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Edge Hill University

News

Fake News

**Along Came
a Spider...**

**Love in the
First Degree**

Wonder Women

A Catalyst for Change

A Tale as Old as Time

Why I love.....1997

Class Notes

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Welcome

Welcome to the latest edition of 1885 – the magazine for former students and friends of Edge Hill University.

In the last year there has been a lot to celebrate. The University achieved Gold, the highest rating in the national Teaching Excellence Framework, for delivering consistently outstanding teaching, learning and outcomes for its students. This has highlighted the continuing success of the University and indicates that helping students achieve their career goals is at the heart of everything we do.

This issue celebrates the careers of graduates in a diverse range of fields, from a freelance dance teacher and writer, to a Probation Officer, an international heptathlete, and an Ecologist who has created a biodiversity plan for Edge Hill's award winning green campus.

We take a look at the new developments, including the new £27m Catalyst which will be the largest building on campus housing the Library, Careers and Student Services, and the new Medical School which will allow us to train doctors from 2020.

We also give you a glimpse of some of the research carried out at the University, including a piece about arachnophobia from our Psychologists, the origin of fairy tales including how and why they've changed over time, an article about why youth offenders deserve a second chance and a feature about what makes a food a superfood.

This issue also marks the 100-year anniversary of the first women getting the right to vote in a four page Wonder Women feature. The University is celebrating the influential women and men who have helped to shape democracy over the last century with a packed programme of free events, and we share messages of support from a range of significant individuals from Prime Minister Theresa May, to Edge Hill's Chancellor Tanya Byron.

We also share stories about those who have found love or lasting friendships while at Edge Hill, Christmas memories from 1962, plus photos from our Alumni Catch-Up Day last summer.

If you're a former student with an interesting job or a fantastic achievement you want to tell us about, have a brilliant idea for a future article or just want to share your memories of Edge Hill, please get in touch – we always love to hear from you.



Best wishes,
Hayley Rothwell (Editor)



A Message from the Vice-Chancellor



I recently came across a letter written by the first Principal of Edge Hill, Sarah Yelf, which outlined the many challenges faced by the newly opened institution in 1885. It was a time of significant change in higher education, yet the concerns Sarah had back then seem quite familiar: the constant desire to improve the physical environment; the balance of contributions (in those days between the state and philanthropists) and even the battle over what the institution was to be called.

Today's higher education landscape is no less challenging. A national decline in the number of 18 year-olds, coupled with political instability and uncertainty around the future nature of the sector, means we will all be facing greater competition in the next few years. So, how do we continue to attract students in a fragile market without compromising the strong reputation we've worked so hard to build up?

I believe the key is to sustain and improve what we do best – improving the life chances of our students. With that in mind, I am very proud of the national recognition we have achieved this year. Edge Hill has been named University of the Year for Student Retention by The Times and The Sunday Times Good University Guide 2018. We were awarded Gold in the inaugural Teaching Excellence Framework (TEF) last year. As one of only a small proportion of UK universities to achieve this accolade, it is gratifying to be able to draw on our historic strengths and be recognized for the quality of our teaching and student support.

Lastly, according to the Destination of Leavers from Higher Education, more than 96 per cent of our graduates are in employment or further education within six months of leaving, with five out of six in a graduate job. This is well above the national average and underlines our commitment to providing chances for people to improve their lives through education.

As always, we are continuing to transform and improve our campus. Catalyst, our new £26 million student resource centre, opens in the autumn, and we will also be welcoming more than 500 second and third year students back on campus to live in our newly built townhouses. This will enhance life for all students by creating a more diverse campus and allowing senior students to act as mentors and role models.

And, despite the national downturn in applications to university, we are still seeing increases in applications to several programmes – Biology is up by 70 per cent, for example – and growth in areas such as Computer Science, Creative Writing and Social Sciences. Perhaps more importantly, the percentage of students across the Arts and Sciences accepting our offer of a place is higher this year than last.

So, whilst all universities are facing a period of uncertainty, we will mirror our 1885 counterparts, continuing to do everything we can to provide the best experience – and outcomes – for all of our students.

News



Edge Hill is one of the best for widening participation

Edge Hill University has been named in the top three nationally for widening participation, meaning it is successfully removing barriers commonly faced by students from lower income and other under-represented backgrounds.

The announcement was made by the Higher Education Policy Institute (HEPI) in a Policy Note written by Professor Iain Martin, which looked at each university's success in widening participation.

In the HEPI Policy Note *Benchmarking widening participation: how should we measure and report progress?*, Professor Martin proposes a potentially more effective measure of equity of participation rates which demonstrates graphically the most equal – and most unequal – HE institutions in the UK.

Edge Hill has strong track record in widening participation, being a major provider of higher education for a diverse student body including mature students, first generation students, students from low income families and students from low participation neighbourhoods.

These consistent efforts to widen access led to it being recognised as a Top Two University in the UK for Social Mobility based on its success in developing a broad range of students to achieve graduate jobs (Social Mobility Graduate Index 2014).



Victorian newspapers make headlines on Twitter

Edge Hill History Lecturer, Dr Bob Nicholson, became a Twitter sensation when his rant about a reproduction Victorian newspaper in the most recent Dickens movie went viral.

Bob was watching the trailer for the Charles Dickens movie *The Man Who Invented Christmas*, when he spotted that the layout of the newspaper 'Dickens' was reading was inaccurate – something he has noticed previously in other historical dramas.

He tweeted: 'STOP PUTTING MASSIVE HEADLINES ON VICTORIAN NEWSPAPERS' followed by a series of tweets explaining how Victorian newspaper front pages really looked, stating that 'media history matters too.'

Bob's initial tweet garnered 3,500 retweets and another that demonstrated what the front page should look like gained an extraordinary 3,800 favourites.

The thread led to an article on page three of *The Times* newspaper, with further coverage on the Daily Mail website and even a mention in The Guardian's review of the film itself.



University and Tate Liverpool explore new education and community engagement approaches

Edge Hill is collaborating with Tate Liverpool on an innovative education and community research project which will inform the gallery's learning initiatives at a local and national level.

Schools in Residence involves children, staff and students from three Liverpool City Region primary schools, Edge Hill's Faculty of Education, and Tate Liverpool's Learning Department. The project aims to explore new ways for schools to enhance and enrich teaching and learning and for children and their families to enjoy and develop a sense of 'ownership' of museum and gallery spaces.

Edge Hill staff and students, along with staff from the gallery's Learning Department, participated in the lessons to gather information about the children's and teachers' responses. At the end of each day the teachers, University staff, students, and gallery staff reflected on the information gathered and this will be used to help to develop the model for a future programme of *Schools in Residence*.

Ready, steady... faux



According to a recent study published in the journal Science, false news stories travel faster, and to more people, than true ones. While stories about Angela Merkel's hair being censored on Saudi Arabian state TV can be seen as a bit of fun, when fake news starts impacting on election results, it becomes harder to laugh off its significance.

With social media allowing us to like and share information in an instant, how can we tell the fake from the real, and what does sharing fake news say about us as a society?

“Gossip has always been an integral part of human societies,” said Geoff Beattie, Professor of Psychology at Edge Hill University. “There was an evolutionary advantage to having and passing on information. Whether the information was true or not, having that information ascribed status to the holder. Passing it on signalled trust and helped form alliances.

“Today, we are bombarded by so much information that we are drawn to the novel and the surprising, so if we’re able to pass on something new and exciting, the psychological rewards outweigh the need for validity. Truth isn’t the criteria for passing on information, it just has to be plausible. Fake news is always just plausible enough not to arouse suspicion.”

The use of false information as a political tool is also nothing new, according to Dr Paddy Hoey, Senior Lecturer in Politics and Media. He claims that fake news is linked to political and social crises in institutions, when people start to question the legitimacy of the state.

How to spot fake news



Professor Beattie claims that fake news gains currency due to something called ‘confirmation bias’, a tendency to seek out, interpret and favour information that confirms our existing beliefs – and the echo chamber of social media provides fertile ground for this.

“The problem with so much information is that it allows us to select that which reinforces our point of view,” he said. “Much of the information we hear comes from people we trust and often reinforces what we already know and think, so we are less likely to listen to alternate views. This creates a ‘false consensus’ where we feel we are in the majority and our position is the correct one.”

Fake news is not just the preserve of multinational news corporations – the legitimacy of information is also a major issue for all news providers. However, according to Iain Lynn, Social Media Editor at the *Lancashire Post*, the phenomenon is having a positive effect on smaller, local news agencies.

“Rather than being a negative, fake news actually plays into our hands as people are increasingly choosing to get their news from trusted sources. We’ve seen an increase in traffic, possibly because people are using us to verify what they read.”

The increase in public engagement with the news, primarily through social media, is also having an effect, with comments quickly becoming the story.

“Comments after stories can be useful for gauging public opinion but can also be dangerous in terms of privacy and validity. For example, if a person committing a crime isn’t named, because it’s unverified, someone could name them in the comments and even if it’s not true it is treated as fact. It can easily spiral out of control.

“In the future, I think there will be fewer honest purveyors of news so there will need to be a way of identifying those of us dealing in reputable information – maybe like the blue tick on Twitter; something to show who is trustworthy and who isn’t.”

“Fake news has become weaponised in the age of the internet,” he said. “What started as a preserve of the alt-right has found its way to the mainstream, with fake news being used cynically by President Trump. His ‘alternative facts’ are just lies to promote his agenda, yet he cries ‘fake news’ at anything he doesn’t like or agree with.”

“If you give people constant exposure to something, they will begin to believe it – even if it is detrimental to them or the state. Even when it’s found not to be true, like the £350 million claim during Brexit, it continues to be circulated as fact,” added Paddy.

“It’s not a question of freedom of speech – democracy should be robust enough to weather the storm of fake news. But when we have previously legitimate institutions adopting fake news as a weapon, then we’re in trouble.”

1. **Check the source.**
Does the story come from a reputable news site? Make sure it hasn’t originated from satirical or spoof news sites.
2. **See who else is talking about it – real stories generally have more than one source.**
3. **Use fact-checking websites like snopes.com to identify false stories.**
4. **Use a Google image search to verify pictures.** Images are often used out of context or can be stock photos.
5. **Avoid clickbait headlines as these often lead to fake news stories.**

Very few spiders in the UK are poisonous, but when we see their spindly legs scurrying across the floor, many of us jump out of our skin and run in the opposite direction.

Arachnophobia is one of the most common phobias in the world and spiders are feared over any other bug, yet this is largely irrational given that we are more likely to harm them than they are to harm us.

Is the fear embedded in evolution because spiders have been associated with infections and disease, is it based on our cultural beliefs about the nature of spiders, or can it be put down to a bad experience with them or learning from others as a child?

