Once you have studied at Warwick you automatically become a member of the Warwick alumni association. Membership is free to all alumni. Benefits include access to the University library as an external borrower, continued access to the Students’ Union (some restrictions apply), discounted rates at the Sports Centre and access to the Learning Grid.

To take advantage of member benefits and to access services, you will need to register online at warwick.ac.uk/alumni.

Warwick Connect
With thanks to: Timothy Liu, Greta Solomon, Dieter Wolke, Ian Stewart, Guy Longworth, Ingrid de Smet.

This magazine is available online for those who prefer to read a larger font size. Go to warwick.ac.uk/go/warwickconnect for this and extra content.

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Needless to say, this is a big deal round here. Planning is underway and we are lining up some very exciting activities to mark this milestone.

Of course, our students, past and present, are at the centre of everything we’re planning and we would like to hear your thoughts on how we should mark the event. Whether you’re in the UK or overseas, let us know if there’s anything you’d like to see us do to celebrate in 2015. You can email comments, thoughts and suggestions to alumni@warwick.ac.uk. Over the coming year we will be in touch with you to update you on developments and we look forward to your input in the planning process. Get involved and get excited, alumni and students are going to be the most important people at this celebration, now is the time to have your say.

In the meantime this magazine has been published at a very busy time for Warwick. As one of the country’s leading universities, research is vital to what we’re doing. We are tackling some of the most challenging issues facing the world today, from neonatal care to crop diversity. There’s something new almost every week and we’ve picked some interesting and quirky research-related stories to feature in this year’s magazine. We hope that they show the breadth of the research and thinking currently taking place at Warwick. Three of the stories first appeared online at the Knowledge Centre (warwick.ac.uk/knowledge). If you haven’t bookmarked these pages already you really should check them out. This is the place to go for the latest research, ideas and thinking from the University.

I hope you enjoy reading about what’s going on at Warwick and, whether you graduated in 2013 (by the way, welcome to a community of 175,000 alumni around the world) or 40 years ago, that you continue to engage with what we’re doing here and with your fellow alumni. Thank you for your support over the last 12 months. With your involvement we can make this alumni community the best in the world.

Kind regards
Professor Ann Caesar
Pro-Vice-Chancellor (Alumni Engagement & Warwick’s 50th Birthday)

PS: We thought the old Warwick Connect was looking a little tired so we decided to do something a little different with it. We hope you like the new look, please let us know what you think (alumni@warwick.ac.uk).
New alumni services

Graduation day often seems like the end of your time at Warwick. In reality though, it’s just the start of something new. From the day you graduate you become a member of the Warwick alumni community and being a member of this exclusive group has its advantages. There’s a long list of alumni benefits and we are constantly adding new ones and improving the existing ones (you can find more information at warwick.ac.uk/alumni/services).

Here are a few benefits and services that we’ve launched recently and which might be of interest to alumni:

Access to JSTOR and Emerald for 2013 graduates
We are currently trialling a programme which will give alumni access to JSTOR and Emerald. JSTOR and Emerald are huge digital libraries of academic journals, books and primary sources and are something we have been asked about for many years.
We know that many alumni will be interested in this but it’s currently only available to summer 2013 alumni.

Email for life for 2013 graduates
Changing email addresses is a pain which is why we’ve offered email forwarding for some years. Now we’re trialling a programme which has given alumni who graduated from summer 2013 onwards the chance to keep their student email address. No need to change anything at all. Watch this space for developments.

Discounted membership of Warwick Sport
Alumni have always told us that sport was a large part of their Warwick experience. Just because you’ve graduated doesn’t give you the excuse to ease up on your keep fit regimen. Alumni can now benefit from sizeable discounts on their membership of Warwick Sport. Whether you want to swim, lift weights or play squash you will now only pay the same price as current staff.

Promote your company
For alumni who own and run companies or have a product that they’d like to offer to the Warwick community at a discounted rate there is now the opportunity to advertise it on the alumni website. Whether it’s a holiday cottage, a restaurant or professional service, this is your opportunity to promote it directly to thousands of other Warwick graduates.

This is just a selection of the benefits available to Warwick alumni. We would like to see as many of you as possible taking advantage of them. To do this, the best thing to do is to apply for an alumni swipe card. Once that’s done you will be able to access these benefits and on-campus facilities such as the Library, Learning Grid, Sports Centre and Students’ Union and continue to use your Eating at Warwick credit. Visit warwick.ac.uk/alumni/services for more information.

“Feedback from alumni is particularly useful and we are always keen to hear how we can improve our services.”

If you have any thoughts, comments or suggestions please email them to alumni@warwick.ac.uk
This country is an intriguing blend of Western modernity and Asian culture. In an area of roughly 700 square kilometres you’ll find gleaming skyscrapers, Chinese shophouses, Malay mosques, Hindu temples and chains of air-conditioned shopping malls. It’s a multicultural, multi-ethnic island-state that attracts workers from companies around the world.

The Warwick alumni population within this cosmopolitan society comprises more than 1,100 people from various academic studies, from graduation years ranging from 1971 to 2013, from a variety of professional backgrounds, with diverse experiences and of local and international origin.

However, despite their diversity, the alumni community manages to come together regularly for events.

The kinds of thing that prove popular here are social networking events that include family and friends. Around four times a year we have a casual get-together where we can catch-up, share our excitement or just relax and take a step back from the anxiety and stress of the working day.

Singapore is safe, clean and green with a reputation as a garden city. This encourages us to organize outdoor activities such as the recent alumni and friends easy cycling at East Coast Park. Despite the hot and humid weather there was an opportunity for exercise, pictures, fun-filled chit-chat, hydration and refuelling breaks and coffee and food stops along the way and it all concluded with a drink nearby.

Like alumni living in any other fast paced city, for Singaporean alumni there are always so many things to do in too little time. Alumni can find it difficult to juggle work and family and also to find the time to participate in our events. That’s why we try to actively engage them by being open to their suggestions, requesting their support with resources and by inviting their involvement in helping to organize events.

However, despite the challenge of finding time, Singaporean alumni do see the benefit in connecting with the wider Warwick graduate community. It’s a great opportunity to stay in touch, share information, hear updates about the University, network and engage with fellow alumni. Our folks have always been helpful and are more than willing to share the benefit of their experience.

Looking forward, we will continue to run events for alumni, family and friends in a carefree and relaxed setting. A weekend retreat to the Singapore mangrove island of Pulau Ubin, St. John’s Island is just one of the suggestions we’ve received. Being in close proximity to many Asian countries, escaping Singapore can be quick and affordable and could be a lifestyle feature for us to consider.

Other alumni have suggested an overnight food-tasting tour to Penang, Johor Bahru in Malaysia or a family resort vacation in Bintan, Indonesia. With the input of our alumni community we hope to see some innovative event plans coming together soon. Needless to say, whatever we decide to do it will be publicised in advance so that as many alumni as possible can participate.

You can find more information about alumni activities in Singapore, about what’s happening in your area or about becoming an alumni ambassador by visiting warwick.ac.uk/alumni/networks/international
“Psychology has influenced all my work. It has shaped my brand, as unlike many other coaches I focus on the mental blocks that people face when they write...”

Greta Solomon (BA Psychology 1996-99)
Greta Solomon is a writing coach and author with a background in journalism and PR. Currently based in Norway, Greta has taught writing skills to clients as diverse as charities and media conglomerates as well as those for whom English is a second language. Her coaching focuses on bringing out people’s latent abilities, to produce agile, skilled, whole-brained writing.

Tell us about the journey from psychology student to writing coach.

From a young age, I wanted to be a journalist but I didn’t think I was hard-nosed enough to sniff out stories at any costs. And as much as I loved psychology, I found the emphasis on maths and hard science off-putting.

