on Hardship Funds and the Joint Committee for Childcare for Students. It is on these committees that the Welfare and Graduates' Officer acts as a representative of all students, not exclusively undergraduates, to ensure that the colleges and the University offer the best possible services to improve student welfare.

Graduates often feel that they are underrepresented, both by the GU and by CUSU, especially given some of the unique problems facing graduate students, and to some degree this is true. At the same time, the Welfare and Graduates Officer cannot offer effective representation without feedback from graduates as to what issues they want to be discussed, and what their views are. Thus everyone is encouraged to make their views known, whether by email, or at CUSU Council. Improving graduate representation is certainly an important issue for CUSU this year.

Representation does not just occur at committee level; the role of the Welfare and Graduates' Officer also encompasses a large amount of individual representation. Whilst on the whole colleges provide a good

level of support for students, there are occasionally times when the system lets individuals down, and they often feel powerless to do anything about it. Students may feel they are being treated unfairly, or are not being provided for sufficiently, for example insufficient provision for student parents or students with disabilities, or problems with student accommodation. CUSU is there to help students understand their rights, and work with the individual and the college to ensure they receive them.

Over the summer vacation, when all the undergraduates are away from Cambridge, or eagerly awaiting to start university for the first time, the problems that graduates face become more apparent, and in particular the issue of funding frequently arises. Undergraduates receive a relatively good level of financial support, as the government and universities try to get people into higher education. Largely the support is in the form of loans to be repaid, but it allows students to finance themselves in the meantime. Unfortunately graduates suffer from having relatively little support from the government and have to pay their own way in the form of research grants or private finances. Frequently funding runs out, and this is the most common cause for being unable to complete PhD theses in time. In many instances people will not know what to do, and it may seem like a lost cause, but it is important to remember that your college is there for you. Make sure you know who your graduate tutor is; on the whole they will be able to help you apply for additional funding and support from the university. Graduates commonly apply for the Access to Learning Fund (previously the Hardship Fund), a government fund that is administered by the university. Competition is often fierce, but that should not deter you from applying if you are in financial hardship. As with many situations, it is best to talk to your graduate tutor, who will be able to help you with the application process.

There are also a number of funds, awards and bursaries that may be available – a full list is published in the

Special Issues (No. 5) of the University Reporter in November, so it is always a good idea to take a look for things that may be offered by your college, or in a specific area of research by faculties and benefactors.

This is just a sample of the problems facing many students, and there are many more that you may encounter during your studies. If you have any questions, graduate-specific or otherwise, or you would simply like to talk, you can e-mail [welfare@cusu.cam.ac.uk](mailto:welfare@cusu.cam.ac.uk), or call 01223 356454 to book a meeting.

## A CHANGE OF SCENE?

**Bradley Stephens**, one of the two CUSU's Graduate LGBT rep questions whether graduates are too old to enjoy the scene.

The CUSU LesBiGayTrans Executive Committee has made great progress in organising social and welfare events over the past two years: Sunday Socials, Coffee Meetings, Awareness Week, the weekly club night with Unique@Life, and so on, in addition to Graduate Socials. Yet in the university LGBT community, the Graduate sector barely registers a blip on the 'gaydar'. With the promise of more specifically Graduate social events in the form of fortnightly drinks this year, as well as the usual calendar, both Debbie Martin and myself as joint Graduate Representative hope to meet more Grads out and about. Usually, the number of Graduates who do come to this sort of thing has been disproportionate to the number of Undergraduates regularly on the scene.

Surely we're not too old, are we? Perhaps so old that we're actually dying off and our numbers are rapidly depleting, contrary to university figures telling us of a widespread Graduate

intake?! Or maybe we just don't have anything in common with the Undergraduates who do attend these events? Maybe we don't even have anything in common with our fellow Grads in spite of a shared sexuality? Or are we so passionate about our research that time spent out is always time better spent in the library and laboratory?

After conquering an initial rush of anxiety that any and all of these questions could apply to me personally, two issues soon sprang to mind. Firstly, the curse of the "Sad Grad": having chosen to give ourselves over in a display of supreme commitment and maturity to a life of academia



for at least three years, urban legend would have us locked away working every hour God sends. A life would not seem to come into the equation, a small price to pay (some would have it) for the all-important title of 'Doctor' on your credit card. This is even more so the case in Cambridge, the city where the geek need fear no one and where even the cabdrivers have a passing knowledge of Wittgenstein.