Edge Hill's Dr Motonori Yamaguchi, Reader in Psychology and an expert in cognitive behaviour, said:

“There are many studies, including my own, that demonstrate that threat-related objects, such as spiders, grab more attention than other non-threat objects, such as flowers or mushrooms. Personally, it is hard to believe that our DNA has programmed us with a fear of such complex and specific objects as spiders, but some researchers do believe that a fear of spiders is innate.

“A recent study suggests that infants as young as six months old react to spiders differently from flowers of similar colours. Given that those infants would not have had much chance to be exposed to spiders, their reactions could be innate. However, infants are also sensitive to unfamiliar objects, so it is equally possible that they're actually reacting to some visual features of spiders that appear novel to them, such as having many long legs, unique patterns of colours and textures, and so on.

“Adults also tend to react to unfamiliar objects negatively. Even if they've not had direct contact with spiders, unfamiliarity could induce negative reactions to them, which might develop into a fear in an extreme case.



Along came a spider.....

arachnophobia

/əˌrɑːknəˈfəʊbiə/

noun

extreme or irrational fear of spiders.

Origin

1920s: modern Latin, from Greek arakhnē 'spider' + -phobia.

“There is also an old school of psychology, called behaviourism, which once claimed that phobias are learned through experiences. In one of their famous studies, they showed that they could induce a phobia of white rats into a toddler known as Little Albert, who had no fear of white rats prior to the study. There is also something called aversive conditioning where people acquire strong negative reactions toward an object or event only after a single traumatic encounter to it.

“Both evolution and learning play a part in essentially all human behaviours, so the question of how much of a fear of spiders is due to evolution and how much is due to learning, is a really interesting question being addressed in ongoing efforts.”

Dr Felicity Wolohon, Senior Lecturer in Psychology at Edge Hill, added:

“Although fear is the main component of phobias, research suggests that disgust also plays a significant role in developing phobias. Disgust is an emotional response reflecting a threat of contamination or disease, and spiders may be associated with the spread of dirt and germs. In fact, studies show that spider phobic people exhibit facial expressions of disgust when exposed to spider relevant stimuli. Being able to respond quickly to danger is an adaptive mechanism that we have inherited from our ancestors. Such automatic responses are innate, but further developing this into a phobia may be based on observations in combination with other factors such as genetic pre-dispositions to learn a fear.”

Is there anything we can do to cure our fear of these critters?

“My research has been looking into how automatic behaviours can be regulated,” said Motonori. “One of the ongoing studies is actually looking into whether we can modify negative reactions to spiders after training. Student interns from the Psychology Department are helping me run experiments, and there are several things that we know we can do.

“One way is to increase exposure to what you fear. The familiarity contributes to emotional reactions, so the more familiar you become with spiders, the less fearful they should appear to you.

“If simple exposure doesn’t do the trick, then another way would be to more actively associate spiders with something that is positive. New positive associations can be learned when spiders are repeatedly presented with something that makes you happy.”

Felicity also added:

“In terms of cognitive behavioural therapy, a number of studies have suggested that ‘in vivo’ exposure is the most effective intervention for individuals with spider phobia. Typically, individuals are trained to approach closer and closer to a spider over a number of sessions, until the fear experience decreases.

“Another intervention that has shown success, and that might be more appealing to many spider phobics, is to use an immersive virtual reality (VR) system. For this, individuals wear a goggle that presents a virtual space in which they can interact with virtual spiders. This method would lower the hurdle for people who suffer from strong emotional reactions to real spiders.”

So the next time you see an eight-legged visitor in your room, instead of running away, keep calm and think of all the different ways in which you can try and conquer your fear.

Spiders are everywhere. Which might be a terrifying prospect for some.

Depending on your perspective they may seem small and insignificant, or huge and hairy, however they live in almost every terrestrial habitat on earth, playing a vital role in our ecosystems.

Spiders devour a lot of bugs, meaning their primary role is not lurking in corners, surprising unsuspecting people, but controlling insect populations which is hugely important for agriculture and forestry.

They are found in all layers of a forest, from the soil and leaf litter, to the vegetation and the canopy above. As well as being important predators of insects they are also a key food resource for birds and small mammals, such as shrews and badgers.

Aside from eating insects and being a source of food for other animals, spiders are often one of the first creatures to inhabit newly created islands using a method called ballooning.

They climb up to the top of the plants, stand with their abdomen pointed upwards and release silk threads. These automatically form a parachute which catches in the wind causing the spiders to be lifted into the air. At the mercy of the air currents they can travel anywhere from a few metres to hundreds of miles.

It's usually the young, newly hatched spiders – the spiderlings – that use this as a way of dispersing into a new area.

“Spiders use ballooning to find a mate or to disperse to a more suitable habitat following a disturbance,” said Edge Hill’s Dr Anne Oxbrough, Reader in Ecology and expert in biodiversity and sustainable management of ecosystems.

“This behaviour is particularly beneficial for agriculture; following crop harvest, insect prey and the habitat architecture required for web building are removed. However, opportunistic species can rapidly recolonise the area by ballooning when conditions become suitable again allowing them to continue their role in the biological control of potential pests.”

When you see a spider in your house, instead of throwing it outside, trapping it in a glass or squashing it, think about the benefits.

Eight legged friends

They are willing to eat almost any insect they can catch so they can help keep our homes insect free, and stop pests from spreading disease. So really, they're on our side!

Fun facts

- Spiders are arachnids, not insects.
- There are over 650 species in the UK and half of them are less than 4mm in size.
- All spiders spin silk but not all spiders spin webs. Some are active hunters and ambush their prey.
- When a spider travels, it always has four legs touching the ground and four legs off the ground at any given moment.
- Research suggests that you are never more than 10 feet away from a spider.



GDPR



Data Protection
Officer (DPO)



Compliance



25 May 2018



Data Breaches



Personal Data

Regaining control of your details

Data might suddenly be a hot topic in your workplace, or you might be wondering why, all of a sudden, you're receiving emails from companies you've bought a tap from three years ago asking for you to update your email preferences with them.

This is because of the General Data Protection Regulation, which came into force in May. Here, Dr Charles Knight, Associate Director of the Edge Hill University Business School explains more about the new rules, and Lucy Rees from the University's Alumni Team explains what this means for you as a member of the network.



You might have heard in the news recently about GDPR (General Data Protection Regulation), a new set of laws that came into force in May 2018 and wondered what this means for you.

Very simply it represents a significant increase in the rights of consumers and responsibilities for businesses. As an individual, you have much stronger rights about how your data is used and who it is shared with. You also have a right to write to most organisations and ask that they forget you by deleting all of your data.

If you are a business, your ability to use consumer data is much more limited. In some cases you have to get explicit permission from consumers to contact them and cannot hide this in terms and conditions or require them to opt-out. Furthermore, you can only collect data for one purpose (say an email address to provide a receipt) and if you wish to 'reprocess' it (use the same email address to pass on to a partner organisation), you have to get permission upfront. Trying to baffle the consumer with complex legal terms will be frowned upon.

Organisations who breach these rules or are involved in the loss of commissioned data can be subject to fines ranging from two per cent to four per cent of their turnover.

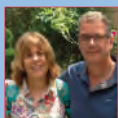
As a member of our alumni network, or a stakeholder of Edge Hill University, we do all that we can to ensure that your details are up to date, and we only try to contact you when we've got something to share that we think would be interesting to you. To explain in more detail, we have published our new privacy notices which set out the data we hold about you, how long we hold it for, and how we use it. To find out more visit edgehill.ac.uk/privacy-notice-alumni if you're one of our former students or edgehill.ac.uk/alumni/privacy-notice-stakeholders if you're not.

Basically, in some cases we may need to ask for your consent to send you communications, in other circumstances we could send you information we feel would be interesting to you as a former student or stakeholder, like this magazine, details about relevant lectures, or invitations to our catch up day. We will continue to always store your data securely and never sell it to anyone.

If you'd rather we didn't contact you, you can opt out of receiving further communications from us. Just drop us an email at alumni@edgehill.ac.uk. To make sure we aren't wasting time or money by trying to contact you at an old address, you can keep your details up to date by emailing the team, or updating them yourself at edgehillconnect.co.uk.



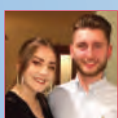
Lesley Wiggans: I met Andrew when we both lived in Lancashire Hall. We've been together for 21 years and married 13, and we have two beautiful children. So for that I am truly grateful to Edge Hill.



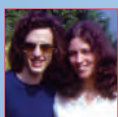
Megan Stockley: We met over the Space Invaders machine in the student bar in May 1979 and I invited Frank Stockley back for tea because I knew he didn't drink coffee! 38 years later, we're still together.

Carolyn Kelly: 14 years ago this year I met Robert in the Venue on my first night at uni. Eight years of marriage and two beautiful children later. Edge Hill will always be so special to us for that and many other reasons!

Kerry Burge: Richy Baillie-Gray and I met on the very first moving in Sunday! He had a friend who lived in the same halls as me and I still remember him running in asking who did Business and Management! He became my best friend instantly. We've been together for nearly four years now and lived together for one and half years.



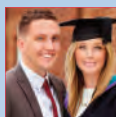
Jane Savage: Out of the thousands of students moving into halls in 2014, I parked up next to my boyfriend on the first day of university when we were total strangers. He was the first person I saw at Edge Hill. We ended up living in opposite flats in Forest Court, spending the whole of uni as a couple, graduating together in July and now we're about to get our first house together. Happiest three years of my entire life.



Lynda Froud: Stuart and I met in my fresher's week 1974. We had our 40th wedding anniversary this summer. Our best friends Keith and Denise met the same week and have been married for 39 years.



Ted Montague: I met and fell in love instantly with Christine Montague at Edge Hill in 1976. We married three years later and 38 years after that enjoy our life as parents to two wonderful boys and two beautiful grandchildren. Thank you Edge Hill, we'll always remember those wonderful times.



Louise Roberts: I met Chris on my very first day. He was one of the first people I spoke to, and five years later we have our first home together.



Anita Sarah: I saw Alex Cropper on the first day of our Film Studies course. We ended up being in the same seminar group and seeing an empty chair next to him, I took a seat. That was in 2007, it has been the best decade.



Nicola Fellows: I met my husband Dominic on my first night in uni halls. I was in John Dalton, he was in Lady Margaret. We started dating nine days later and almost 15 years on, we have been married for 10 years and have two children aged six and seven.

Hayley Diddle: I met Andy Edwards when we both started Edge Hill in 1992 and entered the Eleanor Rathbone halls. A very nervous fresher was I when he came up to me bold as brass and introduced himself! We became very good friends before he plucked up the courage to send me a Valentine's Day card. We blossomed from there spending every minute together, going on holidays, meeting each other's family and friends. We left Edge Hill in 1995 and bought our first house in 1996. We married in 2000 and have three wonderful children together.

