

THE FROGNAL

UCS NEWSLETTER — ISSUE JULY 2022

Celebrating the events and achievements of the Summer Term at UCS Senior School.



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Welcome To The Summer Term Edition Of The Frognal



Compared with the Summer Terms of 2020 and 2021, the 2022 iteration has been very reassuring with its welcome return to cricket at the Sports Fields and Public Examinations in the Sports Hall. I have been so very impressed with our A Level and GCSE candidates for stepping up to the plate so calmly and coolly after two years of pandemic, and I am sure I speak for all of us when I say we wish them every possible success on Results Day.

A shout out, too, for those of them who studied Art or Design and Technology courses: the Summer Exhibition of their projects was astonishing for its variety and quality – particularly so given the pupils had less workshop time compared with ‘normal’ years. The creativity, boldness and flair are a joy to behold and I hope these attributes inform and complement the contribution these UCS pupils will one day make to humanity.

The Sixth and Upper Remove are not the only academic heroes this term, with full programmes involving enrichment, symposia, tests or internal exams laid on for all the other year groups. Some pupils will have won particular awards for their achievements in our sectional Prize Givings but I hope all pupils will find a moment over the summer to reflect on the individual progress they have each made.

Opportunities to be sporting heroes were plentiful this term. Some incredible cricketing results both for individuals and for teams; and chances to beat school, Deme and personal bests at the various Sports Days. I also salute the musicians, who put on a dazzling array of concerts, big and small, in what can only be described as a remarkable summer Festival of Music. The Rock Concert, showcasing some 60 musicians across the age

Welcome To The Summer Term Edition Of The Frogna!



range, rocked UCS to high acclaim while the Summer Concert, which was the best I can ever recall, featured both a full Concert Band and Symphony Orchestra such is the depth and quality of our musicians even when Years 11 and 13 are on Study Leave.

You will gather a sense of all this and more by reading through this term's Frogna newsletter. But let me point you to one article in particular, that is positioned, appropriately, right at the front: our Bursary Programme. UCS was established nearly 200 years ago to offer an education which was different from the standard fare of its day. This included educating children with no regard to race or creed. In more recent times, this commitment to enable any child to benefit from – and contribute to – the life of the school must include our facility to offer fee assistance. We seek to develop balanced

and socially aware pupils who work and play alongside others from different backgrounds and cultures. Such young people are more likely to appreciate mutual exchange, empathy and cultural appreciation; and more readily become versatile collaborators and leaders of the future.

We currently sponsor around 60 pupils a year with fee assistance, virtually all of whom are granted a place at UCS completely free of charge. As we approach our bicentenary in 2030, we aspire to extend our bursary programme to even more children. I hope you will enjoy finding out more by reading the interview with Mr Bienias, our Bursaries Coordinator.

And finally, on this notion of community: you can read about some of our recent partnership work with other schools and about some of the

Welcome To The Summer Term Edition Of The Frogнал



fundraising UCS has done for charities. What *The Frogнал* does not chronicle are those smaller acts of kindness and goodness that so many of our community effect on a daily basis. These seem particularly important now when we look around the world and witness the terrible setback of women's rights, education and freedom in Afghanistan – and Mr Putin's dreadful invasion of Ukraine, with all the appalling consequences that have followed. Against this backdrop, UCS pupils have become politically engaged, raised money and stand ready to welcome into our community those who have been displaced. These acts give me hope that the future our pupils will build is a place in which humanity can be proud.

— Mark J. Beard, Headmaster

— Image by B. Burton

A Spotlight On... Bursaries



Once synonymous with UCS Sport as well as pastoral roles in the Lower and Middle Schools, Mr Bienias turned a new page on his Frognal career last year when installed as the school's first-ever Bursaries Coordinator. In our lead interview he explains how he is relishing this "new and exciting" post, describes the bespoke pastoral care he strives to provide, and highlights how bursaries enrich the UCS community.

When did you begin as Bursaries Coordinator and how are you enjoying the role?

I officially started as UCS's inaugural Bursaries Coordinator in September 2021, but my work actually began around April 2021 when I sat down, individually and confidentially, with our departing Sixth pupils to learn about their experiences of being bursary holders at UCS. Although I wasn't able to assist those departing Sixth, their recommendations have proved invaluable in informing and influencing my support for bursary pupils this first year and for future years.