So after graduating, I just sat-tight. A few months later, I read an amazing book called Get the Job You Want in 30 Days, which spurred me on to land a job at a fashion PR consultancy.

While I was there I realised that my strengths lay in writing, and that I needed to grow a thick skin, and become a journalist. I left and did work experience at a businesswomen’s magazine. This enabled me to forge a career writing for women’s magazines. I then spent several years working as a freelance journalist for national magazines and newspapers, writing mostly about health, travel and lifestyle.

In 2006, I did a short stint as a PR for an educational company, who had created a successful method of teaching maths. I decided that I wanted to do the same for writing. So I started tutoring students of all ages in writing skills, cementing my skills by training as a life coach, writing coach and teacher.

In 2009, I started working at an international business-to-business PR consultancy, spending 18 months there, and rising to director level, working with high-profile international clients.

After taking a sabbatical working for Save the Children in Ethiopia and moving from London to Oslo (with my Norwegian husband), I went full-time as a writing coach in 2012. My book Just Write It! outlining my writing skills training method was published by McGraw-Hill in 2013.

How does your psychology background help with your coaching?

Psychology has influenced all my work. It has shaped my brand, as unlike many other coaches I focus on the mental blocks that people face when they write, and have developed creative exercises to combat these. I’ve also adapted personality models from psychology, to help people understand their behaviour around writing and take positive steps to transform it.

Why is it important to write well?

In this digital age, I believe that if you cannot write well, then you’ll get left behind. The internet and social networking are now woven into the fabric of our lives. Almost everything we do – personally and professionally – involves writing. But what many people don’t realise is that writing is a tool you can use to get what you want.

Take job-hunting, for instance. You often hear of talented graduates sending out hundreds of applications and not hearing anything back. Of course, there is high unemployment and fierce competition for jobs, but I believe that if you can write well, you can rise to the top in any economic climate. When I coach people in writing cover letters and CVs, their interview success rate always increases.

What kind of people do you work with?

I work primarily with employees at large multi-national companies, mainly in the technical industries. These types of people often have great knowledge about their company’s products and services but sometimes struggle to express themselves in a way that connects with their customers, colleagues and clients.

What kinds of things do your clients want help with?

My clients usually have a specific business goal they want to address through writing. For example, one company had a product catalogue full of excellent products that they could sell to their existing customers. But the trouble was that these customers could easily get these products elsewhere, and they didn’t want to compete on price. So I developed a bespoke training course that enabled them to write about their products in a commercial way that really extolled the benefits to the users and persuaded them to buy.

I find that my clients want to empower their employees to write well, rather than hiring in professional writers. The benefit is that their employees have insider knowledge, passion and drive – they just need to acquire (easily taught) writing skills. I also give one-to-one coaching to all course participants to ensure that everyone’s individual needs are addressed.

What are the common writing mistakes that people make?

Using lots of complicated words, long sentences, management-speak (such as ‘getting your ducks in a row’) and jargon. Another big mistake is overuse of the passive voice, when the active voice would be much more effective. It also still surprises me that people adopt a stilted, pompous tone in their writing when they wouldn’t dream of doing so when speaking.

Do you have any particular memories of your time at Warwick?

Top Banana on a Monday night! Also, making great friends, drinking cheap plonk and the camaraderie and sense of adventure we had. I also left all my essays to the last-minute and gave myself just two weeks to complete the bulk of my dissertation. It was a nightmare. I was what I call a ‘last-minute Lorraine’, and there are strategies in my book to combat such behaviour.

Do you have any tips to help alumni improve their writing skills?

All writers say this – but read as much as you can, especially magazines. Then look at the techniques that the writers use and copy them. Look at the headline, the introduction, the structure and what it is that hooks you in. Don’t be afraid to steal the techniques and use them in your writing.

For more resources on writing skills visit gretasolomon.com. Just Write It! is available from all good bookshops priced £11.99.
Internships are an amazingly important opportunity for recent graduates to gain experience of the working world and to connect with employers that they might never otherwise meet. Unfortunately, internships can be problematic. Recent press reports have claimed that they are too often the preserve of graduates from wealthy families and can sometimes be nothing more than a source of cheap labour for employers.

This is why Warwick has launched the Warwick Graduate Internships Programme. This new scheme aims to level the playing field and to give recent graduates from all backgrounds the opportunity to benefit from an 8-12 week internship. It will ensure that both the intern and the employer benefit from the internship.

Funded by the University with support from donations, the programme assists employers in the UK in engaging recent graduates and aims to demonstrate the benefits of employing Warwick graduates. In order to ensure that the internship is attractive to the employer and the graduate, the University pays the graduate on behalf of the employer. The University also liaises with all parties throughout the placement process to ensure it runs as smoothly as possible and that everyone is benefiting. Graduates are also debriefed after the placement so that the employer gets valuable feedback.

The programme has been designed to require minimal administration from the employer and offers a high level of support throughout. The scheme is up and running and we’re now looking for more employers who can offer internships. As our staunchest advocates we’re hoping that alumni will be keen to get involved with the programme. We know that most of our unemployed graduates are high achievers based in the South East, London and the East and West Midlands so we are particularly keen to hear from employers in those areas but we are open to offers from across the UK.

Of course, whatever we say here the real proof of the impact of the Warwick Graduate Internships Programme is in what its participants say about it. Recent graduates have told us that:

“I have learned a huge programming skill set, I have developed a much greater knowledge of the inner workings of business in general and specifically small or start-up businesses so overall I feel it has been hugely successful.”

“I am now able to look forward to a career in an area that I really enjoy but previously would likely not have had the skill set to enter so it has been a tremendous benefit to my plans.”

“I learnt that I have definitely chosen the right career path for me; I have proved myself able to learn things quickly and to adapt well to new situations. I have learnt that I am very motivated when I have the right motivation. I have also rediscovered the confidence I had, which had been gradually disappearing following repeated unsuccessful job applications.”

“It was an excellent experience! It has been the best move I could have ever possibly imagined. I really have to thank the Warwick Graduate Internships programme for allowing me to follow my passion and have a dream job at such a young age. Thank you so much!”

“From having zero practical experience in an engineering environment to working with one of the top companies in engineering. I have had the opportunity to work on a wide range of projects, therefore allowing me to identify the type of work that I would enjoy and take on as a graduate in future.”

If you think that you or your organisation could offer a recent graduate an internship (at no cost to you), visit http://bit.ly/5GYgHq and find out more.
Rachel Wood  
(BA Film and Literature 2007-10). After graduating Rachel worked at BBC Radio Stoke and at a Staffordshire newspaper for a year while doing an MA in Broadcast Journalism. Rachel has now been working as an entertainment journalist for Sky for two years and freelancing on BBC productions such as Glastonbury and The One Show.

People from Warwick – who’s doing what and where?

1960s

Philena Bruce  (BA Economics 1969-72). Philena is taking a course in becoming a stand-up comic and took part in a graduation showcase gig in October 2012 at the Dogstar Pub in Brixton under her stage name of Mary Fielding.

Tom Clavin  (Certificate in Education 1969-63 and Diploma in Education 1973-74). Tom has taken to the education of reluctant equines in his declining years.

Phil O’Donovan  (BSc Engineering 1968-71). Phil is a co-founder of Cambridge Silicon Radio which became the largest global market supplier of Bluetooth chips. Phil now works with the founders, boards and management of emerging companies as well as those universities and other organisations wishing to exploit their intellectual property. He is a Fellow of the Institution of Engineering and Technology, a Chartered Engineer and a Royal Academy of Engineering MacRobert Gold Medal winner.

1970s

Rachel Wood  (née Morris, BA Drama and History 1968-71). Rachel has just retired from a career mostly in the FE sector of education. Her last position was as manager of teacher training at Stratford-upon-Avon College working with the team at Warwick. Rachel got married in 1971 and remains happily married. They have one daughter who is also a graduate of Warwick and now lives and works in California.