Rebecca Ellis: Met on day two of fresher's week 2014 in Tomkins, Chancellors Court. Four years later, we're engaged and have our first home together still in West Lancashire as we also fell in love with the area.

Love in the first degree

What are the chances of meeting the love of your life during Freshers' week? In between juggling lectures, studying and socialising, many students have followed in the footsteps of Prince William and Kate Middleton, and met 'the one' during their time at university.

From locking eyes over a Space Invaders machine, to simply parking next to them on their first day on campus and living happily ever after, here are some of our favourite Edge Hill love stories:

Getting in Step

with the next generation, through the power of dance



Freelance dance teacher and writer Jane Savage, currently working in a Wigan primary school, returns to Edge Hill University later this year to embark on a Postgraduate Certificate specialising in Early Years Education.

In the meantime, Jane, originally from East Yorkshire, continues to speak out on the importance of dance and creative movement to the primary school curriculum and for under-fives.

Having graduated from Edge Hill in 2017 with a first-class degree in Dance, here she gives 10 reasons why dance – ‘in essence, a language of its own’ – is so important for early years education.

1. It's a physical activity encouraging young children to actively participate in a healthy lifestyle. Children harbour bundles of energy, and dance is a wonderful outlet, engaging them with purposeful and dynamic physical activity, minimising sedentary behaviour and contributing to reducing obesity.
2. Studies show regular energetic activity such as dance can help prevent chronic health conditions like high blood pressure, type 2 diabetes and cardiovascular disease.
3. There is substantial evidence suggesting dance nurtures development of gross and fine motor skills. It engages large muscle groups in the arms, legs and torso, and allows children to develop smaller muscles in the fingers and toes, fostering extended movement and coordination.
4. Dance stimulates the enrichment of strength, balance, endurance and skill in a repertoire of aesthetic variation, paramount at this stage in child development.
5. It supports children in acknowledging physical capabilities from a young age; the more opportunities children have to dance, the more they become confident in discovering innovative ways in which to move their bodies and develop basic motor skills.
6. Participating in dance sessions is one of the easiest ways young children can make new friends and practice social skills in a structured, safe environment.
7. Encouraging children to move in shared space develops an ability to listen, cooperate, negotiate, be patient and demonstrate confidence, inspiring them to express emotions, thoughts and feelings, establishing successful relationships and strengthening trust among participants.
8. Engaging under-fives in dance is a fantastic platform for enhancing cognitive skills. Kinesthetic learning provides occasions for children to follow instructions, think for themselves and test problem-solving skills, as well as improve their ability to absorb and process information.
9. Dance presents children with a chance to visually recognise and describe patterns, formations, size, shapes and numbers, inviting them to draw on verbal language to identify, discuss, question, and appreciate movement.
10. Cognitive stimulation in the form of dance ensures young children have the very best chance to learn fundamental life skills that can be developed, nurtured and practiced as they mature.

Jane feels that acknowledging those benefits is just the first step in engaging small children with organised and structured movement, with the next step the need to select appropriate genres to introduce them to dance.

“It's essential to encourage under-fives to explore and be curious about a variety of dance styles, seeking out what inspires, motivates, and captivates attention most. There is so much on offer for little ones to discover and explore, no matter where curiosities take you.”

She points to classical ballet, tap, modern and jazz, street, hip-hop, creative, ballroom and Latin dance sessions, plus cheerleading and acrobatics. And for under-threes, parent and toddler movement classes encourage spending quality time together and active lifestyles, while baby massage, baby yoga and sensory music and movement classes help develop intimate bonds between parent and child.

“A great way to start is looking into sessions that local theatres, conservatoires, private dance schools and community groups offer. Many run termly classes, following accredited syllabi, run by professionals with a great deal of experience teaching dance. Alternatively, you may want to research nationwide franchises providing dance classes, booking taster sessions and going along to classes.”

Wonder Women





Edge Hill University is going back to its roots in 2018 with a yearlong celebration of women to coincide with the 100-year anniversary of the first women getting the right to vote in national elections.

From its earliest days, Edge Hill has been at the forefront of gender equality. Founded in 1885, it was the first non-denominational teacher training institution for women in the country and later played a part in the Suffragist movement, counting key campaigners Helena Normanton and Ethel Snowden among its alumni.

Today, the colours of heliotrope and green can be seen everywhere at Edge Hill, from the University crest to the gowns our students wear at their graduation ceremonies. What many people don't realise, however, is that these are also the colours of the women's suffrage movement and reflect the commitment to the equality of women that drove the formation of the institution and continues to guide the University to this day.

Edge Hill's Wonder Women campaign commemorates the achievements of these pioneering women, and acknowledges the many women (and men) who have helped to shape democracy over the last century. Throughout the year the University will deliver a packed programme of high profile guests, exciting activities and inspiring talks – all free of charge.

In the first three months alone, Edge Hill welcomed three renowned politicians onto campus to share their thoughts and experiences. Launching Wonder Women was Speaker of the House of Commons, the Rt Hon John Bercow, who spoke about the modernisation of Parliament, his commitment to making the democratic process more accessible and inclusive, and his involvement with the Government's Vote 100 project, which commemorates the key milestones on the road to universal suffrage in the UK.

Former Liberal Democrat MP and political champion of same-sex marriage, Baroness Lynne Featherstone, gave a fascinating lecture as part of LGBT History Month, discussing her role in effecting change and the place of women in politics. Green Party Leader, Caroline Lucas, meanwhile talked about being a woman, and the only Green MP, in the House of Commons and how politics itself needs to change.

"We were very keen for Wonder Women not to just be a series of events looking back at history," said Politics Lecturer Paula Keaveney, who was instrumental in bringing Wonder Women to life. "It's more about what still needs to be done and giving people greater empowerment to influence politics. The past is fascinating but we also need to move forward and look to the future."

Over the next few months, politically minded guests can enjoy a wealth of free activities including our annual Festival of Ideas, a programme of entertaining public events which, this year, has the theme of Equalities, and a series of workshops for students to improve political engagement. There are also plans to establish a Suffrage Garden on campus to commemorate Edge Hill's links with the Suffragists.

A highlight of the summer will be the 'Great Get Together', a nationwide celebration of pioneering women inspired by the life of MP Jo Cox, who was murdered in 2016. Edge Hill will honour Jo's work and values with activities and displays dedicated to significant women such as aviator Amelia Earhart.

"Edge Hill is known for its pioneering attitude and for breaking down barriers," said Paula, "so it feels natural for us to be celebrating the contribution of women to society. We've always defied expectations – even now with the announcement of our new Medical School – it's just part of the University's character.

"Wonder Women is not just celebrating, it's also challenging – and that's what we do best."

Wonderful Support

We have received quotes and messages from influential individuals who are in support of everything that is being done across the University for the Wonder Women campaign.



Professor Tanya Byron Edge Hill's Chancellor

“As Edge Hill University's first Chancellor I am delighted to support the Wonder Women campaign. We were set up as a pioneering institution, the first non-denominational teacher training college for women, and our history is tied up with the struggle for women's rights and progress.

“I am proud that our graduation gowns and corporate colours reflect this history, honouring the green and purple of the suffrage movement. Our motto, In Scientia Opportunitas, translates as ‘In knowledge there is opportunity’. I believe it is right that we should ask, in 2018, what more needs to be done so that everyone can reach their potential as we celebrate the same commitment to equality that drove the formation of this institution back in 1885.”

Rt Hon Theresa May MP Prime Minister

“1918 marked the year that our country changed, from one where most people could not vote to one where most people could. It is wonderful to see that, 100 years on, the students of Edge Hill University are celebrating the many women, and men, that campaigned tirelessly and heroically for changes that made our country what it is today.

“As we celebrate a right that we should never take for granted, there is still much to be done to see more women, minority ethnic groups, members of the LGBT community, people with disabilities or those from less privileged backgrounds in politics and government.

“I know that Edge Hill University has a proud history of championing equality and women's rights. I hope that, through the events of the ‘Wonder Women’ campaign, you take a moment to celebrate those who gave their all so that we might be here today, and to consider how we can continue their inspiring work.”

Baroness Lynne Featherstone Lib Dem member of the House of Lords and responsible for devising the Act of Parliament, which legalised same-sex marriages

“Edge Hill is wonderfully progressive and inclusive and clearly striving for excellence for its students. The students I met, both female and male, were engaged and engaging. Breeding that sort of self-confidence to go forward in life is the way to create a better and more equal world in the future.”

Helen Pankhurst

Great-granddaughter of Emmeline and granddaughter of Sylvia Pankhurst, leaders of the British suffragette movement, women's rights activist and writer

“Edge Hill University's Wonder Women campaign marks the 100th anniversary of some women gaining the right to vote. I am proud to support this campaign, the University's contribution to a national debate about continuity and change in women's lives. What is clear to me is that a hundred years on, the work is not yet done. We need to continue to speak out and work towards a world which allows all people to shine and doesn't box and rank them by gender – or for that matter by sexuality, colour and other difference.”

Rt Hon Maria Miller MP British Conservative Party politician and Chair of the Women and Equalities Select Committee

“The Wonder Women campaign is an excellent way of celebrating the centenary of the first women's right to vote. It's impressive to see how much it means to everyone at Edge Hill, especially given the historic ties the University has with advancing women's equality. Not only is the campaign an important reminder of the advances that have been made, it will also help raise awareness that gender equality is still work in progress.”



WONDER Women

100 years of
women's suffrage

Professor Rhiannon Evans MBE

Former Pro Vice-Chancellor
at Edge Hill

"I am delighted that Edge Hill and its students are celebrating this momentous event of 100 years ago. In so doing you are recognising the history and roots of our University in equal rights and social justice. You are paying tribute to the women pioneers in many professions and, in particular, in education, law, civic life and public service.

"One of Edge Hill's alumnae is Helena Normanton QC who stands as a shining example to us all of a woman who, against all the barriers erected against her, succeeded and was outstanding in the male dominated profession of law in the early part of the twentieth century. She couldn't even vote until 1918 when she was 36 years old. Sharing the qualities of many pioneering women she had vision, courage and determination. Hers was a lonely road with much opposition from within and without her profession but recent global events are encouraging women to seek out and value sisterhood and solidarity with others across the world in order to achieve real equality for women."

Steve Cram CBE

Honorary degree recipient
and one of the UK's most
well-known sporting individuals

"I am extremely proud to support Edge Hill University's Wonder Women campaign and think it's an excellent way to celebrate 100 years of women getting the vote. Edge Hill has many historic ties with women's equality and continues with the advancement of this to this day. I am honoured to show my support for not only women but men as well who have helped shape our society into what it is today. We must continue to support these people and campaigns in order to continually strive for equality for all."