For those of us who defy the stereotype of the socially recalcitrant Grad, a second and potentially more significant factor comes into play, namely the

LBGT scene itself. Many Grads arguably believe that the 'scene' is youth-oriented, driven by a taste for reckless abandon, irresponsible experimentation, and a fancy-free attitude. Being older and supposedly more mature, we Grads should have grown out of that sort of thing by now. Having a few drinks and dancing the night away is a practice reserved for weddings and not for weeknights (because, of course, all our straight friends are getting married off at their 'advanced' age). Furthermore, if you're looking for a date, a significant number of gay people I know both here and further a field prefer not to get involved with someone younger, on the basis that they'll be less mature and less reliable.

So much for what matters being not how old you are, but *how* you are old; how you behave and think, regardless of your actual age. The distance between the generations of Undergraduates and Graduates, it seems, is vast. And therein lies the real problem, I feel, and it is one which links both these issues I have glossed. Both sides of the notorious Graduation age of 22 have cultivated a perception of the other, complete with generalisation and hearsay. Here in Cambridge, my experience inclines me to think that there is a kind of mutual exclusion at work. 'Exclusion' is an ugly word for all things LBGT, as the community has struggled for decades for social acceptance and inclusion. Nonetheless, convention deems that Undergraduates are young and footloose, Graduates are older and more restrained, and never the twain will meet.

This really is a queer state of affairs (no pun intended). I remember being in Life one night, accompanied by a fellow Grad who was straight. She had convinced me of our mutual need for a night of reconciliation with the demon drink. In no time at all we had hit the dance floor, not leaving until the lights came up. A baby-faced Undergrad recognised me from a seminar I had given, out of nowhere asking me:



“aren’t you a bit embarrassed to be seen in here?” Embarrassed, no; if anything, the shame was most definitely on his name for daring to try and match two clashing shades of blue in public. But I was a little offended that my status as a Graduate student evidently stopped me from having any sort of standard life in some people’s eyes.

Equally, when recently questioned in an email survey related to Graduate LGBT concerns, only 25% of those on the mailing list replied. Positively, those in question were keen to attend events and on the whole satisfied with the ways in which LGBT interests are represented by the Executive Committee. Nearly all stressed that that they had no real problem with Undergraduates being at an event, as long as other Grads were around to help boost the numbers and balance the ages out – ‘safety in numbers’, as it were, to avoid feeling like the odd one out and making it easier to mix with the younger students if needs be.

Nonetheless, one Exec member wondered if the reason why the large remainder of Grads we had mailed hadn’t replied was not because they were too busy, but simply because they didn’t feel it was in any way relevant to them. I was not wholly convinced of this, since the majority of those students who use our counselling service and phone line are, in fact, Graduates according to recent statistics. It’s not unfounded to speculate that many Grads are discouraged to get involved due to the notion of the CUSU LGBT currently being dominated by the Undergraduate population. Why feel out of place on the university social scene when you more than likely have other, more assorted LGBT scenes to frequent, in particular London.

I myself don’t have the answers, but what I do know is this: aside from the shared academic interests and contributions to the notorious field of knowledge that Cambridge is meant to be cultivating, LGBT students at both Graduate and Undergraduate level occupy the same social space. We encounter the same anxieties about our sexuality, we are subject to the same

prejudice and misunderstandings, and we possess the same urge towards a liberty of lifestyle. We all self-define with positions that are still for the most part located on the margins of society. These margins shouldn’t be ruptured by differences of age, background and taste; they should be animated by them in a productive celebration of difference and variety. As Germaine Greer’s latest writings attest to, this gesture is for the so-called minority movements still halting. “You’ve a long way to go, baby”, especially if we start subscribing to the very mindsets of social and cultural myths like ageism that nurture homo- and transphobia to begin with.