I am thoroughly enjoying the role, for many reasons. Hearing on a regular basis from our bursary holders about the wonderful opportunities available at UCS, about the incredible facilities, the support they are given, and the chance to

A Spotlight On... Bursaries



experience everything UCS has to offer is always brilliant. As a Form Tutor and Year Warden I had always enjoyed the day-to-day interaction with pupils, listening to their experiences and lending support wherever possible, so sitting down individually with bursary pupils and hearing what they have been up to is great. As a Form Tutor in the Middle School for nine years and a Lower School Year Warden for five, I had limited involvement with the Transitus and Sixth, whereas now I am involved with pupils across all seven years of the Senior School.

Further, the role affords access to previously unexplored – by me! – areas of UCS: the Sixth Form team, Sophie Bennett and publications, Helena Yovichich and the Careers Department, Phil Miller and Admissions, to name a few. Not only are these new and exciting experiences, personally speaking, they are also an indicator of the various different strands which, carefully measured, tie into our bursary provision.

What are the main benefits enjoyed by the bursary pupils themselves?

UCS offers a remarkable range of fast-paced engaging lessons taught by passionate teachers who are committed to their subject and their pupils. Combined with the excellent facilities, as well as the many enriching co-curricular activities, UCS is making its fantastic education and experience available to those who would otherwise be unable to access it. UCS can provide life-changing opportunities that many hugely deserving students would not otherwise be able to receive. There is a club or society for just about everything and everyone; there are incredible Drama productions, Sports teams and clubs playing regular competitive fixtures, not to mention the huge number of Music groups and concerts taking place. And then the trips... Trips to the theatre, trips to museums, language trips, Drama trips, Sports tours; the list goes on. Unfortunately, not all schools can provide such opportunities, and I have heard first-hand just how appreciative our bursary pupils are to receive the opportunity of such an enriching and varied education. As one pupil recently told me, they certainly couldn't take part in rowing or horse riding at their old school.

A Spotlight On... Bursaries



How many bursaries do we offer?

Currently we offer 58 Senior School bursaries, ranging from 10% to 100%, spread through all seven year groups. There is no fixed amount of bursary places offered for each cohort: one year group has five bursary holders, another has 13. Pupils hoping to benefit from a UCS bursary must first gain a place on academic merit through our entrance exams and interviews before a bursary is even considered. Bursaries are means-tested and are reviewed at the end of each year.

In which ways does the provision benefit UCS as a school community?

Bursaries are transformative for the whole school, not just for bursary recipients. As well as continuing to strengthen the academic and co-curricular areas of the school, bursaries nurture a social and cultural diversity that enhances our school community and better prepares all pupils for life outside and beyond UCS. They make for a more diverse space in which our young people experience their Music and Sport and develop their social skills as part of a thriving community. We are very fortunate to be able to widen our access and we want to be able to allow as many pupils as possible from many different backgrounds to experience a full UCS education. This impacts positively on fee-paying pupils.

A Spotlight On... Bursaries



How, day-to-day and in practical terms, do you bring added value to the programme?

I like to think I offer an additional level of support for our bursary pupils, whereby they can contact me with queries or requests and I see how best I can assist them. So, day-to-day, I may be dealing with individual issues such as sorting out sports kit, advising on fee reductions for trips or checking in with bursary pupils to ensure they feel as supported and integrated into UCS as possible. Reading reports and tracking data is another important area, thereby identifying if there is anything I can do on an individual level to support a pupil with their effort and attainment. It may be that a younger pupil would benefit from a mentoring programme with an older bursary pupil, to receive advice and support. Each day I try to meet individually with at least one bursary recipient to discover all the wonderful things that UCS has to offer and which they are taking advantage of, while also checking that pupils are happy and enjoying the overall experience. From what I am told in these conversations, the experience we provide is

on the whole extremely impressive, though there are always one or two areas that need developing. These range from the time and distance pupils travel into school, to provision for printing past papers. We are always striving to deliver the best possible support. Longer term, I am in contact with a number of maintained schools to see if any of their pupils would benefit from a UCS education, particularly schools where pupils must leave after Year 6 or Year 11, so primary schools and schools without sixth forms. Changing schools is never easy so I give support to both students and parents when pupils have been offered UCS places and are waiting to start with us. I try to alleviate any concerns and fully explain how UCS operates.

— Contributions by O. Bienias

A Spotlight On... Bursaries



Finally, how does the future look for our bursary provision?