Mark Flinn

Former Pro Vice-Chancellor
at Edge Hill

"At its foundation in 1885, Edge Hill set out to 'produce a superior class of Elementary School Mistresses'. The early Edge Hill graduates were indeed 'Wonder Women' of the late nineteenth century, and the institution's commitment to women's education and advancement has run as a thread from then to the present day. Long may it continue to do so."



A Catalyst for change

The sunshine is beginning to glance off the contemporary aluminium and copper façade as the finishing touches are made to Catalyst, Edge Hill's new flagship £26 million building.

Sitting right at the heart of the campus, the ambitious 8,000 square metre building will be an inspiring 24/7 destination for the Edge Hill community with welcoming, knowledgeable staff on hand to support student life, research, learning and career development. The accommodation will provide 50 per cent more study space, with 30 bookable spaces plus two training rooms, a traditional style reading-room and a rooftop terrace for staff and students to get some fresh air and take in the views across campus.

As well as housing a brand new Library, complete with around 230,000 books, when Catalyst opens in June 2018, it will bring together several of Edge Hill's student-facing teams for the first time, giving them a prominent, and highly visible, presence at the very front of the building. A single helpdesk with trained staff will triage students to the most appropriate team to address their needs. Upstairs there will be a mezzanine area with nine private consultation rooms and informal discussion areas, while on the ground floor there will be offices and space for activities or pop-up events.

As well as making it easier for students to access the wide range of help available to them while they study, the co-location of the Careers Service, Learning Services and Student Services also offers greater opportunities for staff to collaborate, share knowledge and resources and plan future improvements.

Head of Careers, Jacqui Howe, is excited by the possibilities of the move. She said: "In the last survey we did, staff and students said that, while our services are good, we need to market ourselves more.



"The current Library has the highest footfall on campus so being located in Catalyst, in a central position on campus, will give us much greater visibility.

"For us, it's all about engaging with more students, and earlier in their academic careers so that they're building up their employability throughout their time at Edge Hill, rather than contacting us in a panic in their third year, or not at all. If they come into Catalyst, students won't be able to miss us so they also won't miss out on opportunities that could help them."

Once the staff are in place, Jacqui is looking forward to working more closely with the other teams and being able to draw on a larger pool of talent and expertise to help meet students' needs. Director of Student Services, Fay Sherrington, agrees:

"The new building is a great opportunity to rethink the way we work," she said. "We're already collaborating on a new software system that will allow us to manage our referral processes and I'm sure there will be many more ways that we can work smarter, avoid duplication and make things easier for students."



Fay added: “It’s also really good for staff wellbeing. Separate office and consultation spaces means less noise and disruption while staff are working and greater confidentiality when advising students. Being co-located will also give staff opportunities to broaden their knowledge across all three student-facing areas and network with other staff.”

Alison MacKenzie, Dean of Learning Services, sees the move as a step change in the relationships between the three teams. “We’ve always worked together on an ad hoc basis, bumping into someone and having a chat, but now we’ll have the opportunity to make those collaborations more easily.”

Students, too, are set to benefit from this new way of working as the helpdesk in Catalyst will be staffed from 8am-8pm on weekdays and 10am-6pm at weekends. These longer hours, supplemented by out-of-hours online chat, mean students can access services for longer and in the way that best suits them.

Front-facing staff are undergoing special training to get them up to speed on what each service provides, and are also job shadowing to ensure they have a thorough understanding before the first students walk through the doors.

“For me, what’s exciting are the yet to be discovered opportunities to enhance what we do that will emerge as we better understand how each service works,” said Alison. “If you put a lot of bright people together in one place, you never know what might be achieved.”

CATALYST Facts

£26,000,000 investment

230,000 books

8,000m² floorspace

5,000 shelves

900 study spaces

600 PCs

4 floors

1 enquiry point
for all your needs



LONDON MARATHON 2018

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My Edge Hill experience

The view from a current student
Kelsey Badley

If ever there was a living endorsement for making the most of student life, it's 20 year-old Kelsey Badley.

The second-year Primary Education undergraduate is certainly ensuring the best use of the facilities on offer around Edge Hill, leading a fairly full-on social existence on campus.

"I kind of think that whilst I'm at uni, if an opportunity arises, I'll just say yes, because making a few sacrifices for these three years is going to be worth it in the end when I can go for a job which I know I'm qualified and have experience for. And I've met so many different people through all the things I do here."

Kelsey's CV already makes for impressive reading, from a role as a Year Representative for her course - attending meetings with subject leaders, discussing student feedback - to work as an Academic Mentor. And then there's her on-going charity involvement. Does any of that ever get in the way of her studies?

"Erm ... no ... which I'm actually quite surprised by!"

Those campus commitments include the time she gives as a Student Assistant, while Kelsey's also the President of a newly-formed Guide Dog Society and puts in time as a Social Media Ambassador for Digital Marketing. So far that's included Snapchat and Instagram takeovers, including one for the Ormskirk Christmas lights switch-on event last time around.

She explained the Student Assistant role as taking care of the pastoral experience, adding, "I live on campus, so I can act as a support structure for students who need me. Even if it's just a basic question about where to pick up post. I'm acting like a big sister figure, really."

And while a first campaign running for the Students' Union elections didn't quite secure that prestigious role as President, she certainly wasn't put off by missing out last time around, with Kelsey eager to stand again.

"I think because it was my first time getting involved with the Union I was kind of finding my feet and learning about it, but I met some amazing people and I'm definitely more than willing to go through it again next year, because I know more now."

Beyond all that, there's a busy life outside the grounds, completing the London Marathon with her father to raise funds for the Royal British Legion.

So how did it go?

That's some undertaking.

"It was a little scary! But I've been running with my Dad, as we did it together, and we have a half-marathon coming up in Ironbridge."

What inspired her to raise funds for the Royal British Legion?

"I come from a very strongly-knit military background, with my father in the Army for 23 years and both of my brothers are currently serving."

How about her Guide Dog Society role?

"I have a border collie at home, I absolutely love dogs, and like giving back and helping out where I can, so this helps me combine those two elements. We're in the process of getting that on its feet, and I just like being out and about, meeting new people."

Kelsey, from Shropshire, is looking to go into teaching, and has just found out that her second placement - after a previous spell at 'a lovely school' in Crossens, Southport - is close to her home patch in Telford.

Although, she never quite made it to an Edge Hill open day while mulling over which university to choose, Kelsey felt the prospectus and all the information she could find about her course promised the perfect fit.

"I came for my interview and - although it was a rainy day - I fell in love with the campus. And since I've been on the course, everyone's been so supportive, not least the teaching staff. I definitely made the right choice!"

A tale as old as time

Once upon a time there was a senior lecturer called Dr Andrea Wright who knew an awful lot about fairy tales. We ventured into the deep, dark woods to ask her where these popular stories of magic and wonder came from and why we still find them so fascinating today.

Are you sitting comfortably?

Then we'll begin...

Where did fairy tales originate?

The origins of fairy tales are quite contested. The traditional view is that they've been around for thousands of years, that they're oral stories based on myths and legends that were passed by generation to generation, changing over time. This quite romantic idea of village elders telling stories is still very popular – and there is evidence of *Cinderella*-type stories being told in Ancient Egypt and China, for example – but, in terms of the literary fairy tales we know today, these are more likely to have emerged in cities, particularly Venice, in the 1500s. Increased literacy, transport connections and commerce helped stories to spread from there across Europe.

Why are they called 'fairy tales' when most aren't even about fairies?

The term 'faerie' refers to the land of faerie, a space of enchantment or magic, rather than a mythical creature with wings. Fairy tales include magic and wonder – in fact, in Germany, they are called 'Wundermärchen', or 'wonder tales'.

Were they always stories for children?

No, not at all. Early fairy tales were very dark and included rape, incest and violence. It was the Brothers Grimm who collected and popularised fairy tales as stories for children in the 19th century. Original stories, specifically aimed at children, then began to emerge in the 20th century from the likes of Hans Christian Anderson and CS Lewis.

Why are children's fairy tales so scary?

Children's fairy tales have always been quite dark – in *Hansel and Gretel*, for example, the children are kidnapped and tortured, the Tin Soldier melts in the fire, the Little Match Girl dies in the cold. For children, fairy stories tend to act as cautionary tales so they often have a moral that children can learn from. Some writers have also seen them as instructional tales to help children get through the maturation process, or to overcome childhood fears around abandonment, loss or hunger.



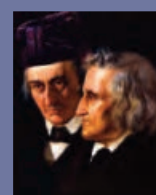
Little Red Riding Hood – how one story has changed over the years



Charles Perrault, the 'father of the modern fairy tale', 1687

Perrault's version of the story is more sinister and moral-heavy than later versions. Red

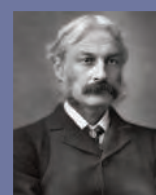
Riding Hood doesn't do what she's told, strays from the path and is eaten by the wolf as a consequence.



The Brothers Grimm, 1812

The Grimms modified the ending so that Red Riding Hood and her grandmother are rescued by a huntsman.

A later version has the wolf falling down the chimney and drowning in a cooking pot.



Andrew Lang, 1890

In Lang's version of the story, called *The True History of Little Goldenhood*, the girl is saved, but not by the huntsman; when the wolf tries to eat her, its mouth is burned by the enchanted golden hood she wears.



Tex Avery, 1943

This animated version, entitled *Red Hot Riding Hood*, deliberately rejects the traditional story, relocating it to a nightclub where singer 'Red' performs to a whistling wolf.



The Company of Wolves (1984)

Neil Jordan's film, based on a short story by feminist writer Angela Carter, interprets the story as a

tale of puberty, sexual awakening and female lust.



Red Riding Hood, 2011

Twilight director Catherine Hardwicke's coming of age horror film sees the heroine eventually marry the werewolf that plagues the town.

What makes fairy tales so appealing?

I think it's because they are simple stories that can be adapted and altered and made relevant to different audiences at different times. For me, what's important about fairy tales is who's doing the telling and when they're being told because so often they are a response to, or draw on, what's going on in contemporary culture. *Little Red Riding Hood* was known as *Little Red Cap* in France, for example, potentially responding to the French Revolution.

Are fairy tales still relevant today?

Fairy tales are still very much part of our culture. They are embedded in who and what we are. The recent live action films of *Sleeping Beauty* and *Cinderella*, the many stage productions every year and the ever-popular Disney adaptations, demonstrate their enduring appeal and ensure their continued circulation. The influence of fairy tales can be seen in everything from advertising and contemporary art to *Harry Potter* and *Lara Croft*.

Fairy stories are also still being used to question and challenge.

In 2017, a mother complained about the inappropriateness of the prince kissing an unconscious princess in *Sleeping Beauty*. This opens up conversations about consent and taps into the recent #MeToo phenomenon, suggesting that fairy tales are still as relevant to the modern world as ever.