So to all LGBT Grads I say this: come and give the CUSU LGBT scene a try. For a start, Undergrads need to be reminded that Kylie’s career started long before she found those hotpants, and that the words ‘Dallas’ and ‘Dynasty’ refer to more than just geography and history. Lest we forget, also, how difficult it can be to come to terms with our sexuality, and how many younger students would be more than grateful to have contact with those of us who have been through it and come out more comfortable with ourselves. Moreover, Cambridge holds such a wealth of opinion and experience across all ages that it seems a shame to miss out on the dividends that result, from both Undergrads and fellow Grads. Graduate life and indeed LGBT life can at times feel incredibly lonely, but the move from being solitary to finding solidarity is no great leap.

## WOMEN’S WELFARE AT THE GU

### Jane Ding reviews the past academic year as elected Women’s Officer of the Graduate Union

It’s nearing the end of term for my position but I had an awesome time being the Women’s Officer at the Graduate Union. This is quite an interesting post. My job is to provide support and information for fellow female students. Being a woman and a student is not an easy task, especially for those who are foreign or live far away from home. One of my biggest concerns for our girls is safety. At the beginning of the year,

when the days are short and nights are long, our students try to adjust to the new city but find themselves walking on poorly lit streets alongside groups of unfamiliar faces. This was how I felt when I first arrived in Cambridge. Alone and foreign, I sensed the importance of safety for our fellow female students. One of my greatest involvements this year was to initiate a series to self-defence classes, starting from ones related to street awareness, and moving on to those teaching more advance techniques. Several colleges have also started these courses and I am in full support of their activities. My hope is for this event to be passed onto later years, as I am certain it will benefit our female student population. People often asked me what I feel is the biggest problem female students face. In my opinion, graduate students are very much isolated. Their main association is with their departments, and depending on the size of their departments, they may or may not become involved in socialising activities. I believe one of the aims of a GU Women’s Officer is to provide a warm and friendly environment for these students to gather, socialize and get to know each other. I sense a gap between the student population and myself as the GU Women’s Officer. Not all their concerns have been heard and not all their problems resolved. Students normally feel more attached to their MCR Women’s Officers than with GU. This is okay and it forces all the Graduate Women’s Officers to work together, which I personally believe should be the most important goal of our group. I have worked with CUSU Women’s Union and MCR Women’s Officers on several occasions and I believe that this connection is essential to understanding the needs of the students. I encourage you all to get to know your college Women’s Officers and express your opinions freely. Please let us know how we can better serve you – we are here to provide support and we are concerned of all your needs.

# g question time

## Graduate Tutors' Committee

### What is it?

**Arnaud Bonnet and Megan Meredith-Lobay** talk to Dr Alan Findlay, Chair of the Graduate Tutors' Committee (GTC) about the work of Graduate Tutors in Cambridge. Dr Findlay is Senior Tutor at Churchill and has chaired the Committee of Graduate Tutors over the last two academic years. He spent seven years as Tutor for Advanced Students at Churchill.

**Tell us about the Graduate Tutors' Committee. Where does it fit in the organisational structure of the University?**

Three main inter-college committees discuss matters of importance to student welfare in Cambridge: (1) The Colleges Committee, which is made up mainly of the Heads of all the Colleges (Masters, Presidents, Provosts &c.) (2) The Bursars' Committee, and (3) The Senior Tutors' Committee.

The GTC is a sub-committee of the Senior Tutors' committee, and concentrates on matters of relevance to graduate students (MPhils, PhDs, Masters, Clinical Medics, Linical Vets, Part III Mathematics students, and MBAs). The minutes from the GTC are sent to the Senior Tutors' Committee for review, and they are also published on the web (<http://www.admin.cam.ac.uk/committee/seniortutors/>).

The primary concern of the committee is the provision of academic and other facilities for all graduate students by Colleges. The GTC also determines how these facilities fit within the provision of educational facilities provided by the University. Any problems faced by students, from admissions to graduation are discussed. The committee works closely with the Board of Graduate Studies and the Secretary of the Board, Dr Laurie Friday sits on the GTC.