We are aiming to increase our bursary provision over the next few years, i.e. the number of bursary recipients, to coincide with the school's 200th anniversary in 2030. Not only do we want to offer more bursary places, we also want to raise awareness about the UCS bursary scheme among both current pupils and parents, and prospective UCS joiners. When fee-paying and fee-assisted pupils and parents join UCS, or even look around UCS for the first time and consider us as a potential destination, we want them to know that bursaries are something we are passionate about and support comprehensively.

In 2030, UCS will celebrate its 200th anniversary and, to help mark this, it is our aspiration to double our bursary provision to £2.5m per year and establish an endowment fund to support bursaries in perpetuity. [Click here](#) to support.

Captains of Monitors



On Thursday 9th June, Headmaster Mark Beard presented our two new Captains of Monitors, Xavi Mesquita and Minnat Mohammed, together with the Vice Captains of Monitors, Monitors, Deme Captains and Sixth Form Union Officers. Here, Xavi and Minnat discuss their new roles, the application process, their hopes and the value of student leadership positions.

Why did you apply for the role and what does your appointment mean to you?

Minnat: I applied because UCS is a special place. I have enjoyed it in every sense. UCS offers us so much, not only grades but also holistic personal development. I want to contribute to and further develop this quality. I feel honoured to have been chosen and incredibly excited.

Xavi: I wanted to work in a team to best reflect and expand on the aspects of UCS of which we are proudest and also to reflect the views of the pupil body and make changes accordingly. Remembering the impact other Monitors had on me was a factor. I feel privileged.

What qualities, priorities or aspirations did you consider most important in applying?

Minnat: The most important quality was a genuine passion for what matters to every pupil as well as kindness and innovation. The role is about connecting with others and being a voice for them.

Xavi: I emphasised areas that an ambitious Monitors team could develop. Having a plan for improving the team's school-wide visibility and integrating the Monitors outside the Sixth Form was particularly important. UCS's capacity both to face outwards with our work with Community Action, foodbank collections and other community/partnerships activities, and to simultaneously self-reflect and adapt within is unique.

How rigorous was the process?

Minnat: The process was incredibly thorough and competitive, underlining the exceptional abilities of our Transitus. It involved a letter, interview and scenario-based question which, though nerve-racking, were thought-provoking and fun. It helped crystallise my aims.

Captains of Monitors



Xavi: The process was challenging, positively so. It let me consider through a new lens my experiences at school. When deciding my priorities, I spoke to pupils in different year groups to have more insight into the visibility and importance of the Monitors from various perspectives.

What impact do you hope to have on the Sixth Form and UCS generally?

Minnat: I hope to mirror the school community's wishes and needs; to amplify their voices. I would like to encourage every pupil to take part in our collective and constant efforts to shape UCS to our own ideals. I wish to inspire them to become happier and more authentic versions of themselves every day. I hope every pupil will enjoy coming to school and getting involved even more.

Xavi: I have really high hopes. The team has great ideas and we are agreed on the importance of reintegrating the Monitors into the wider pupil body to make them visible and accessible. With accessibility we can better cater for the interests of the UCS community. I want everyone to feel comfortable speaking with us.

What do you hope to take from your tenure?

Minnat: I hope to connect with every area of UCS and learn what it means to every person, and to become a person everyone can approach.

Xavi: I am already gaining from working with, learning from and leading a really strong team. It's a position where I can reflect the kind, tolerant and ambitious UCS atmosphere. Articulating this as best as possible will be truly rewarding and also a chance to improve my public speaking.

How are these positions of responsibility key to our Sixth Form?

Minnat: The Sixth Form can benefit from these roles because new students, especially girls, start at 16+ and being innovative in ensuring they connect with pupils lower down helps create a cohesive community.

Xavi: Everyone in the Monitors team and Sixth Form Union recognises the incredible opportunity they have to represent other pupils across the school.

— Contributions by M. Mohammed & X. Mesquita

The Lower School



The Summer Term is my favourite at UCS. The sun invariably shines and the Lower School Play always ensures spirits are high. This year's production was *Peter Pan* and it was truly entertaining. The tight-knit cast ensured the audience were hooked from the first moment and the performers left the stage to a standing ovation. In the classroom, pupils worked with commitment and enjoyed the cross-curricular activities which were organised by departments on this term's theme: risk-taking. Recitals at Performance Platforms have continued to impress and we were delighted by the strong performances throughout the season by the Under-12 and U13 cricket teams. The Entry side qualified for two finals and we await the results of these in early July. At the start of June, 25 Shell pupils embarked on the first UCS bushcraft weekend. Pupils revelled in the opportunity to make fires, build shelters and cook over open fires. It has taken the staff the rest of the month to recover from having such little sleep! The Shell bowling trip gave the pupils a chance to unwind before their end-of-year Assessments. These were the first formal exams taken by these pupils at UCS

and I was delighted by their approach to them. The results are truly a testimony to just how hard they worked! The year concluded with a fabulous Entry trip to Skern Lodge.