Finally, what is the future for fairy tales? Is there a happy ending?

Today, more storytellers have the opportunity to share their stories via the internet. Our access to fairy stories, whether that's romantic tales or controversial retellings for a post-feminist era, is more instantaneous. Originally stories travelled between people, then as commerce and printing developed, on ships across the world – now we can just Google them. It might be less romantic but stories are still being spread. Fairy tales are not going away; however you tell them, those stories will always be there.

Why everyone deserves a second chance...

We need to stop labelling young people as offenders and treat them as children first – that's the view of an Edge Hill University academic who has worked with some of the most vulnerable in society.

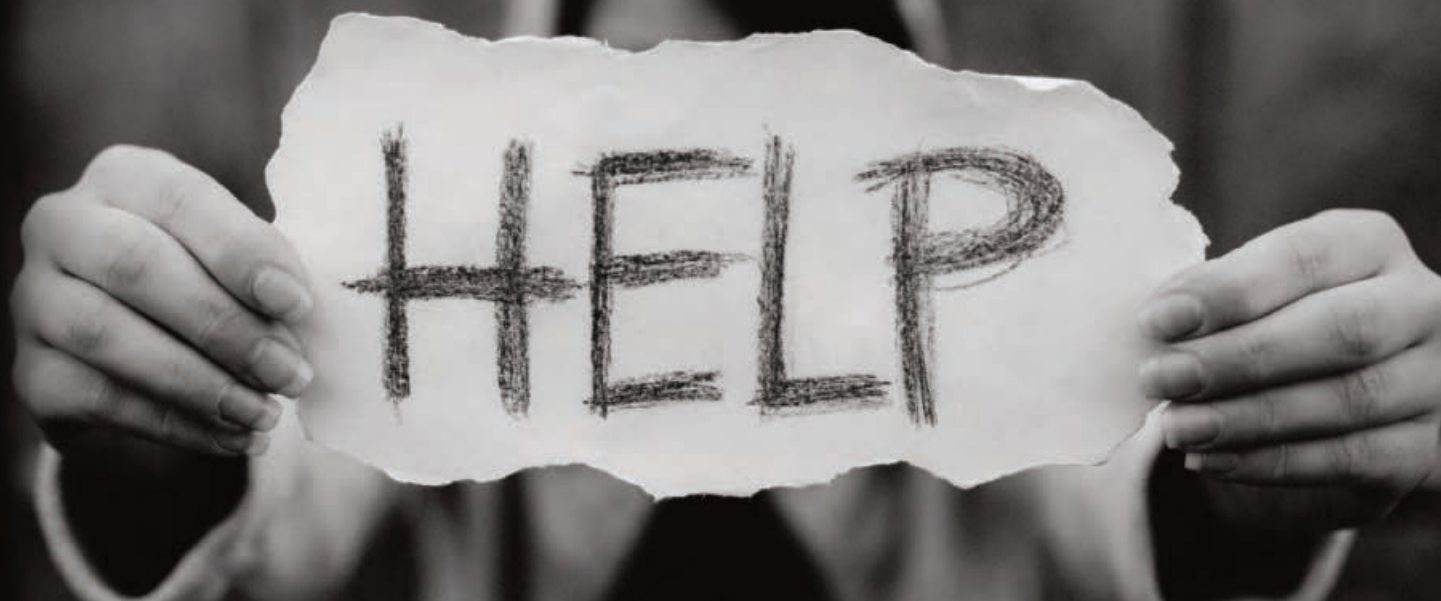
Before he became an academic, Sean Creaney, Lecturer in Psychosocial Analysis of Offending Behaviour, worked in youth offending teams but decided to try to make a difference by using research in an attempt to lobby the decision-makers.

“One of the biggest risk factors for vulnerable children is contact with the criminal justice system,” said Sean. “It can reinforce a criminal identity and increase the likelihood of further offending.

“Once young people have been to court they identify as being an offender. Adults need see them as a child first and treat them as such. Offending behaviour by very young children is an issue that warrants help not punishment.

“We must recognise and praise children's positive attitudes and behaviours. Approaches should be constructive and help children to live a fulfilling life, be future orientated and strengths-based.”





And Sean says there are misconceptions about children and crime.

“The print media can make serious crimes seem more frequent and widespread than they actually are, but the vast majority of young people don’t carry out those sort of crimes,” he added.

“The police and youth offending teams should avoid early criminalisation and instead pursue minimum intervention and maximum diversion.”

Sean also thinks that disciplinary programmes should be avoided as research shows they are ineffective in reducing reoffending. Instead, mentoring and restorative justice should be introduced, with the child having the chance to build trusting relationships.

“So many young people lack a role model,” said Sean. “Sometimes all it takes is for someone to believe in them to make a difference to their lives.

“Practitioners should create legitimate opportunities such as peer mentoring for children to receive status and recognition. This can prove beneficial as part of their move away from crime and help them with identity transformation.”

Sean also thinks mentors can provide advice and support to inspire them that change is possible. He added: “They can genuinely say ‘I know how you feel - I’ve been through that’.

“Young people who offend are also victims. They often come from chaotic backgrounds, with histories of poor mental health and backgrounds of abuse. More children are being exploited by gangs.

“As many as 91 per cent of young people who have committed violent offences experienced abuse or loss prior to becoming involved in the justice system. Though not all traumatised individuals offend, it does seem to be a feature of offending behaviour.”

And Sean has realised there’s one overriding factor which will affect better care: funding.

“Resource and workload pressures are making the job of protecting vulnerable children difficult, alongside cuts to youth support services, health and social care and education,” he said.

“The starting point is to invest in the workforce. That will help in addressing the unmet need.”

Sean’s views on rehabilitation are echoed by one of his Edge Hill colleagues. Andrew Millie is Professor of Criminology at the University. He’s just hosted a seminar that brought together leading criminologists and theologians to discuss the crossover between the two disciplines, and the meaning of justice, mercy and forgiveness.

Andrew said: “For me, all people deserve a second chance.

“Some people say it depends what they have done and whether you think that a person is inherently evil.

“The whole point, and why philosophy and theology are relevant, is about the purposes of punishment and whether it is the state’s role to rehabilitate. It might always be the case that certain people need to be in prison for public protection, but the number this applies to could be much smaller than you would think.

“In relation to theology, many people think of the church as judgemental, and a lot of English law draws inspiration from the country’s Christian heritage and the retribution of ‘an eye for an eye’, but when you look into Christian theology, especially the New Testament, the emphasis shifts to mercy and forgiveness.

“There is clearly scope for greater engagement between criminology and theology. It is well known that prisons are currently understaffed, overcrowded and violent places, they suffer from high levels of drug use and suicide and low levels of rehabilitation. The system is not working. It is possible something more radical is needed for children, youth and adult offenders that provides a gift of hope as an alternative to the pain offered by punishment.”

Dean Dale: Probation Officer



It's all about the little victories for Probation Officer Dean Dale.

Things like getting a young offender to open a bank account as the first step to a life away from crime or anti-social behaviour.

Dean, who graduated from Edge Hill University in 2012 with a First Class degree in Criminology and Criminal Justice, is currently on a three year secondment with the Youth Offending Team in Manchester working with young people up to the age of 18.

"It's very hands-on because you are trying to address all their needs," said Dean. "It's also very family focused, as you're working within their families to try to work out the reasons for their offending to find out what motivates them. You want to improve their lives and replace negatives with positives."

From dealing with substance misuse for individuals or their family members, helping the victims and perpetrators of domestic violence, handling a lack of education and training, coping with mental health issues and the 'labelling' which surrounds that, and the problems of a poor peer group – the list of challenges Dean and his colleagues face is endless.

"You learn to accept those small victories and take the small rewards from it," added Dean. "That's what we work for."

Dean was inspired to get involved with young offenders during his A-levels, when his Sociology course included a module on crime and disorder.

"I could relate it to real life," he said. "You learned about the things you saw every day on the news and I took to it because it was so real."

"I loved my course at Edge Hill. I enjoyed the broadness of it, the theories and social policies, and the fact that it was so true to life."

Dean volunteered with Warrington Youth Service and the drug service in neighbouring St Helens, where he was able to put what he learned in the lecture theatre into practice.

After graduation, Dean worked for a substance misuse charity in Manchester, then moved to the Probation Service. He then completed a graduate diploma in Community Justice and a level five NVQ in Probation Practice which meant he could become a fully-fledged Probation Officer. After his secondment ends he plans to return to the Probation Service, with new skills and new experiences to bring to the role.

"I love the challenge and the way we, as Probation Officers, are able to help people come out of a world that they think they are stuck in forever. Every day you get that glimmer that maybe, though the odds are stacked against them, they can change."

Overcoming Hurdles

We could have forgiven Danielle McGifford if she'd watched the 2018 Commonwealth Games heptathlon coverage with mixed feelings, wishing it had been her out there flying the flag for England.

But that's not her way, and she was more than happy to see Katarina Johnson-Thompson win gold in the seven-event track and field athletics competition, and fellow competitor Niamh Emerson claim bronze.

"The majority of them are local girls, so it's more a case of, if they can do it, I can as well at some point. This is my first proper season back since hip surgery, so I just hope I can get to where I was, then build on that." Danielle, 23, has competed against both Katarina and Niamh before, and hopes to again in the future. But right now she's re-building her fitness after her injury, while working by day with a school games programme, helping organise sports competitions for the next generation of athletes coming through.

Having graduated from Edge Hill in the summer of 2016 with a BA (Hons) in Physical Education and School Sport, she works with a St Helens sports development team, close to her Rainford roots. And it's fair to say Danielle loves her day-job.

"It was something I did quite a bit and loved as a kid, so it's very nice to be doing something similar in my work. And I really enjoy working with schools."

During her Edge Hill studies, Danielle took part in several work-related projects enhancing her skills and advancing her career prospects in school sports development, while giving up her spare time volunteering in various settings, ultimately securing her present position, planning, organising and delivering events for children, while promoting the importance of health and physical activity.

Danielle, who favours the long jump and hurdles, was part of the SSE Next Generation scheme while studying, something she described as a brilliant experience, including media training at Wembley Arena alongside competitions, all part of her ultimate bid to emulate the achievements of her idol, Jessica Ennis-Hill.

And does she hope to come back to show off more medals in the near future?

"I'd like to think so!"



Danielle's career highlights so far

- English Schools long jump champion (three times)
- English Schools heptathlon champion
- BUCS heptathlon champion
- National champion heptathlon/pentathlon (outdoor/indoor) (four times)
- National champion long jump
- England Schools appearances (twice)
- Junior Great Britain appearances (three times)
- Senior Great Britain appearance (European Cup)

Keeping the Class Clown Compliant

Equality, consistency and balance – they're three of classroom behaviour management expert Sarah Wright's buzzwords.