The GTC does not normally implement policies directly. We pass our views on to the Board of Graduate Studies which acts through Degree Committees, Faculties and Departments. The University is constantly having to respond to pressures from within and from without. For example, the Wellcome Trust, which funds a large number of graduate students in the School of Biological Sciences mentioned a few years ago that they would be reluctant to fund students at Cambridge unless a more coordinated approach to learning with the School was implemented. Since then the School of Biological Sciences set up its Graduate School which has an excellent training programme for graduate students. The School has now become a very good model for other Schools and Faculties to follow.

**In addition to academic matters, what are the other major issues of interest to graduate students that are discussed by the GTC?**

The three other major issues are finance, welfare and accommodation. Some of these issues relate to the work of the Senior Tutors' Standing Committee on Education (another sub-committee of the STC), and others relate to the work of the Senior Tutors' Standing Committee on Welfare and Finance. For example, if there is any change in legislation that might affect graduate students, then our committee will discuss its impact on graduate students at Cambridge.

We also discuss decisions which are taken within the University, and which may have an impact on graduate students. For example, very recently, it was brought to our attention that the

Cambridge Trusts asked for medical reports from students who applied for scholarships from the Trusts. The GTC was concerned that this request might unintentionally have given rise to the mistaken impression that some applications for the scholarships may be discriminated for medical reasons. The GTC expressed its concern to the Cambridge Trusts, and we were recently informed that no further requests for medical reports will be made. That was a good outcome.

We have set up a e-mailing list for all Graduate Tutors through which issues can be brought up and discussed outside formal meetings. Graduate Tutors can thus seek, and benefit from, the experience of their colleagues.

**Some graduate students believe that their Graduate Tutors are not willing to address their concerns and are not up-to-date with what is going on in other Colleges. Is there any system within the GTC that ensures that all Graduate Tutors are aware of the discussions of the Committee? For example, we would presume that some Graduate Tutors probably never attend the GTC meetings.**

We maintain a list of those who attend our meetings and absences and apologies are noted. Patterns in absences from particular colleges can be identified. While the GTC does not follow up such absences, we do send our minutes to the Senior Tutors' Committee and we hope that Senior Tutors will discuss any regular absences with their Graduate Tutors. It is not for the GTC to rebuke Graduate Tutors who do not come to our meetings.

**Which options are available to graduate students when they do not get the response they would hope for from their Graduate Tutors? For example, a common issue that graduate students face in the final stages of their course is that they are asked to move out of College accommodation.**

This is a very difficult question. Different Colleges have different resources and facilities and all Colleges are keen on their autonomy. Graduate Tutors therefore work according to



College policies and may have to adopt the rule of ‘being cruel to be kind’. A balance has to be struck between the needs of overrunning students and students newly-arrived from overseas who need a lot of assistance in settling in to Cambridge. It is difficult for external organisations, such as the GTC, to interfere with College policies.

Graduate Tutors should however give enough notice to students and also be prepared for unconventional cases. For example, if a PhD student is married and has kids, experience shows that they rarely finish their PhDs within 3 years, and Colleges should probably recognise this and plan on the basis that they will need 4 years. Colleges should give sufficient notice to the family to vacate the College accommodation if strictly necessary. In some cases, students with families do not see their studies as one of their top priorities and often extend their studies for very long periods placing immense pressures on College facilities. In such cases, while it may be viewed as unfair by some, the Graduate Tutor has little choice but to set a deadline for completing the work, or may even suggest that the student’s family leaves Cambridge so that the student can concentrate on finishing their work. This is a case of adopting the rule of ‘being cruel to be kind’.

All Colleges do, of course, have complaints procedures – both informal and formal.

**You raised the question of students with families. Is this an example of welfare issues that the GTC discusses?**

Yes, we regularly discuss welfare issues. I don’t think that anyone has ever enunciated clearly what should be expected of the University and Colleges in dealing with students with families. When such students are accepted at Cambridge, they are asked to provide a financial guarantee that they have enough funds to look after their families. Such guarantees also imply that these students will have someone (often a partner) to look after their kids when they are doing their academic work.