John Casson  (BA English and European Literature 1971-73). In 1998 John invented the Communicube, a multi-purpose communication tool for use in therapy, education and play. The Science Museum has accepted three early prototypes which will become part of the National Collection of objects and materials used by psychologists, psychiatrists and psychotherapists.

Karen Fill  (née Davis, BSc Computer and Management Science 1975-78). Karen is now retired and living in Cheltenham. She is married to Chris Fill (MSc Business and Management 1975-76) who she met at Warwick in 1975 and married in 1978. He is semi-retired but continues to write his very successful textbooks in the fields of marketing communications, advertising and corporate reputation.

David Morris  (BSc Engineering Science 1975-78). David worked in the manufacturing industry for 12 years and then as a computer business systems implementation consultant for 19 years. He is now using his skills to provide improving information and guidance to teaching staff in an 850 pupil secondary school and really enjoying it.

Helen Walters  (BA History 1972-75). After Warwick Helen began work in the IT business, first as an employee and later as a consultant with her company. She also studied and qualified in various forms of alternative therapies with a view to practising when the IT work became too much for her. Unfortunately ill health and several major operations prevented her from fulfilling this ambition and she died in October 2012.

Rachel Wood  (BA Film and Literature 2007-10). After graduating Rachel worked at BBC Radio Stoke and at a Staffordshire newspaper for a year while doing an MA in Broadcast Journalism. Rachel has now been working as an entertainment journalist for Sky for two years and freelancing on BBC productions such as Glastonbury and The One Show.
1980s

**Ben Cater** (BSc Mathematics 1985-88). Ben moved to London to be with friends but had a succession of terrible jobs. Luckily he broke his leg and rehab got him into cycling and the cycle trade and he helped build a cycle store into a successful chain which was sold out a few years ago. He now works as a self-employed investment person. He still plays trombone and enjoys his kids and car/motorbike racing.

**Iain Grainger** (Full Time MBA 1988-89). Iain has enjoyed a career in the oil and gas industry and recently spent a couple of years in Texas as Commercial Director of Subsea7’s North America and Mexico business unit. He is currently Vice President of Corporate Strategy in their London head office.

**Sara Grimshaw** (BA English and Theatre Studies 1980-83). Following graduation, Sara studied at RADA and has gone on to work in stage management with rep theatres, as a BBC prop buyer trainer, as freelance TV prop buyer and as a prop buyer for the National Theatre.

**Eve Lechner** (BA Theatre Studies 1987-90). After getting her MBA and working as a professional matchmaker for the last five years, Eve has entered a new intuitive profession and is a tarot reader, offering readings over the phone and Skype at EliteTarot.com.

**Philena Bruce**

**Karen Fill**

**Phil O’Donovan**

**Eve Lechner**

**Hatice Akkoc**

**Jonathan Fogerty**

**1990s**

**Pamela Beasley** (Certificate in Continuing Education 1991-92). Pamela recently celebrated her 80th birthday. For the third year in a row she performed a recital of English Art Songs in the Conservatoire for the Arts Fest.

**William Clothier** (BSc Management Sciences 1994-97). William is continuing to expand the Brody House Group of businesses based in Budapest. This comprises property development, short and long term accommodation, art, design and music studios, events and hospitality and cultural happenings.

**Emily Curtis** (née Peel, BSc Mathematics 1993-96). In 2004, Emily achieved her career ambition of ‘working with numbers’ and became an accounts clerk with a small firm of chartered accountants. After five years of work and training in this role she moved house and found contract work as a taxation adviser. In 2010, Emily gave birth to her first child and has since been a full-time mother – with baby number two arriving in May 2013.

**Jonathan Fogerty** (BA History 1991-94). Jonathan is a serious injury solicitor specialising in acting on behalf of those with spinal cord injuries and amputations. Having been a trustee for 12 years, he has recently been elected the Chair of the Spinal Injuries Association, the national charity working on behalf of those affected by spinal cord injury in the UK.

**Avinash S Ganu** (LLM in International Economic Law 1995-96). Avinash is the founder of Avinash Ganu and Associates, a law firm in Pune, India. He has been in legal practice since 1976 and teaches law and economics at Goldkarte Institute Pune.

**Philip Hurst** (BA History 1992-95). After three successful years as deputy head teacher at the Philip Morant School in Colchester, Philip has taken up a post as head teacher of Thomas Mills High School, Framingham. He has worked in education since graduating and has completed an MA and MBA.

**Amie Joof** (LLB 1993-96). Having practiced as a private legal practitioner, Amie joined the bench as a judge of the high court of The Gambia. She was elevated as a judge of The Gambian Court of Appeal and in May 2013 was appointed as the Attorney General and Minister of Justice of the Republic of The Gambia.

**Rebecca Milton** (née Oakley, BA French Studies 1995-99). Rebecca completed an MA in Applied Translation Studies at the University of Leeds and worked for Canon Europe for 11 years before leaving to start a family. She has two children and has retrained as a yoga therapist which enables her to be self-employed and work around.

**William Robson** (PhD Biological Sciences 1999-2004). William has been teaching in Malaysia for the past two years. He taught science and was head of the biology department. The headmaster was an ex-Warwick student as was the proctor.

**James Rothwell** (PGDip History of Art 1992-93). James works for the National Trust and recently became Senior Curator in the London and South East Region. He continues to be the national adviser on silver and in 2011 was admitted a Freeman of the Goldsmith’s Company and Freeman of the City of London. In 2012 he became a Fellow of the Society of Antiquaries.

**Lee Smale** (MORSE 1995-98). Lee spent several years working in London before getting married and moving to Sydney in 2006. For the past three years he has been teaching and working towards a PhD in Finance. At the start of 2013 he and his wife (Lucy) moved to Perth, WA as he took up a full-time academic role at Curtin University.

**Tony Williams** (BSc Mathematics with Computing 1996-2001). After spending five years working at London 2012 helping to deliver a successful Olympic and Paralympic Games, Tony married Nikki Holland in September 2012.

**2000s**

**Jess Jones Blythe** (née Jones, BA French Studies 2003-07). Jess married her American husband in 2010 and moved to Florida. After trying to find her place in the tourism industry she decided it wasn’t for her and recently moved to Washington DC where she is now pursuing a career with Teach for America, a non-profit organisation.

**Matthew Broome** (MPhys 2004-08). Matthew moved to Australia to pursue a PhD in quantum computing at the University of Queensland. There he established a research programme focused on the physics of multi-photon (particles of light) interference and their uses as information processors in a quantum computer. Along with his studies he developed a programme called ‘Outreach in the Outback’ which took science into the heart of Australia where many children are not exposed to it.

**Laura Butler** (BSc Biological Sciences 2002-06). In 2011 Laura completed a PhD at Kings College London and then went on to spend a year travelling in Asia and South America. Now she is employed at the University of Philadelphia as a cancer researcher.

**Guillermo Reyes Chavarría** (MA English Language Teaching 2009-10). Guillermo is currently working on one of Mexico’s most ambitious education projects. The Ministry of Education is implementing the National
English Programme in Basic Education and Guillermo is in charge of coordinating it in the state subsystem.

Mahdi Dhamdardeh (PhD Education 2006-09). Mahdi is an assistant professor at the University of Tehran. He is currently Director of the Language Centre and Executive Editor of the Research Platform Online Journal. He has published many books and articles as well as attending international conferences throughout the world.

Jojo John (MSc Engineering Business Management 2009-10). Since graduation Jojo has taken more responsibility with his employer as manager of the engineering function at a 400-strong organisation. His course has given him the skills to lead an enthusiastic and dynamic engineering team with a complete business approach.

Gareth Jones (BA History 2003-06). Gareth works for Nature Valley – an Olympic sponsor – and was nominated for charity and youth work through hockey to carry the Olympic Torch. Whilst at Warwick Gareth was Men’s 2nd XI captain and secretary and he’s pleased to say still playing every week in London.