She is a Senior Lecturer in Primary Education, as well as being a qualified teacher specialising in Key Stage 2/3 who continues to work in a diverse range of schools. Outside the classroom, Sarah is a columnist for the Times Educational Supplement.

Sarah cannot emphasise strongly enough that behaviour management is a vital part of teacher training.

"Our students are taught about behaviour management from the moment they walk through our door," said Sarah. "It's a key priority – they have got to find their confidence."

"That's why we don't just put students into nice flowery schools on placements. They go to a wide range of settings so they can see the issues, and then see established professionals deal with them."

"It's about getting the balance – achieving the children's respect while also being approachable, engaging and liked. Quite a lot of traditional advice said 'don't smile before Christmas'. Can you imagine going to work for three months and not smiling?"

Sarah also says behaviour is something that changes with the times.

"The need for behaviour management is not something new," she added. "While it might have previously been rows over conkers, it may now be more about online behaviours outside of school. Social media has had a huge influence, and more and more of that is being brought into the classroom."

"There has been a shift in authority for teachers too. A few years ago there was a lot of 'you can't do that to me or I'll sue you' from children. The media does perpetuate some of these things. I read a headline recently about 'teachers being terrified of four year olds'. Yes, some four year olds can be difficult but they're not terrifying."

Sarah's solutions bring us back to those keywords. She added: "You have got to have a consistent approach. Inequality causes chasms between children and teachers and relationships break down."

"Feeling like we have been treated unfairly is something we have all experienced, it's just not pleasant. Keeping a fair and consistent approach means all children understand and can work within expectations."

And she says that learning from mistakes goes for the teachers, as well as the children: "You should absolutely apologise if you get something wrong. Some teachers are afraid to do that because they think it puts them on a bad footing but it is vital to acknowledge a mistake."

Sarah also says there will always be times when a teacher will need to take a more assertive approach: "I remember when I was at school, the whole class being chastised and our punishment was to listen to a recording of the teacher dragging her fingernails down a blackboard!"

"There are times when you have to be like that and there are times you have to have a really strong talk to someone, but telling them you are disappointed is more productive than shouting and bawling."

Sarah suggests that already having an established relationship with pupils is essential to show students that a teacher isn't just something which is plugged in when they leave.

"Be brave enough to show the children you have a personality," she added.

And she says bad behaviour is undoubtedly influenced by what's going on at home: "It's a sad fact that you could be the first person that day who has asked that child about how they are. You deal with children who have no models of good behaviour. It's mammoth."

"But you can turn a child around on a five penny piece with care and attention. The worst thing you can do is give them a sniff that you have given up on them. Nobody is a lost cause."





Sarah's Five Top Teaching Tips

1. You're not their friend – you are a figure of authority. Establish your classroom presence.
2. Avoid behaviour management fads. The carrot and stick approach is a huge balancing act. There has got to be genuine dialogue.
3. Think before you speak. Everybody has a bad day, apologise if you are snappy. Admit it if you're not on form and they will rally round you.
4. Be consistent and equal. If Ben often plays up but Ella is usually good, don't treat her differently because you think her behaviour was a one-off.
5. Anticipate, don't expect. Some bad behaviour doesn't make them a bad child - and that can become a self fulfilling prophecy. Start with a blank slate.

Behind the scenes

- Elaine Knowles

Behind the scenes meets the people working out of sight at Edge Hill to make the University what it is today.

In this edition, we meet award-winning Catering Assistant, Elaine Knowles, who has worked at Edge Hill since 2012. She talks about her favourite aspects of the job, giving students nicknames, and she explains exactly who Ferrero MAD Ambassabear is.

What do you love about your job?

I love making a connection and interacting with students – I give them nicknames and they're always coming to have a little chat with me in between lectures. My motto is 'time flies so never forget your inner child' and I think laughter is the best medicine. Students come to me if they're having a bad day as they know I will do my best to cheer them up.

What has been your proudest moment?

I've had a lot of proud moments here at Edge Hill, but I think my favourite was winning the Student-led Staff Award in 2013. Everywhere I go I try and make a difference – whether I'm washing a floor or serving a customer – I try and imagine that I'm in their shoes, rushing on their way to a lecture or having a hard day in the run-up to exams, and I try to imagine how I'd like to be treated.

So winning that award made me feel like the work I do is noticed and appreciated by people. It was really unexpected and I really felt recognised by the University and by the students.

What is the strangest thing you've encountered during your time at Edge Hill?

Working at a university means that something weird and wonderful happens almost every day. I think the strangest moment of all was when I was asked by one of the Film lecturers to dress up as the Mad Hatter for an Alice in Wonderland virtual reality film they were making. I had to serve sweets and do the Timewarp on camera, which isn't what a lot of people would expect from working in catering!





What has been your favourite moment?

I really enjoy working at graduations. My job is to serve people at the coffee trike, an outdoor, mobile coffee machine, and it means that I get to interact with the graduates and their families all day. Often I've seen them throughout their time at University so I feel very proud to see them wearing their caps and gowns after all of their hard work. I even make little caps and scrolls which they can purchase during graduation and I donate all proceeds to the Student Support Fund, which helps students who are experiencing financial difficulties.

Who is Ambassabear?

Ferferro MAD (Making A Difference) Ambassabear is a bear whose uniform is made up of an amalgamation of all FM areas including catering, security and housekeeping, and he also wears the graduation uniform. He sits on the coffee trike and I think having him there makes me look approachable and encourages people to engage with me.

He even has autographs from actor David Morrissey, who received an Honorary Doctorate from Edge Hill a couple of years ago, and one from David Yip, who plays the lead role in *The Chinese Detective*.

Tell us something about your job that people wouldn't expect....

You end up making real bonds with students. When I started working here I was told I would cry at graduations and I laughed, but it's so true – I cry every year. I always feel really proud of their achievements and I love helping ensure their university experience is a positive one that they will look back on and remember fondly.



Medical School to open at Ormskirk Campus

The University will offer an access to medicine course from 2019 and train doctors from 2020, as a Medical School is launched on campus.

These courses will develop a new generation of doctors who understand the needs of the local communities and can respond to, and drive forward, new models of care.

The new facility will open at the Ormskirk Campus, within the successful Faculty of Health and Social Care which is already one of the largest providers of health and social care education in the North West of England.

The funding has been announced following a highly competitive process to allocate 1,500 additional places to train doctors in England.

The new Medical School is one of only three new free-standing medical schools in the country and the only one in the North West, the undergraduate programme will complement the University's well-established postgraduate medical degrees.

The expansion opens the door for many more students to gain high-quality medical education and training. Undergraduate medical courses are currently heavily oversubscribed and this will open up new opportunities for many aspiring doctors and medical professionals.

The University first trained nurses over 50 years ago, and was one of the first to offer large-scale nursing at undergraduate degree level leading to professional registration. The Faculty's suite of professional programmes includes all disciplines of nursing, midwifery, paramedic practice, operating department practice and social work at undergraduate and postgraduate levels.



Seth Crofts, Pro Vice-Chancellor and Dean of the Faculty of Health and Social Care said: "The Faculty of Health and Social Care has an established reputation for providing an excellent student experience with high level tutorial support. We are determined that our Medical School will follow this tradition enabling our students to be resilient and flexible doctors who are able to respond to the current challenges in the NHS. We are keen to recruit students from a wide range of backgrounds who have a real commitment to the populations that we serve across the North West."

"Our programme will strongly endorse multi-professional learning and will draw on a wide expertise from doctors who are clinical experts at our hospital and community partners across the North West. We are developing a state of the art teaching facility on the Ormskirk campus to house the new Medical School, which will provide leading clinical simulation and laboratory facilities making use of the latest interactive technology."

In addition to the above programmes, the University's Postgraduate Medical Institute houses well-established educational programmes and programmatic research involving external stakeholders and delivers work-based postgraduate medical leadership throughout the region.

Dr John Cater, Vice-Chancellor at Edge Hill University said: "For the past decade Edge Hill University has been providing postgraduate medical education and training for qualified doctors working in the NHS. I am absolutely delighted that this work has been recognised by the Department of Health, who have now decided to allocate undergraduate medical numbers to the University for the first time.

"The Edge Hill University Medical School represents an important and significant milestone in the development of a hugely successful university, and builds upon the outstanding work of the Faculty of Health and Social Care in the delivery of education and training for nurses, midwives, paramedics and operating department staff over many years. We are also determined that the Edge Hill University Medical School will be distinctive, with a strong focus on widening access, community medicine, general practice and psychiatry."

You can keep informed about the new Medical School on our website edgehill.ac.uk/medicalschoo.



Grounds for Progress

When it comes to contributions to University life, Josh Styles certainly sowed the seeds for a lasting legacy.

Josh went a step further than most, discovering a rare orchid while creating a biodiversity action plan for Edge Hill's grounds and studying for his Ecology degree.

The 22-year-old, from Cheshire, secured a part-time position as an Ecological Consultant long before graduating in July 2017, but retains strong links with the University. Now working in Formby, he's out in the field then back in the office up to four days a week, writing reports for environmental surveys, primarily for housing developers.

Josh is also involved in other projects, notably his North West Rare Plants Initiative (www.nwrpi.weebly.com), aimed at conserving indigenous plant species close to extinction across the North West. Conservation is mainly by cultivation, followed by reintroduction where appropriate.

Initially funded by a Chancellor's Scholarship awarded in recognition of his contribution to Edge Hill and his commitment to wildlife conservation, since August 2017 he's been busy sampling rare plants, with permission from landowners and statutory bodies. He has presented his idea to the Botanical Society for Britain and Ireland's annual exhibition, leading to an invite to their national committee panel and the Species Recovery Trust, as he looks to establish a nationally-applicable protocol for reintroduction of rare and endangered plants.



Josh said, “Nationally, around one or two indigenous species of plants become extinct in every county every year, so there’s a big need for these plans.”

Josh liaised with Edge Hill’s Grounds Manager Neil Toner, identifying key habitats and species, providing a green spaces management plan and suggesting biodiversity measures. He added, “The document identifies several notable species of vascular plant, including tubular water dropwort (*oenanthe fistulosa*), red-listed as vulnerable in the UK — one classification below endangered — and dune helleborine orchid (*epipactis dunensis*), not only nationally scarce, but endemic and found nowhere else in the world.

“I discovered the dune helleborine orchid in a car park in my first year. At that point there were less than 10. The following year, the number increased more than ten-fold as the car park was fenced off due to development of the Tech Hub. The year after there were more than 250 plants recorded.

“Not only is this the third inland record for the species in Lancashire, but it is nationally-significant. The Sefton coast is host to the largest population of the endemic orchid in the British Isles, a 2008/9 coastwide survey counting 7,146 individuals. So not only is Edge Hill’s population of dune helleborine orchids significant in relation to the Sefton coast, but also nationally significant for this very rare species.”