However students in such circumstances often argue that the University should provide free childcare facilities. The real question is ‘What is the fundamental function of a University and where should its money be spent?’ Should an academic institution invest in childcare when it could invest the same amount of money on educational resources, such as employing a new lecturer for the benefit of the wider student community? I’ll ask you the question: who should cover childcare costs? The University? or the parents? We all agree that childcare is very expensive, but it could be argued that students with families who want to pursue postgraduate degrees should be aware of the difficulties they will face and be prepared for them. It is reasonable to expect students with families to know that kids will inevitably create pressures which can get in the way of University work. I am not saying that we should do nothing to help; at Churchill, for example, we have twenty maisonettes specifically designed for graduate students with children. My grandson attends a London nursery which costs £50 per day, which would come to about £12,000 per year if he attended full-time. Who should be finding that kind of money for a graduate student parent?

**You also mentioned the length taken to complete PhD courses. What does the GTC make of the difficulties that students face to finish their course within 3 years? Doesn’t it seem more appropriate to have a 4 year PhD?**

Many people in the University are aware of this problem and recognise that 4 years may be a more realistic time than 3 years for the completion of a PhD. It is the people who provide the financial support to students who have to recognise the reality.

We must also try to avoid unrealistic expectations (of students, supervisors and examiners) of the quantity of work that should underpin a PhD thesis. It is difficult to get a clear idea of exactly what constitutes “enough” work; guidelines available to students, supervisors and examiners, such as they are, are unclear. Examiners should be realistic in their expectations about what

can be accomplished in three years, and supervisors should be reasonable in the advice they give to students.

Graduate Tutors often have to face problems from students who expect their Colleges to support them when they over-run beyond three years and their funding runs out. In some cases, this arises through no fault of the student; common complaints often relate to academic supervisors taking far too long to read and comment on drafts of chapters, or unreasonable delays in fixing a date for an oral examination, sometimes as much as six months or more after the thesis has been submitted. In such cases, Graduate Tutors may have to work with the Board of Graduate Studies to apply some pressure on supervisors and examiners.

**The recent introduction of top-up fees for Home undergraduate students caused a major national uproar. Are the fees likely to have an effect on graduate students?**

Certainly. UK students will end up with bigger debts at the end of their undergraduate studies, and may be discouraged from taking up graduate studies. They may prefer to move to more financially-rewarding options such as full-time jobs (not that being a graduate student isn’t a full-time job) instead of further studies. This problem has been recognised by some funding bodies such as the Wellcome Trust who are upping their grants accordingly.

**College fees: where do the fees spent by graduates go? Is it unreasonable for graduates to ask their Graduate Tutors for an account of how their money is spent?**

Absolutely not. All Colleges should be accountable to their graduate students and show how the college fees are spent. Graduate students should not have to visit their Graduate Tutors to obtain this information: the figures should be published on the web and should be accessible to all. Council tax payers are provided with pie-charts telling them how much of their money is spent on sewers, police, education and so on; graduate students should receive a similar breakdown telling

them how their fee is being spent. Wearing another hat, I have spent a lot of time campaigning for better college accounts, and those efforts are now bearing fruit.

**And KFCs? Are these charges necessary for graduate students when a majority do not have food in College on a regular basis?**

Colleges need to set a minimum catering charge to keep their kitchens afloat. Communal eating is what Colleges do. Colleges encourage people to meet up for dinner and this forms an important aspect of the social environment in Cambridge. If too many people opt out, the whole system becomes unviable. In earlier days, the solution was simple; your College bill included a charge for breakfast, lunch and dinner, seven days a week. If you didn't choose to eat a meal, you paid for it just the same. We were a docile lot and we didn't protest!

**But many Colleges have very early servings, which often do not correspond to the times the average graduate student would be available for dinner...**

Colleges should try to provide a late serving to take account of the needs of graduate students who work late in laboratories. But Colleges also have to be sensitive to the fact that their catering staff have lives too, and they cannot be expected to be available serve meals at all hours of the day and night.

I must add that many Colleges are understanding of exceptional circumstances (e.g. medical or religious) in which students cannot eat in College. Such cases are taken into account, and students can be exempted from the kitchen charges.