Remah Moustafa Kamel (PGA and Certificate on Assisted Reproduction Techniques 2007-08). Remah’s qualification has helped him develop the skills needed to look after infertile couples. He is now an Assistant Professor of Obstetrics and Gynaecology.

Wei-Tsung (David) Kao (MSc in Engineering Business Management 2000-01). Since graduation David has worked at several IT companies such as ASUS where he was senior manager in the laptop/netbook department and studied for an MBA at Cambridge. He has worked at NGE Group as Deputy Director in the laptop/netbook department and studied for an MBA at Cambridge.

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Chen has been working as a university lecturer for six years. She has published her own books about English teaching methods and her ambition is to write more popular books.

Stellita Loukas (BSc Management Sciences 2002-05). After obtaining her BSc Stellita decided to change career paths and devote herself to music. She is now a freelance music composer for film, TV and video games. You can find more information at stellitouloukas.com.

Charles Olpala (MSc Engineering Business Management 2005-06). Charles set up a small company marketing petroleum products and building materials. He later obtained his PhD in Production Engineering at Nnamdi Azikiwe University, Akwa and started work as a lecturer in the department of Industrial/Production Engineering.

Lei Ouyang (LLM International Economic Law 2003-04). Lei currently works at BakerMcKenzie’s Beijing office as an Associate in the Corporate Group. He would love to keep in close contact with Warwick.

Elizabeth Penny (BSc International Business with Spanish 2001-05). Having worked in accountancy prior to Warwick and spending her year abroad working for Mars in Madrid, Lizzie found her passion lay in marketing. However, she soon became sceptical about the client-agency model and decided to revolutionise the marketing industry by starting her own business. Lizzie is co-founder of a very successful marketing outsourcing business – Futureproof. She also married Nick Collins (International Business with French 2001-2005) in 2012.

Richard Quigley (Post Graduate Certificate in Business Administration 2001-07). Being fortunate enough to be taught by the late (great) Peter Doyle, Richard realised that the knowledge he gained would be put to best use working for himself. So now he has two fish and chip shops, rental properties and does stand-up comedy to relax.

Mohd Nazrin Haikal Ruslan (BED Teaching English as a Second Language 2009-13). Haikal started to work as a lecturer a month after he finished his degree. He is currently teaching extended grammar and reading and writing development to TESL students in Malaysia.

Jennifer Sibley (BA Politics 2009-12). Jennifer volunteered at the 2012 Olympics and Paralympic Games which was amazing. She worked as an intern for the Airport Operators Association on a project analysing the regulatory burden on airports. And then got a job!

Katie Stewart (nee Gough) (PGCE English with Drama 2005-06). Katie is currently head of English and Performing Arts at the British School of Washington in Washington, DC, USA.

Muthomi Thiankolu (LLM in International Economic Law 2008-09). In April 2012 Muthomi started a legal practice in Kenya in partnership with Samuel Karanja, Muthomi & Karanja Advocates. Their core areas of practice are in dispute resolution, real estate transactions and legal consultancy and advisory services.

Penelope Thompson (LLM in Development 2000-02). After being suddenly widowed two years ago, Penelope has expanded her cottage industry to include a holiday cottage. She no longer works in International Development although the inspiration for her cottage industry is rooted in this field. She is a very part-time Registrar of Births, Deaths and Marriage and has returned to writing – novels this time.

Adam Wallbridge (BEng Automotive Engineering 2007-10). After Warwick, Adam worked as a product designer for a heating, ventilation, and air conditioning company specialising in the HGV/military sector. He has now moved to Jaguar Landrover where he is a quality engineer within advance product creation.

Katy Wickremesinghe (BA History 2000-03). Katy has been working at Freud Communications for the past nine years and currently heads up the Luxury & Lifestyle division as a Senior Account Director. Her accounts include Soho House Group, The Old Vic, Airbnb, Gordon Ramsay Holdings, Vodafone fashion and lots of project based work around London Fashion Week and Frieze Art Fair.

Ratnakar Adhikari (PhD Politics and International Studies 2008-11). Ratnakar has been appointed Executive Director of Enhanced Integrated Framework – a six-agency initiative administratively housed in the World Trade Organization, Geneva to build the trade capacity of the world’s 49 poorest countries.

Aditya Chopra (MSc International Technology Management 2011-12). Aditya has started his own high tech electronic security and surveillance product and service organisation which caters to the needs of homes as well as industries. His MSc has helped him develop the knowledge needed to start and look after a growing business.

Shakila Hettiarachchi (MSc Analytical Science: Methods and Instrumental Techniques 2011-12). Shakila finished her MSc and is now working as an assistant researcher in a well reputed company in Sri Lanka and has also started her PhD at the University Of Peradeniya.

Anas Ifitkhar (MSc Supply Chain and Logistics Management 2010-11). Anas’ experiences at Warwick were fascinating and they were the best days of his life. Warwick groomed him from every perspective and in practical life he is getting the benefit of it. Currently he is working as a lecturer at Iqra University in Pakistan, his home country.

Selim Manzak (MSc E-Business Management 2011-12). Selim has found himself a place in the heart of the internet as a contractual compliance analyst. The modules and projects he undertook at Warwick WMB plus his previous experiences have brought him where he wanted to continue his career.

Hector Aponte Sierra (MSc International Technology Management 2011-12). After graduation Hector was recruited by a well-known technology consulting organization in Latin America and started his career as a SAP Project manager. He is very proud of having studied at Warwick because the knowledge acquired during his studies has helped him to cope with the expectations of his employer.

Don’t forget to let us know what you are doing now – contact Peter White on peter.white@warwick.ac.uk
Everyone who spent time as a student at Warwick has memories of teachers who stood out. We pride ourselves on the quality of teaching here. The Warwick Awards for Teaching Excellence (WATE) recognise and celebrate excellence in teaching and support for learning at Warwick. The awards give students and colleagues the opportunity to recognise and celebrate excellence in teaching and the support of learning throughout the nominee’s career at the University.

Winners each received £5,000 to further enhance their practice and received their awards at the summer degree congregation. Here, the winners and commendeds in the 2012-13 WATE awards share the secrets of their success, the lessons they’ve learned from their students and the invaluable advice they were given when they embarked on their careers.
“It’s a great delight to win a WATE award and a great encouragement to develop further. I believe that learning is a natural instinct and that something similar must go for teaching too; they are hand and glove. Over the years I’ve learned that the greatest virtue in teaching is patience and that all students are different. When I started out I was advised that it is human to err, that teachers are human, and that students respect teachers who recognise this. And a bit of advice from personal experience… if, as a young lecturer, you are going to fall off the dais onto your back, emitting a high-pitched shriek in the process, it’s better to do so early on in the course as your students will warm to you all the sooner.”

Robin Naylor
Professor and Director of Undergraduate Studies, Department of Economics

“I feel very humbled, surprised and delighted to have won a WATE award. A great bit of advice I was given when I started out was that when speaking in public you don’t look half as nervous (or stupid!) as you feel, and to remember that the audience wants you to succeed.”

Christine Smith
Learning and Development Advisor, Learning and Development Centre

“The WATE award is recognition of the great work the Library is doing to support teaching excellence. It’s a fantastic buzz to realise just how much this is all valued by the University. The best part of the job for me is working with brilliant, talented people: students, academic staff and support staff.”

Antony Brewerton
Head of Academic, Services, The Library

“I have a tremendous passion and enthusiasm for teaching and continually work to find innovative new ways to improve my teaching practice in ways that engage students with learning. To be recognised with a WATE award is fantastic! I began teaching because I had a love of learning and a talent for explaining things.

My students have taught me that each student is an individual, with particular talents, ideas, experiences and ways of understanding the meaning of issues.”