Everyone had a fantastic time and it was wonderful to see the pupils make new friends across the course of this four-day residential trip. In the final assembly, it was also special to see the House Cup being lifted – a fitting end to an action-packed year.

— Contributions by E. Rober

The Middle School



From public exams to Activities Week, from basketball to summer sports, we have seen a Middle School alive and buzzing with the excitement of a typical Summer Term. It will seem a distant memory to them now but the term started for the Remove with Assessments and the chance to work on their self-evaluation and progress plans for the rest of the school year; a valuable experience as they consider GCSE progress midway through their courses. Interspersed among these, the year above began their GCSEs with speaking exams and we wish that cohort well with their GCSE results due out later in the summer. The way they have conducted themselves after the challenges of competing with Covid during their courses has been heart-warming and they should be very proud of their achievements. The Lower Remove had their Assessments just before half-term and they will

now have a clear plan of what they want to study at GCSE and should look forward to the start of their courses in September with confidence and determination; they have nothing to fear.

All three years within Middle School should reflect on a term of variety and high achievement. Many have been immersed in looking at the sustainability of the school and were able to present their ideas at an Open Evening early in the term. As the cricket, athletics and tennis fixtures started to come thick and fast, it was equally good to see a thriving Basketball Club playing other schools and 'shooting hoops' most break times; there is a real team spirit growing there. A special mention should go to a Remove boy whose 1500m time was an all-time meet record (and converting his pace to that of Roger Bannister's world-record one mile run, he

The Middle School



would have been only 40 seconds behind!). An Upper Remove boy is through to the strings final for qualification for BBC *Young Musician*. Middle School musicians have again been in full flow at Lunchtime and Evening Concerts. Two boys in the Remove made debuts for the 1st XI cricket team in May.

The Summer Term also marks the Remove Enrichment Programme; boys selecting a course to follow after school hours. World cinema, paper craft and bookbinding, Astrophysics and athletic development were just a few of the available courses. During Activities Week, both Lower Remove and Remove were able to sample sailing, museums, meditation, Model United Nations and yoga, among numerous options. The boys in

Middle School have been challenged and should feel that they have all offered a huge amount to the school. I hope that, as they go into the summer, they feel there is a lot of the 'normal' returning to UCS.

— Contributions by S. FitzGerald

The Sixth Form



The Summer Term has been a time for both endings and new beginnings as we bid farewell to our Sixth and the Transitus began to step up into positions of responsibility. The Captains of Monitors, who have been so committed to their roles over the course of the year, completed their final duties with a last assembly to the whole school. Their message – about the importance of loving yourself – was articulately delivered and well received. In their place, the new Monitors team has been appointed, after a lengthy process of application and interview, and the new Captains introduced themselves to the school. The Sixth Form Union have also been newly elected, with Officers gaining their spots on the team through the year group hustings.

Our top year group departed for study leave, and have since forged their way through A Level exams. With the Transitus the only year group remaining in the Sixth Form Centre, it has been both quieter and emptier. But with this shift comes a change in focus, and as the younger cohort take up their new roles of responsibility, so too does

their attention turn more firmly to the next phase of their education. Every student has now had a one-to-one interview about their aspirations beyond school, and the once-distant prospect of university suddenly looms more distinctly into view. To facilitate these goals and prepare for the rigour of university, we have the preparation and presentation of the Academic Symposium. Transitus pupils gave presentations to small groups of peers on a topic of their choice, and impressed the supervising teachers with the range and depth of their knowledge. The inaugural Sixth Form Forum also started this term, which was a three-lecture series exploring themes around Germany.

Beyond the academic, students from Transitus and Sixth have been as involved as ever with the co-curricular life of the school. Whether that is through leading clubs and societies, such as Feminist or Cultural Awareness Society, or through their ongoing commitment to school Sport, Music or Drama, the Sixth Form are vital and present members of the UCS community as a whole. Their summer, when it comes, will be well earned!