**At the undergraduate level, there is a major concern to attract students from different backgrounds, and major access campaigns are organised to increase the diversity of students at Cambridge. American universities also have their schemes for 'minority groups' at both the undergraduate and the graduate level. There does not seem to be**

**any schemes in place to increase the diversity of students at Cambridge. Is it taken for granted that at the graduate level, students apply from around the world and that this leads to a diverse student body?**

I don't believe that Cambridge has a formal affirmative action policy for undergraduates. We take positive action to encourage undergraduate applications from people with less privileged backgrounds. However I do not believe in positive discrimination to select such students in favour of others who appear to have greater potential to benefit from what we can offer. It is not the job of the University to provide the remedial education needed to address the problems that have been caused by deficiencies in parts of our national provision of primary and secondary education.

At the graduate level, there is a big drive by the Cambridge Trusts (e.g. the Commonwealth Trust, the Gates Trust, etc.) to provide money for students from around the globe, and people usually flood in where the money is. Dr Anil Seal (Director of the Cambridge Trusts) should be mentioned for the excellent work done by the Trusts and he deserves our thanks. Other organisations such as the British Council also do their jobs of advertising and promoting British Universities.

**In her annual report to Regent House on 01 October 2004, The Vice-Chancellor, Professor Richards, mentioned that the University should think carefully about the student numbers at Cambridge. Which factors would be considered when it comes to graduate student numbers?**

Three things are important:

- (1) Our capacity to look after people properly needs to be considered. We need to be able to accommodate the needs of our students.
- (2) Any expansion in numbers needs to be carefully planned, and a light-touch mechanism for achieving that needs to be developed, and
- (3) There should be a mechanism for coordinating what is offered by University departments and the

Colleges. Both offer something useful to graduate students.

Things are getting better. Colleges and departments both need graduate students; problems arise if there are too few or too many. We all need to keep working and talking to each other about how to get the balance right.

**And finally, you carried out a SWOT analysis of how graduate life in Cambridge in July 2003, with regards to the impact of Colleges and Graduate Tutors on graduate life. We are now just over a year down the line: what has changed? Have there been any failures in the system?**

Colleges are now much less complacent about their provisions for graduate students. There is a clearer sense that Colleges do need to be seen to be providing something tangible in return for the fee. A good example of progress can be found at St John's, where a hugely energetic retired Fellow, Professor Patrick Boyde, organises events which bring together graduate students and Fellows of the College.

And the failures: in general, in the average College that also takes undergrads, the interaction between Fellows and graduate students is still inadequate. As a generalisation, most Fellows in most Colleges don't have much to do with the graduate students in their Colleges. The interaction may work better in Graduate Colleges. And I don't know what the answer to that is.

Information about the Graduate Tutors' Committee can be found at: <http://www.admin.cam.ac.uk/committee/seniortutors/gtc>

Have your say: Do let us know what you think by e-mailing us at: [editor@gownmagazine.com](mailto:editor@gownmagazine.com)



# LOOK BEYOND THE OBVIOUS.

## Goldman Sachs full time and internship opportunities



Goldman Sachs is a leading global investment banking, securities and investment management firm, providing a full range of investing, advisory, and financing services worldwide to a substantial and diversified client base. The firm operates through a number of specialised divisions and the career opportunities and challenges differ within each of these. Goldman Sachs offers full time positions and internships to students who want to experience a job with real responsibility, outstanding training and the chance to work with a diverse group of people in a fast paced environment.

For further information and to make an application please visit **[www.gs.com/careers](http://www.gs.com/careers)**

**Full Time Deadline:** 16th November 2004

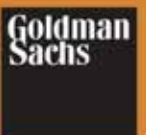
**Internship Deadline:** 25th January 2005

INVESTMENT BANKING • TRADING & PRINCIPAL INVESTMENTS • INVESTMENT MANAGEMENT & SECURITIES SERVICES

PLEASE VISIT [WWW.GS.COM/CAREERS](http://WWW.GS.COM/CAREERS) TO COMPLETE AN ONLINE APPLICATION.

Goldman Sachs is an equal opportunity employer.

[WWW.GS.COM/CAREERS](http://WWW.GS.COM/CAREERS)







**Check our  
Winter Issue....  
February 2005!**

**Get involved!**

**Liked this issue? Want to have your say or get  
involved? Get in touch with us at:**

**[feedback@gownmagazine.com](mailto:feedback@gownmagazine.com)**

**Or visit us on the web for an electronic copy**

**[www.gownmagazine.com](http://www.gownmagazine.com)**