Louise Gracia
Principal Teaching Fellow, Warwick Business School Accounting Group

“It’s a real honour, and apart from being humbled by the award, it really does provide a platform for me to build on our current success in teaching provisions across the University. I think my students like that I always give 100% in every aspect of teaching and aim to deliver passionate lectures that are informative and, hopefully, inspirational.

Teaching is such a rewarding activity. I was inspired into the profession by previous lecturers and I continue to want to deliver excellence in my pedagogic practice. At Warwick, we’re fortunate to have some of the brightest student minds in the world.

They continually surprise and delight me with their outstanding intellectual capacity. Seeing things differently is a core value for us, and appreciating the diversity in student opinions regarding theoretical debates is always a pleasure.”

Ashley Roberts
Senior Teaching Fellow, Warwick Business School

“Good teachers use problem-based learning, case-based learning and encourage self-directed learning. They keep students engaged in seminars, ask why, assess every option, critically appraise, write academically and teach with a research-led approach. Most of all they are reflective, innovative, inspirational, enthusiastic, encouraging, committed, creative, and understand it’s all about lifelong learning.”

Edward Lynch
Head of Dentistry, Warwick Medical School

“The best part of my job is when a student finally understands something they’ve been struggling with. I began teaching because knowledge needs to be shared. Some of my own lecturers were my inspiration. I’ve learned that you can get a long way with hard work, dedication and perseverance.”

Andrew Howes
Department of Physics

“In my experience, students want to know that what you’re teaching them is relevant so I try to draw parallels with the concepts that I’m teaching and the students’ own work and interests. I began teaching to see if I could offer something better than the way I’d been taught, with old-style drills and dictated notes. I wish when I’d started out that someone had given me the following advice: teaching is not about you, but about the students and their learning, so don’t obsess about how you look, what they’ll think of you or how charismatic you are. Ask yourself what your students will like doing and can learn from.”

Michael Hammond
Institute of Education

“Good teachers use problem-based learning, case-based learning and encourage self-directed learning. They keep students engaged in seminars, ask why, assess every option, critically appraise, write academically and teach with a research-led approach. Most of all they are reflective, innovative, inspirational, enthusiastic, encouraging, committed, creative, and understand it’s all about lifelong learning.”

Edward Lynch
Head of Dentistry, Warwick Medical School

For a list of previous award winning teachers at Warwick visit our Teaching Excellence website: http://bit.ly/5SbDEj
Get involved!

1. **Sign up as a member of Ask Warwick Alumni**
   At some time in their career most people need some advice. Over 750 alumni have joined an exclusive LinkedIn group where students and alumni can share the benefit of a lifetime of experiences. Find out more at http://linkd.in/17dedlx

2. **Provide an internship to a current student or a recent graduate**
   The Warwick Graduate Internships Programme brings together businesses and recent graduates in a series of short internships. Funded by the University the programme offers employers and graduates the opportunity to benefit from a high-quality internship. Find out more at http://bit.ly/177f2J7

3. **Volunteer as an Alumni Ambassador**
   Warwick Ambassadors foster relationships between alumni all over the world. Over 100 alumni in 60 countries have signed up to plan and host events for fellow alumni, to serve as contact points for students in their area or to assist faculty and students travelling or studying abroad. Find out more at http://bit.ly/qCADrK

4. **Speak at an alumni event**
   Our graduates have a wealth of experience and we appreciate them sharing it with alumni and students at events such as the 2013 Alumni Day. There, nine of the 13 speakers were alumni. We’re always looking for potential speakers. If you think you have something to share, email alumni@warwick.ac.uk

5. **Promote your company**
   Our most recent initiative will enable Warwick graduates to promote their businesses through our alumni discount scheme. Whether it’s a holiday home rental or a spa day, alumni can now take advantage of discounts and special deals from a range of services and businesses run by our graduates. Find out more and take advantage today: http://bit.ly/1aAlBUR

6. **Employ a Warwick graduate**
   As a Warwick graduate you know the calibre of our alumni. Wherever you are in the world you might want to consider employing a Warwick graduate. Warwick attracts the most able students from over 142 countries including China, India, Malaysia, Nigeria and Russia, as well as the USA, EU and Middle East. We prepare our students for international business and industry by equipping them with the higher level skills that employers need – leadership, commercial awareness, adaptability, networking and customer focus. If you have a vacancy, there’s a good chance a Warwick graduate could fill it. To find out more about employing Warwick graduates visit http://bit.ly/1bqu36C

**We need volunteers.**
Who better to make a real difference to the alumni community than alumni themselves? Our graduates get involved with the University and its students in many positive and interesting ways. If you’re inspired to volunteer you could share your knowledge, expertise and experiences in ways that benefit you, your fellow alumni and the current generation of students.

**The challenge for you is to work out where you can have most impact.**
“Our cutting edge research often puts the cat among the pigeons. It also puts the entrepreneurs among opportunities and new solutions among those who will benefit most.” Warwick.ac.uk/unconventional
Lady Noreen Murray CBE, FRSE, FRSE was an honorary graduate of Warwick who was recognised internationally as being one of Britain’s most distinguished and highly respected molecular geneticists, having pioneered the development of recombinant DNA technology.

Working with her husband, Professor Sir Kenneth Murray, Noreen developed a vaccine against hepatitis B, the first genetically-engineered vaccine approved for human use. This wife and husband team also recognised the commercial value of genetic engineering and was instrumental in the foundation of Biogen, one of the world’s most successful biotechnology companies.

Before she sadly died in May 2011, Noreen made provision for a legacy gift to Warwick in her will.

In keeping with Noreen’s own passion for academic endeavour, the University has decided to use this gift to support the development of junior researchers (those in their first substantive academic post at Assistant Professor level) by providing funding to support research in the following areas:

- Microbiology, including the application of novel technologies.
- Biotechnology related to various biomedical applications.
- The development of new genetic approaches to studying human disease.

As a direct result of this legacy, outstanding early career researchers will now explore how to better understand campylobacter and e-coli bacteria and investigate how, as we live in an increasingly urban society without exposure to sunlight, we could develop personalised regulation of vitamin D intake.

This competition demonstrates very clearly what a difference a legacy can make. Through this generous gift, Warwick has been able to offer an opportunity to outstanding early career researchers that otherwise wouldn’t have been possible.

Legacy giving presents the opportunity to do something truly exceptional, in a field that matters deeply to you, that you might not be able to do during your lifetime.

Perhaps this article has prompted you to consider how you might want to celebrate your life. If so, please consider including the University of Warwick in your will. Whether it’s to support our work in cancer research, to ensure that all high potential students can access a Warwick education, or it’s the arts that are your passion, Warwick can help you leave a fitting legacy to you and your family.

“Warwick can help you leave a fitting legacy to you and your family.”

Once you have provided for family and loved ones, please consider leaving a gift to Warwick in your will. We are very grateful for the gifts we receive (whatever their size), especially since we appreciate that the decision to include Warwick is a very personal one.

In some cases, leaving a legacy allows individuals to make a contribution at a level that accurately reflects their fondness for Warwick which they were perhaps unable to make during their lifetime. For more information, visit warwick.ac.uk/legacies or email luke.taylor@warwick.ac.uk
In 2012, the Wolfson Foundation, one of the UK’s most generous philanthropic charitable trusts, pledged to support three postgraduate scholars in humanities at Warwick. Ours was one of only nine institutions to be offered such a prestigious award programme, the aim of which is to strengthen the UK’s academic research in humanities in light of major cuts to research in this area.

A further two cohorts have since been offered support from the Wolfson Foundation at Warwick. Here Lara Choksey, one of the 2013 intake of Wolfson Scholars, talks about her research and what it means to be selected to join this prestigious programme.