His latest initiative, with Chester Zoo and Martin Mere backing, is a reintroduction project while identifying important areas for wildlife and exploring ways to manage and enhance them.

Pre-university, Josh volunteered for Cheshire Rangers, getting involved with hands-on conservation such as coppicing. As a teenager, he also volunteered for Cheshire Wildlife Trust, surveying biodiverse sites and recording species, providing valuable biological records.

He has no doubt that coming to Edge Hill was the right call, enthusing, “I loved it there. It was great.” He certainly made good contacts, praising the support of his ‘amazing tutors.’ It’s mutual too, Josh was recently hired as an external examiner, marking Masters students’ field botany assignments.

During his degree Josh became involved with Lancashire Wildlife Trust, WWT Martin Mere, and Natural England, retaining those links through his rare plant initiative. He also worked as a Research Intern in the Biosciences department, devising a data-sheet for recording species on campus, something still used by students.

Josh clearly immersed himself in his studies, as proved by first and second-year academic achievement awards and another on graduation for highest aggregate mark across all three years, as well as that prestigious scholarship.

A problem solving mission



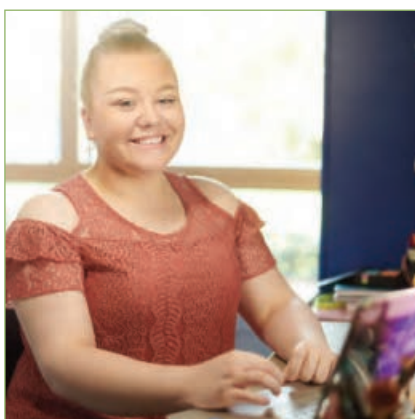
Providing advice to teenagers across the world is all in a day's work for first year Primary Education student Emily Taylor.

After suffering from anxiety and being bullied since the age of five, Emily visited a number of counsellors to see if they could help, however it was when she turned to her peers that things began to change.

After this experience, Emily decided she wanted to set something up to help others in similar situations.

At the age of 16, Emily founded Teenagers With Experience (TWE), a non-profit online organisation that provides teenagers with advice and support from people who have been through their current situation.

Emily aimed to provide teenagers with emotional support when speaking to adults made them feel uncomfortable, giving teenagers a space to see they're not alone in their situation and whatever they are dealing with is normal.



As the Manager of TWE, what are your main duties?

I'm responsible for updating the website and looking after our online presence. I upload articles, approve social media posts and constantly work with members to help us improve the website and reach out to support more people.

How many teenagers are employed to provide advice?

We currently have 23 members, but this number is constantly changing as we allow members to come and go when needed, as members have to deal with exams and other stressful periods in life.

Do you have a training regime in place?

Yes, proofreaders check each answer provided by our writers and provide comments on where things need to be improved or changed. This means our writers are constantly improving and being given notes. Social media admins have training documents they must complete before they can join the website to make sure they understand what style to post in and how to respond to messages from vulnerable teenagers.

What is your greatest achievement so far?

I am fortunate enough to have featured on radio stations such as BBC Radio Merseyside, Heart FM and Capital FM talking about TWE, and I will soon be working with KCC Live, but receiving my Edge Hill Excellence Scholarship is definitely my greatest achievement.

What kind of issues do you help people with most frequently?

We deal with a wide range of issues but our more popular topics for advice tend to be school issues as it is something everyone deals with, whether it's exam stress or friendship issues. Another popular topic is LGBT+ and families, coming out, being accepted and what to do when not accepted.

What is the best piece of advice you've ever been given?

The best advice I have been given is from members inside TWE. After dealing with very difficult problems myself that affected my anxiety, our TWE "family" really helped me out. They gave me their own advice, techniques and encouraging words.

How do people hear about you?

We promote TWE by telling our friends and sharing on social media to other teenagers, but we will also be working with KCC Live, which will help promote us, help more people and hopefully recruit more members.

How do you deal with difficult cases yourself?

We have members that cover so many difficult topics including abuse, drugs, depression and being a victim of attacks such as terrorism. This means that when we do get messages about more difficult topics we often tend to have someone with that experience to answer.



To find out more about TWE visit teenagerswithexperience.weebly.com or facebook.com/TeenagersWithExperience.



Behind the Bookshelf: Carl Hunter, Senior Lecturer in Media, Film and Television

“As long as you pick up a book and open yourself up to new ideas then that’s the important bit. The beauty of lovely words.”

Your favourite childhood books

Sniffin’ Glue – Fanzine Collection



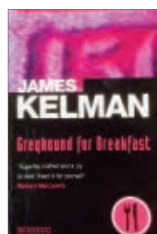
I grew up with fanzines, and in a lot of ways they have had a massive impact on my life. So this collection of *Sniffin’ Glue* is always great to look back on although I mainly bought local fanzines.

For me, they weren’t just a way of reading about music – although they did introduce me to a lot of bands – but it was through fanzines that I first realised that I had a fascination with design. I loved the DIY, rough and ready, collage style of design and would spend hours thumbing through different copies in Probe Records. Liverpool had some great fanzines.



The Saint – Leslie Charteris
I didn’t read a lot when I was very young, but when I did I read *The Saint*. You could buy copies relatively cheap second hand and I would read story after story.

Reading *The Saint* took me all over the world, for a few hours a night or stuck at the back of a Chemistry class, I wasn’t in Bootle but was in exotic locations. Simon Templar wasn’t as obvious as James Bond – you felt like you could be The Saint one day. EasyJet and Ryan Air saw to that.

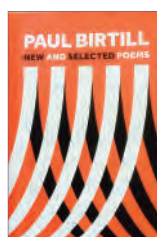


Your all-time favourite book

Greyhound for Breakfast – James Kelman

There are fantastic Scottish writers out there, and James Kelman is one of the greats. This collection of short stories is written entirely in Scottish dialect – he’s one of Irvine Welsh’s major inspirations.

Some of the stories are so small that they barely fill a paperback page, and others are written out typographically. There’s a



lot of dry, clever humour and he’s culturally and socially sharp.

Your favourite collection of poems

New and Selected Poems

– Paul Birtill

Years ago as a band we had lots of non-bands supporting us. Poets and comics would frequently act as our support band and Paul was one of the many poets that supported The Farm, as did Porky the Poet, Ted Chippington, Seething Wells and Swift Nick. Paul would go down a storm at shows filled with music fans. This collection of his



poetry is a great introduction to his writing and humour.

Books you’d recommend your students to read

Instant light – Tarkovsky

I’m a Film Lecturer, and I always

recommend this beautiful book. Tarkovsky is a Russian Film Director, *Instant Light* is a collection of Tarkovsky’s Polaroids, strong bold images which are poetic, evocative and emotive to look at. A film student should be able to look at images like these and be inspired.



On the Night Bus – Nick Turpin

I’ve picked *On the Night Bus* for the exact same reason. This is basically a collection of photographs of real people at night on buses. Sometimes the windows are steamed up, sometimes the people are asleep or carrying their shopping home and resting their heads on the glass. They remind me of the American photographer Saul Leiter’s photos.

Film students have to constantly retrain the way they think about looking at ordinary objects and people and figure out how to make it look exotic or striking. That’s what filming should be.

Just My Type: A Book About Fonts

– Simon Garfield

This is a collection of essays about typography. I encourage my students to read it because it’s so important for a filmmaker to think about type. Your opening credits shouldn’t just be an afterthought, and this book really delves into the stories behind typefaces which we take for granted or see every day.

Finally...

A writer friend of mine always says, it doesn’t matter what you read, just that you do. For me when I was younger it was the back of a record sleeve, scanning for designer or producer credits or lost in a world of *The Saint*. Sometimes it would be devouring a review of The Jam or The Slits in a local fanzine.

As long as you pick up a book and open yourself up to new ideas then that’s the important bit. The beauty of lovely words.

Fad or fact?

Are superfoods a recipe for better health?

The health benefits of certain foods have been understood for millennia; garlic, for example, was prized by many ancient civilisations for its health-giving properties, and used for everything from increasing stamina and settling dodgy stomachs to treating depression.

Today, the humble garlic has been replaced by rather more exotic products, such as quinoa and green tea, as so-called 'superfoods' become ever more commonplace in the shopping basket of fashionable foodies. But can crunching kale, bingeing on blueberries or even pecking at purple potatoes really affect our health and wellbeing?

"You have to be careful with the term 'superfoods'," said Dr Catherine Tsang, Senior Lecturer in Human Nutrition and Health in the Faculty of Health and Social Care. "It's often just a marketing ploy to make some foods with health benefits more attractive to consumers. However, antioxidants, which are present in many so-called superfoods can help to reduce free radical damage in the body caused by air pollution, UV radiation exposure, fatty and sugary diets or smoking. Free radicals cause damage to biomolecules, including DNA, and can contribute to chronic conditions.

"Superfoods also contain high levels of dietary fibre, which is an often ignored, yet very important, component. It has a bulking effect which has an impact on the feeling of satiety, so the more dietary fibre you consume the less likely you are to overeat."

Catherine works closely with the food and drink industry as an academic consultant on product development and carries out many clinical dietary intervention studies to try and pinpoint which components in foods make a real difference to our health and wellbeing.

She is interested in the potential health benefits of polyphenols and, more specifically flavanoids, which are common in many foods and drinks – in fact, we consume up to a gram of these compounds every day in our diet. Flavanoids are powerful antioxidants and have been found to have a positive effect on cardiovascular health by reducing blood pressure, and could potentially be used in the treatment of some of the biggest public health challenges, including diabetes and obesity. Polyphenols have also been found to lower the stress hormone, cortisol, making consumption of polyphenol-rich foods good for our mental as well as our physical health. Green tea, coffee, certain fruits and vegetables, red wine and dark chocolate are all packed full of flavanoids and are being touted as 'superfoods' in the media for their immunity-boosting and cancer-fighting properties.

Catherine's work on polyphenols includes a number of projects looking at the effect of consuming various foods on health. One of these focuses on the Purple Majesty potato, a unique food due to its high concentrate of polyphenols throughout the flesh as well as the skin, which give the vegetable its striking purple colour.

Volunteers ate the colourful veg every day for two weeks and were tested for blood pressure and arterial compliance – the elasticity of arteries and the flow of blood through them. Catherine found that after a fortnight of a daily serving of purple potatoes, the volunteers' arterial compliance had improved.

Catherine's work is also good news for chocolate lovers as dark chocolate is also rich in polyphenols. In collaboration with Edinburgh University, Catherine has been carrying out clinical work for Barry Callebaut, a Belgian chocolate manufacturer, to add dietary fibre as a functional food to their dark chocolate in response to government guidelines on increasing the amount of fibre in our diets. Dark chocolate is already full of flavonoids – and Callebaut has pioneered a novel process called the 'acticoa method' which retains up to 80 per cent of the flavonoids lost in traditional chocolate-making – so adding dietary fibre could make it even more beneficial to health.