“My PhD thesis examines the significance of epigenetics in Doris Lessing’s Canopus in Argos: Archives series. Epigenetic research looks at how environmental stimuli can affect gene expression during the lifespan of an organism, as well as how these changes might be passed on to subsequent generations. Reading Doris Lessing’s Canopus novels, in which the words ‘genetics’ and ‘evolution’ make frequent appearances, I was struck by how Lessing’s version of genetic alteration and inheritance is both faster and more dependent on interactions between organism and environment than the model of a ‘blueprint’ DNA code, fixed at the point of fertilization, might allow.

“After working as a news reporter in Kolkata, India, I chose to return to academic research to look more closely at social and biological understandings of ‘development’ within and across different disciplines. I was offered places by each of the four Russell Group universities I applied to as well as Arts and Humanities Research Council funding.

“Warwick’s unique supervisory offer, embedded in both the Departments of English and Comparative Literary Studies and Life Sciences, as well as the vision of the Wolfson Foundation in encouraging autonomy, independence and ground-breaking thinking in their PhD scholars, meant that I chose Warwick and the Wolfson Foundation.

“In this, my first term of study, I have commenced a structured programme of research on Lessing’s texts and various models of epigenetic thinking under Dr Francis’s supervision, and am being guided by Dr Barker through research in Life Sciences relevant to my project. I am taking a module on ‘Proteins, Genes and Genetics’, and Warwick has also made provision for me to perfect my French, which is necessary for my work with some of my key theoretical sources.

“I hope that this project can develop into postdoctoral work and eventually a career in academia – along with many others in Warwick’s talented postgraduate cohort.”

Lara Choksey

Thanks to our supporters even more scholarships have been awarded this year for the Undergraduate Research Scholarship Scheme and the Transatlantic Fellowship Programme which enables doctoral students to visit the US to undertake research. The University has also created a fourth postgraduate scholarship in humanities to supplement the three prestigious scholarships generously funded by the Wolfson Foundation. For further details on the Wolfson programme visit: http://bit.ly/1bmoKq. For more information on how you can make a difference, visit warwick.ac.uk/giving
Established at Warwick in 2005 with seed funding from a US-based venture philanthropist, the MSP supports UK-based students from the least represented ethnic minority backgrounds entering higher education. Students from low-income Pakistani, Bangladeshi, Black African and Afro-Caribbean backgrounds are supported with a scholarship of £2,000 per year for the duration of their degree and provided with dedicated pastoral and career support throughout.

The Programme’s founding vision was to help these scholars achieve their academic potential. It would also enable them to shape society as role models in their own communities and in positions of influence in the corporate board room, the corridors of Whitehall and the front line of the third sector.

Zeenat Islam was one of first MSP scholars to complete the Programme, graduating in 2010 with a 1st class degree in Law. As well as her role as an Executive Committee Member at the Warwick Law Society, Zeenat was the highest achieving Law student in her 2nd and 3rd years.

A passionate voice in the fight for human rights and international justice, Zeenat founded Youth Inspire which aims to motivate underprivileged students from around the country and to encourage them to fulfil their potential. Youth Inspire and Zeenat have been nominated for a number of awards, including the Attorney General Award for Best New Pro-Bono Project. She has recently completed her Masters and received a scholarship to the Bar, where she plans to become an international human rights barrister.

Of the 60 scholars who have received a scholarship, 34 are currently studying at Warwick. The Programme’s success has been built on building cultural and social capital and giving opportunities that might otherwise be out of reach.

Anum Cheema decided to work with university colleagues on the Pathways to Law schools project which encourages other young people into the profession. “My duties involved working with sixth form and college students to give them an insight into being a first year Law student as they consider pursuing a career in Law. This enabled me to develop my social skills, as well as giving back to others…”

MSP has been funded solely by philanthropic gifts, with a combination of individuals and corporate firms working together to provide new opportunities for young people. The model has proved so successful that it is being copied as a template for other scholarships programmes at the University.

The words of Ruhell Amin who graduated in the summer of 2013 perhaps provide the most clear endorsement of MSP’s far reaching impact. “It has enabled me to participate in numerous endeavours, including helping me to fund my ERASMUS year abroad in my third year. These experiences, which have enabled me to build a rich CV capable of competing with the best, would not have been possible had it not been for my scholarship. In essence, it gave me the licence to make the most out of University life.”

For more information on the MSP visit http://bit.ly/19d9AR6

University isn’t just about the degree you receive at the end of your studies. It’s about the experiences, relationships and opportunities it provides you with. The Multicultural Scholars’ Programme (MSP) helps students who might not otherwise have been able to benefit.
Q. Why 50 Forward?
MM. We launched 50 Forward to coincide with our 50th Anniversary, and raise £50m to support the next generation of Warwick stars; essentially the current Warwick greats building the foundation for the next ones!

Q. And how are we doing?
MM. We are already over £45m towards our £50m target of philanthropic income. Thanks to the continued commitment of our loyal donors (and hopefully the support of new donors too!) we are confident we will reach our target before the end of 2015, during the University’s anniversary celebrations.

Q. Some examples of gifts…?
MM. A lovely mix – one of our alumni is funding a piece of research into a rare disease which affects his family; we have had donations to name centres such as the Yesu Persaud Centre for Caribbean Studies; with £1.5m of donations, we have developed Warwick in Africa, giving exceptional experiences to our students teaching maths and English in township and rural schools and benefitting thousands of young Africans too. PhD students are studying behavioural science, economics, the arts and medicine with donor funded scholarships. And of course we have another 3,000 donors whose gifts are making exciting things happen every single day, ranging from student volunteering projects helping dementia sufferers in the local community, to bursaries for medical school students to experience hands-on medical practice around the world!

Q. Some parting words for our readers…?
MM. Keep going! We are successful because of the graduates who have passed through these doors over the last fifty years, the exceptional contribution they’ve made to society and how they give back to the University. To coin a phrase, the next generation of Warwick students will indeed be standing on the shoulders of giants – thank you to every one of you who has made this success possible through your support of the 50 Forward campaign.

“To coin a phrase, the next generation of Warwick students will indeed be standing on the shoulders of giants.”
Raising a happy baby

hi mum and dad - let me educate you!

‘catch’behaviours

‘socialising’

‘scheduled awakening’
“My research focuses on three areas of child development.”

First: I am interested in early infant regulatory issues which are problems with crying, eating and sleeping. I am trying to find out why some babies cry more or don’t sleep as well, and whether this has any relationship to parenting. I am also interested in children who are born at the limits of viability (very preterm children) and in the influence that parents and experiences at home have when children go to school and begin to develop peer relationships.

So are problems in infancy such as crying or eating down to nature or nurture? It is a little bit of both. A baby who cries a lot and is less sociable will spend more time with the parent, less time being held by others and less time ‘socialising’. So in this sense, the baby creates its own environment which then changes the style of parenting. The illusion that parents are educating their children can be false – in many ways the child is also educating and changing the parent! This becomes more obvious once you have two or three children, and you realise that even within the same home and the same care and attention, siblings can turn out to be very different.

Many of our alumni are parents; can you suggest any parenting tips or techniques? One of the main lessons that can be learnt from my research is the idea of ‘tough love’ – a principle we all know and which has been often replicated in research. This involves being loving, warm and accepting towards your child security. Achieving this balance gives children the greatest chance of developing into balanced individuals who form successful relationships and are able to develop coping strategies for life.

And how can a parent get their baby to sleep through the night? After around six to nine months a baby is biologically able to sleep at night without waking for feeds. However, by this point some have learnt that crying is a good way to get mum or dad’s attention all for themselves. Most parents would find it very difficult to leave their child to cry, so this is where something called the ‘checking procedure’ can be useful. You go in the first time after 10 minutes. Don’t touch the baby or turn the light on, just say ‘go to sleep, it’s time to sleep, mum and dad are here’ then repeat this after 20 minutes, then 30, etc., eventually fading out. The waking will reduce over a week. Whatever you do, if you give in it is going to make it worse. Thus be sure you can commit to it.

Another strategy is ‘scheduled awakening’. If your child wakes up at regular, predictable times during the night, I would recommend waking them 15 minutes before this time. This gives the parent back control and after about two weeks they should find that this enables the child to fall into a new sleeping pattern without any waking.

What effect do older siblings have on the psychological development of young children? Children ‘catch’ behaviours from their brothers and sisters. One particularly interesting aspect of this is ‘theory of mind’, which is where children begin to understand other people’s intentions. This usually happens in the second or third year, but younger siblings are able to do this earlier because they have been manipulated and engaged with in their early years by their brothers and sisters.

Older siblings can be important in providing support and stability, as well as a good measure of competition. This can cause problems if taken to the extreme, and this is where the importance of good parenting, and clear, fair rules and guidelines becomes apparent.”

What do you see as some of the biggest challenges for parents today? We should be very clear here what the ultimate aim of parenting is. If you can release a child at a certain age that is competent, self-effective, who can regulate themselves and who is motivated to find their own way in life, that is one of the most successful outcomes a parent can have. One has to look at the long-term aims rather than short term ones.

Parents generally face a major challenge from the multitude of contradictory advice aimed at them, much of which is not written by people with any scientific background. This can be very confusing and can inhibit parents from trusting their intuition. The most important principle is: look at your child, be a good observer, find out what they like or don’t like, find out what works for them, and be loving but also set clear boundaries because it gives your child security.
What shape is the world?

The world is flat and rests upon the backs of four elephants who, in turn, stand upon the back of a giant, space-faring turtle. This, to those familiar with the work of Terry Pratchett, is, of course, not Earth but the Discworld where many of his publications take place. Terry, along with Professors Ian Stewart and Jack Cohen, recently published *The Science of Discworld IV*. Not everything made it into the book and Ian Stewart was kind enough to give us a peek at the missing science of the Discworld.

" Terry Pratchett, Jack Cohen and I recently completed the fourth book in the popular science series *The Science of Discworld*. The format of these books combines a fantasy short story, set in Terry’s Discworld, with scientific commentary about the real universe. Our own universe, or ambiguously our planet, appears in the story as the Roundworld Project. This format has some very useful features for writing popular accounts of science. The main one is that since the scientific action always takes place inside Roundworld, the scientific chapters are genuine real-world science and any scientific topic might in principle be discussed. The fourth, and most recent, book in the series hinges upon events in Discworld rather than Roundworld. On the Disc there is an ancient religion, Omnianism, which believes Discworld is round. Despite all the evidence, they do not believe in the turtle or the elephants. Seeing the Roundworld Project as an infringement of their theological property rights, they launch a legal case to gain custody. This scenario allows us to examine, in the science chapters, a variety of issues. In particular, we look at how scientists can try to infer the shape of their world, or the universe itself, when they are unable to get outside it and take a direct look. For the Earth, we can now do that, but scientists mapped out the entire planet long before we could get into orbit. We still don’t have that luxury for the universe as a whole, and it’s hard to see how we could ever get it.

The commentary discusses a key feature of science, one that many non-scientists fail to appreciate: science is mainly about inference from experiments and theories, not direct observation. The ancient Greeks inferred the spherical form of the Earth thousands of years ago, by logical inference from phenomena that they could observe, such as the planet’s shadow on the Moon during an eclipse and the way boats seemed to sink below the horizon as they headed out to sea. Today we infer the temperature at the centre of the sun from our understanding of nuclear reactions, but no person or instrument has ever been there to check. The majority of scientific knowledge rests on inference, not on direct observation. Indeed, that’s what theories are for.

I don’t want to give away the contents of the book, so I’ll focus here on a short passage that we cut out, at a late stage, because the chapter about the shape of the Earth was getting too long. It illustrates how science often pursues ideas that eventually turn out to be wrong. Critics
Continental rocks of fixed area would necessarily break up, and the pieces would move apart. In 1889 and 1909, he proposed that originally the planet’s entire surface was covered in a shell of rock. Internal heating caused the planet to expand, and the expansion was fastest at the ‘rip zones’ down the middle of the oceans. This led to today’s geographical distribution of land and ocean.

Contrariwise, James Dwight Dana thought that the Earth contracted as time passed. This was caused by global cooling as our planet radiated its heat away into space. Dana’s theory seemed to explain some puzzling features of our planet’s geophysics, in particular mountains, which were wrinkles in its skin caused by shrinkage. Early in the 20th century, Eduard Suess explained earthquakes in terms of a contracting planet and Robert T. Hill wrote that “…rocks are being folded, fractured and otherwise broken or deformed by the great shrinking and settling of the earth’s crust as a whole... The prehistoric convulsions of the earth before man inhabited this planet were terrific, almost inconceivable.”

The ring of fire round the Pacific Ocean, riddled with volcanoes, could be explained in a similar manner.

The contracting Earth hypothesis is now considered disproved, by a variety of evidence. In particular we now know that radioactive elements inside the Earth provide a significant source of heat. And the occurrence of the same fossil species on either side of the Atlantic argues against contraction. Oddly, some geological (‘hermeological?’) features of the planet Mercury, namely cliffs, are currently explained by global cooling, and the same goes for comparable features on the Moon. Neither body has a source of internal heat that is comparable to the Earth’s.

Expanding Earth theories bear some resemblance to Alfred Wegener’s continental drift, and seek to explain the same features. But Wegener did not think the planet was getting bigger. The discovery that the Earth’s surface is composed of gigantic, moving tectonic plates provided a credible mechanism for Wegener’s idea. Before the plates were found, continental drift was generally held to be at least as absurd as an expanding or contracting Earth.

Perhaps ironically, today’s cosmologists have found strong evidence that the entire universe is expanding. It’s pretty convincing, but there are some loopholes and some inconvenient observations that cast a small amount of doubt on current proposals for how the expansion got started and how it subsequently developed. Maybe in the future an expanding universe hypothesis will seem just as absurd as an expanding Earth. I think that’s wildly unlikely, but because the expanding universe theory rests on inference from something that happened over 13 billion years ago, I wouldn’t rule it out completely.

"You can’t trust scientists, when new evidence comes along, they change their minds."

often try to convince us that this tendency means that scientists haven’t got a clue, but actually it reveals their willingness to seek fresh evidence and adapt to it. As the saying goes “You can’t trust scientists, when new evidence comes along, they change their minds.”

The topic that we deleted concerned the short-lived hypothesis that the Earth might be expanding:

On the Beagle voyage, Charles Darwin observed fossil shells at high altitudes, showing that the Andes mountains had been uplifted though thousands of metres. He suggested that this might be explained if the Earth were expanding, but he quickly changed his mind, proposing instead that as some land rose, parts of the seabed descended to compensate. Several early geologists noticed the way the west coast of Africa resembles the east coast of South America, suggesting that those continents have moved apart. Roberto Mantovani explained this as the effect of the Earth expanding, so that its surface area increased.

Professor Ian Stewart is co-author of *Science of Discworld IV* with Terry Pratchett and Dr Jack Cohen. He is Emeritus Professor of Mathematics and recognised researcher at the University of Warwick.

A version of this article first appeared on the Warwick Knowledge Centre. Please visit warwick.ac.uk/knowledge for other fascinating articles.
Latin is very much alive and Latinists remain in demand. A thorough understanding of the language is in fact needed to access the patrimony of the Renaissance and Early Modern period. Latin (Neo-Latin) was the language of choice for some of Europe’s most iconic texts: think of Erasmus’s *Praise of Folly*, Thomas More’s *Utopia*, Pope Leo X’s condemnation of Luther in the papal bull ‘Exsurge domine’ (1520), Andreas Vesalius’ *De humani corporis fabrica* (1543), one of the most significant works on human anatomy, or William Harvey’s work on the discovery of blood circulation, the *De motu cordis et sanguinis* (1628).