"While fruit and veg contains plenty of dietary fibre," said Catherine, "we're now looking into other foods which can be fortified with dietary fibre which may be more appealing to a wider range of consumers. If these can be used as appetite suppressants, they could contribute to weight management treatments in the future."

So, while superfoods may be a myth, the antioxidant power of polyphenols is not – and the best part is that chocolate and red wine (in moderation, of course) might be good for us after all.



What makes a food **SUPER**?

Blueberries

Rich in vitamins, soluble fibre and flavonoids, which may reduce the risk of certain heart conditions in young women.

Kale

Loaded with vitamins A, K and C, fibre, calcium and other minerals.

Salmon

Contains omega-3 fatty acids, thought to lower the risk of heart disease and stroke.

Pomegranate

Full of ellagic acid, which has anti-cancer properties.

Professor Matthew Pateman

– Head of Media

Why I Love...

1997

*“I first started thinking about the significance of 1997 while I was carrying out research into *Buffy the Vampire Slayer*, which was first aired in March of that year. This ground-breaking TV show was one of the most important contributions to the presentation and analysis of contemporary American culture and, while I was looking at the social and political context in which it was launched, I noticed how many era-defining events took place in this year.*”

While *Buffy* was undoubtedly a forerunner in popular culture that came to influence many subsequent television programmes, it was also very much a product of its time.

This prompted me to think about other pioneering shows that came out in that year, such as *Teletubbies*, which had an incredible impact, revolutionising children’s television and changing what children’s TV was capable of doing. There were also a number of other interesting pop culture events: the multi-million pound Harry Potter franchise was born with the publication of *The Philosopher’s Stone*; *Titanic* was released, which was the most expensive film ever made at the time and marked the start of Leonardo DiCaprio’s rise to the Hollywood elite.

Channel 5 also came along in 1997, the first new terrestrial channel in the UK for 15 years, and was part of the emergence into the 21st century televisual landscape of multichannel, niche programming that we know today.

So, the more I looked at 1997, the more interesting it became, not just in terms of pop culture but across so many other areas. What was astonishing to me was in that year, facebook.com, twitter.com and netflix.com were all registered as domain names, Microsoft acquired Hotmail and the first DVD players were sold in the USA, technologically things were moving rapidly forward – so, it really is the point at which the 21st century is born.



And then there are the other events in the year, such as the first Labour government in 20 years, which would be an important event in itself, but if you factor in the death of Diana in the same year, it takes on even greater cultural significance. Diana dies and the Royal Family is seen as aloof and uncaring. You've got major right wing papers pillorying the Queen – it's completely unheard of and prompts a complete rebranding of the monarchy.

By contrast Blair makes his iconic 'Princess of Hearts' speech, which was an extraordinary crystallisation, or exploitation, of Diana's death to make incredible political capital. He adopts the perception of Diana as a humanitarian to provide a context for a Labour government of inclusivity, caring and emotional intelligence and to establish the strong centrist consensus that's emerging in Britain and Europe that continues for the next 18 years.

In a way, the mirror image of 1997 is the Grenfell Tower tragedy, 20 years later. The way that Theresa May was so cold and distant, utterly unable to do the Blair thing, and it was the Queen that stepped up and suddenly became the nation's caring grandmother – it couldn't have been more different.

Around all of these seismic events, you've got the Britpop scene which had already been around for a few years but can now attach itself unambiguously to Labour politics and the Cool Britannia movement. For me, one of the most fascinating things about the music scene in 1997 is the re-appropriation of the Union Jack – the most blatant example being Geri Halliwell's infamous dress. However, slightly earlier in the year, David Bowie had released his *Earthling* album, which features a photo of him on the cover wearing a fraying and torn Union Jack coat. On the one hand you've got

an unapologetic promotion of 'isn't Britain (and by extension, the Empire) great?' and on the other an image of Britain, and Britishness, that is much more conflicted and problematic.

Twenty years on it's easy to give too reductive a reading of this; Geri's dress is emblematic of the kind of ideas that Brexiteers might find interesting, while Bowie represents the Remainer position. Obviously, it's not that simplistic, but I do feel that culturally unifying moments like these hid deep and important divisions between people's outlook, the ramifications of which we are now seeing in Brexit and the Trump presidency.

The shorthand is that 1997 was the birth of 21st century. The legacy of that year is inestimable, and we are still seeing its influence on our lives today."

Class Notes

If you would like your news to appear in Class Notes, please contact the Alumni team at alumni@edgehill.ac.uk

Lasting friendships

Many people met their partners while studying at Edge Hill, but lots have also met friends for life. We asked you to share your stories and memories with us:



Sandria Pickering: I have a feeling that my group of friends may be the biggest (and oldest) to have stayed friends. Eight of our group were students from '62 to '65. They were Penny Anthony, Glenis Hornby, Dorothy Cheetham, Eve Howarth and me (Sandria Jewitt). All North Hall (EMB). Tom Wright, John Fairhurst and Peter Keen were all in Lancashire Hall. In '66 Glenis married John Fairhurst and Dorothy married Peter Keen. Penny married Tom Wright the following March, so they have now all celebrated their Golden Wedding anniversaries. We have all stayed friend since leaving without the aid of the internet, mobile phones and even phones in our homes.

In spite of moving around the country and often needing to use public transport in the early days, somehow we have shared our lives. This photograph was taken a few years ago perhaps someone may recognise one or two of us!

Laura Leilani: Way too many to name, but it's beautiful being part of each other's lives still, seeing weddings, babies being born and new jobs, but it's great meet up and catch up. I literally have amazing friends for life because of Edge Hill x

Victoria Kenmare: Way back in 1994 we didn't have social media or many mobile phones for that matter but I'm now back in touch with lots of friends. We may not speak every day but Facebook is great for keeping us all up to date. Having said that I don't think the ability to take photos AND upload it to the world would necessarily have been a good thing back then!

Viv Connolly: My friend for life **Sue Ling Jaques** (Lee) and I met in our first week at Edge Hill in 1985. We are still in regular contact as Sue and her husband are godparents to my firstborn, I am godmother to their son and Sue's two elder children were pageboy and flower girl at my wedding. I have just arrived home from a lovely weekend visiting Sue in the Isle of Man.

Claire Schultheiss Stringer: 1996-2000. We turn 40 (well most of us!) this year so we are having a girlie week away in the sun in July. Friends for life... **Jo Vance, Katrina Hough, Lynette Ojo, Jackie Talbot, Jennifer Clayton.** With the lovely **Deborah Powell** watching over us from above. *Miss you Scully x*



Letters and Memories

December 1962 is a long time ago, and all the minute details might be a little hazy, except the final action.

I had nearly finished my first term at Edge Hill Teachers' Training College in Stanley Hall. My first (nerve-wracking) Teaching Prac had just finished, and it was not long before I would get a coach to go back home for Christmas in Kent with my family, who I had not seen since early September.

I had so many stories to tell them about life as a student teacher. The letter my parents had to write naming any girl who came to my room (she had to have a letter too); illegal master keys to lock our room when we had a visitor; an occasional formal dinner with lecturers (best behaviour, manners and attire obligatory); use of the swimming pool whenever it was free in the evening (three persons minimum); joint fire practices with Clough Hall girls (how was it they always had time to put on make-up and with not a hair out of place?); and going in the college minibus to see Gerry and the Pacemakers with a support group called The Beatles.

A few days before I went home, I was lying in bed, and I thought I was having a dream because I could hear Christmas carols being sung in the distance, getting closer and closer.

The next thing I knew, my door flew open, and a group of second and third years burst into my room shouting "Merry Christmas, Barrie!!" At the same time, they grabbed the edge of my bed and turned it completely over with me underneath. They then closed my door, continued singing carols, and joined the others who had also found other first years to welcome to Christmas in Stanley Hall.

I couldn't wait to be a 2nd Year!

Barrie Pollard (1962-65)

Joanne Coxhead: Friends for life... Clough Hall girls...
Linda Green (Wadsworth), Jen Roberts (Crawshaw),
Julie Murphy Prole, Carolyn Hazell (Taylor),
Allison Hunter, Annie Robson
- Left 1985 and 86 xx

Alumni Catch-Up Day 2017



Last year's annual Catch-Up Day proved very popular with around 250 former students attending to reminisce about their time at Edge Hill. During the day they caught up with friends over an outdoor picnic and garden party in the Rock Garden and in the evening there was a Festival themed party in The Hub with a BBQ, prosecco on arrival, live music and a DJ, plus circus performers, face-painting, and a campervan photo booth. See if you can spot yourselves!



A College Alphabet

Written by Dotty for Edge Hill's College magazine, *The Crest*, in 1948



- A is for Art Room,
where some meet their doom,
- B is for Bookcraft, the next torture room,
- C is for Common Room,
where we can't sup.
- D is for Dining Room, where we queue up.
- E is for ease, the life we don't lead.
- F is for food, not enough for our greed;
- G is for George, only man in the college.
- H is for Housecraft,
for those of great knowledge.
- I is for IQ – we wish that we knew it.
- J is for Jackson and partner who do it.
- K is for kipper we get on our plate.
- L is for lecture, for which we are late.
- M is for Mickey, the Principal's pet.
- N is for Nixon, who champions us yet.
- O is for onion, we grow in our plot,
- P is for pond, where we go when it's hot.
- Q is for queer, which fits students well.
- R is for rotas, we hate them like ____.
- S is for San, where they put us to bed;
- T is for tutors – well, that's enough said!
- U is for urn, the N.A.M.C.O is here.
- V is for violas – "water them dear."
- W is for Welsh, who mends all our pipes,
X is for X classroom,
for smoking room types.
- Y is for Young, who sings like a bird.
- Z is for zero, on August the Third.



Your Alumni

The fun doesn't have to end when you graduate. As a member of our alumni community you can still be part of University life and access a wide range of benefits and services to help you plan your career, undertake further study or keep in touch with us and each other.

Free online journal access

Free access to online journals plus use of our libraries and study facilities.



Postgraduate fee reduction

Save 20% on tuition fees for a range of postgraduate programmes.

Sports Centre membership reduction

Graduates qualify for the Corporate rate at the new Sports Centre which includes access to the fitness suite, swimming pool and sessions in the Get Active programme.

Alumni Catch-Up Day

See the latest developments on campus and re-live your student days – you can even stay in our Halls of Residence.

Helping with reunions

Help with locating old friends, publicising your event and finding venues on campus.



Campus events

Careers fairs, workshops, networking events and academic conferences – as well as many opportunities for Continuing Professional Development.

Keeping in touch

Regular e-newsletters and annual magazine (online and hard copy) to keep you up to date with what's going on at Edge Hill.

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