While Shakespeare, allegedly, had “small Latine and less Greeke”, Warwickshire did produce some remarkable Neo-Latin authors of its own: the naturalist Francis Willughby (1635-1675), whose works on ornithology, ichthyology and entomology were published posthumously, was born at Middleton Hall. The English poet Walter Savage Landor (1775-1864), from Warwick, penned over 300 Latin poems and tracts, a good amount of them published in Pisa where their scathing remarks about Italian officials caused a run-in with the local censors.

The relationship of Latin with English or any other modern language is not always an easy one. Take the case of Jacques Auguste de...
Thou (1553-1617), the late sixteenth-century French magistrate whose monumental Latin History of His Own Time is a key document for our understanding of the tumultuous French Wars of Religion. But it does take some practice to recognise ‘Lupanar’ as the Louvre, ‘pontifex maximus’ as the Pope, or ‘Interamnas’ as the Baron d’Entragues! De Thou also left a learned Latin poem on the art of falconry, in the vein of Vergil’s Georgics. In three ‘books’, de Thou describes the various birds of prey that are suitable for the hunt, the raptor’s manning (training) and daily care, and last but not least the medical treatment of various ailments and lesions. Falconry or hawking was a very technical sport, which had given rise to the development of a rich vernacular jargon, in French but also in Italian (or in English, for that matter). So, it comes as no surprise that de Thou, over and above the metrical restraints of Latin poetry, sometimes struggles to find the right words. Brought up in the humanist tradition, he is not keen on Mediaeval Latin terminology, whilst the noble pastime of falconry (hunting with birds) – as opposed to lowly fowling (hunting for birds with nets and other traps) – was an art, which he believed unknown to the ancients.

He must therefore resort to giving new meanings to Classical terms, calling the falconer’s lure (French ‘leurre’) a ‘plumatile lorum’ (a leather strap with feathers) or the varvels (French ‘vervelles’), flat metal rings attached to the falcon’s jesses and often engraved with her master’s name or coat of arms, ‘indices’ (signs). However, it requires some digging in contemporary French falconry treatises to identify de Thou’s ‘calamus’ as a ‘tiring’ (French ‘tiroir’), a tough piece of meat or bone such as a chicken wing or rabbit foreleg that will keep a bird of prey occupied but also conditions its beak and exercises its neck and back muscles. Editing and translating a text like this allows us to unlock the history of hawking, a sport still widely practised from the steppes of Mongolia to the Arabian peninsula, and which UNESCO recently declared part of the world’s ‘Immaterial Cultural Heritage’.

One need not wonder what de Thou would have thought of Disney’s ‘Sub Pelago’; in Latin or not, he would have dismissed the ‘subaqueous cavorting’ as frivolous. But he might have liked Harry Schnur’s gentle satire on the building of the Berlin Wall (Vallum berolinense, 1962) or have become a regular reader of the Latin online newspaper Ephemeris. What would have counted for him is that Latin, which has formed a cultural continuum in Europe for 2,500 years, transcends both time and borders.

Dr Ingrid de Smet is a Reader in the Department of French Studies. She specialises in the intellectual culture of sixteenth-century and early seventeenth-century France and the Low Countries (French; Neo-Latin; Republic of Letters). Her research activities have been supported, among others, by the British Academy, the AHRC, The Andrew W. Mellon Foundation and the MHRA. In October 2011 she started a three-year Leverhulme major research fellowship.

A version of this article first appeared on the Warwick Knowledge Centre. Please visit warwick.ac.uk/knowledge for other fascinating articles.
What’s it like to eat a chocolate hobnob?

Whether 'tis nobler in the mouth once it has been drenched in tea or do we take up arms against those who promote such sacrilege? Why do we (fervently) prefer the experience of one over the other and how can we explain our observations to others? **Dr Guy Longworth**, Department of Philosophy, asks us to contemplate the nature of experience and how we explain that knowledge to others, all via the medium of a chocolate covered biscuit.

“To dunk or not to dunk, that is the question.”
“Would one’s experience, reflective knowledge, and imaginative capacity put one in a position to figure out what it would be like for one to experience eating a chocolate Hobnob?”

“W”hat is it like to eat a chocolate Hobnob? And how, if at all, can one come to know the answer to that question? How, that is, can one know what it is like to eat one? One obvious answer, at least applicable to normally endowed humans, would be: by eating one. Alternatively, and perhaps more carefully, one might try: through a combination of one’s being normally endowed with knowledge acquiring powers and one’s undergoing a sufficient quantity of experiences of eating chocolate Hobnobs. But is that answer the only one? That is, is having such an experience of eating a chocolate Hobnob a necessary condition for knowing what it’s like to have the experience?

I wish here briefly to set out two more specific aspects of these questions, analogues of which have figured in some recent philosophical work. The first question is, must one have some sorts of experiences in order to come to know what it’s like to eat a chocolate Hobnob? The first question is a version of questions that have famously been pressed by Thomas Nagel (about what it’s like to be a bat) and Frank Jackson (about what it’s like to see the redness of a rose). The second question is, must one have the experience specifically of eating a chocolate Hobnob? The second question is a version of questions that have famously been pressed by David Hume (about his missing shade of blue) and Thomas Nagel (again, about being a bat, given that none of us has been). Hume’s question concerned the possibility of acquiring a particular type of idea of a shade of blue when one had not experienced that very shade, but had experienced only surrounding shades.

Let’s begin with the first question. Suppose that one had never eaten a biscuit, or any approximately biscuit-like foodstuff. Imagine, for example, that one had been locked in a biscuit-less canteen all of one’s life and fed only yellow paste. Would a verbal description of what it would be like to eat a biscuit put one in a position to figure out what it would be like?

Could one even imagine what it would be like for one to experience eating a biscuit? And if one could, could one tell that that was what one was imagining, for example by reliably distinguishing that imagining, as the imagining of eating a chocolate Hobnob, from similar imaginings?

The second question aims to home in on a more specific requirement. Suppose that one had enjoyed a wide variety of experiences of eating (plain) Hobnobs. And suppose that one had also had many experiences of eating chocolate biscuits – for example, chocolate Digestives. Suppose, finally, that one had reflected carefully on those experiences and that one were normally endowed with powers of imagination. Would one’s experience, reflective knowledge, and imaginative capacity put one in a position to figure out what it would be like to eat a chocolate Hobnob? Here, one might think that one’s experiences might do so if the experience of eating a chocolate Hobnob were a sort of combination of aspects of the experiences of eating a (plain) Hobnob and eating a chocolate Digestive. For in that case, one might be able to construct an imagined experience of eating a chocolate Hobnob from its constituent aspects.

Alternatively, however, one might wonder whether the experience of eating a chocolate Hobnob is merely a combination of aspects of experiences one could have had by other means. Perhaps, for example, the experience of eating a chocolate Hobnob involves a chocolate-aspect and a Hobnob-aspect. However, perhaps those aspects are similar to, but not identical with, the chocolate-aspect of eating a chocolate Digestive and the Hobnob-aspect of eating a (plain) Hobnob, respectively. In that case, although it may yet be possible to figure out what it would be like to eat a chocolate Hobnob, doing so might involve non-combinatorial operations of the imagination.

Dr Guy Longworth’s research interests are testimonial knowledge transmission, the nature of knowledge of language and linguistic understanding and the nature of first person thoughts. His other interests include Kant; Descartes; the philosophy of language; the nature of linguistic properties; the semantics and metaphysics associated with talk about events, processes, and states; the philosophy of linguistics; the nature of perception, especially perception of speech; the history of analytical philosophy, especially the works of Austin, Chomsky, Davidson, Frege, Quine, and Russell. He is a member of the editorial board of Mind & Language and editor for the languages category on Philpapers.

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