— Contributions by R. Baxter

Sixth Graduation



On the penultimate day of the academic year, parents, staff and pupils gathered in the Great Hall to celebrate the Graduation Ceremony of the outgoing Sixth. The event marked the final chapter of what has been a very long goodbye; from the initial introduction to their last year at school, through all the final lessons, reports, assemblies, days, to celebrating these endings and enjoying the nostalgia. But on Thursday 30th June, that long goodbye came to its final close, and we waved them off into their promising futures.

They have, over the past two years, navigated their journeys through the rocky landscape of A Levels and found themselves out the other side, looking into the possibility and freedom of all that lies ahead. Flying the nest of UCS, they are headed off to universities all over the country and world to

study their chosen disciplines, equipped with the knowledge and education to take every opportunity that comes their way. Graduation was a fitting moment to reflect on everything they had achieved here, their legacy as students of the school, and all the promise they have going forth into the world. Prizewinners collected their prizes and applause, and all students were gifted a copy of *The Oxford Book of Essays* as a token and memento from their time with us.

In total, no less than 53 prizes were awarded to the Sixth which is testament to the talent of this impressive year group. Notably, Ross Doran, Amiran Antadze, Alex Evers, Jonathan Shaw, Liam Lichy-Lightman and Evie Pereira-Mendoza were each awarded their Deme's prize and Henry Leitch and Ava Lang and Jay Kermisch and Sara Zamet

Sixth Graduation



the Vice Captains' and Captains' Prizes respectively. Charlie Tyler picked up the Dave Scott Prize for Service to the School Community for his boundless work supporting charitable events at UCS and beyond, and Joel Rechtman was named this year's recipient of the Bacton Prize for Community Action after the hours he has spent organising fundraising events with his Deme. After a stellar two years running the UCS Debating Society, it was only right that Tom Tabon took the accolade of the Debating Prize and after such impressive work editing and advocating for the Tortoise, Isabella Wartski was given the Colonel Young Prize for Contribution to School Publications. It would be impossible to name all who received prizes at the Sixth Graduation this year but we wish them huge congratulations.

Additionally, the Sixth Graduation also sees a select group of pupils named as recipients of travel scholarships. Here, Samuel Pickett and Ben Johnson were each awarded £1,000 for a Biology research project in Guyana, Sara Zamet was

awarded £1,000 for volunteering in Zambia and Nerea Lopez £1,000 for Geography fieldwork in Galicia. All of these were generously funded by the Northcott Scholarship. A further 11 pupils were awarded sums from the UCS Prize Fund for a range of travel plans. We very much look forward to hearing how they get on with their travels.

The ceremony concluded, and was followed by a reception where staff, pupils and parents could say their final farewells.

We wish the outgoing Sixth a wonderful and restorative summer, the best of luck with their results, and good wishes for whatever September holds for them.

— Contributions by R. Baxter

Sustainability Evening



On Thursday 21st April we had the first Sustainability Open Evening held at UCS, aimed at providing a chance for residents and students from across Camden to meet and support companies and charities who are driving sustainable change. The buzz around the evening – before, during and after – was testament to the enthusiasm that is pushing sustainable change within the UCS Foundation and throughout the borough.

The core aim of the event was to highlight sustainable action that anyone can get involved with or support in order to maintain Camden as one of the leading boroughs in sustainability. The evening began with Ava and Anna, two Sixth Formers from the UCS environmental society Green Impact, delivering an opening speech stressing how lots of small changes from individuals can help precipitate long-lasting substantial decarbonisation of our society. This process they summarised as being the “ripple effect”.

The evening continued with a keynote address from Formula E on how their sport is leading the way in driving sustainable innovation. This

provided further motivation to prioritise positive sustainable change among the 200-plus attendees. After the speeches, delegates were able to explore six zones around the Great Hall, themed around Camden Council’s School Climate Charter which UCS signed last year. Within these zones there was a huge variety of interactive stalls; from Google’s VR headsets showing pristine rainforests to charities such as Power Up North London putting on exciting competitions and quizzes, all geared towards inspiring pupils to become more engaged or change different aspects of their lifestyles to be more sustainable.

This event was the first of what hopefully will be a series of community engagement events focused on sustainability. Having taken the step this year to become the first school in the UK to become net carbon zero, UCS intends to lead in reducing the carbon footprint in the education sector alongside educating the next generation in sustainable solutions. I hope that many of the attendees left the Open Evening with the determination to make sustainable switches in their day-to-day living.

— Contributions by J. Firth

Lower School Awards Evening



On 22nd June, the Shell year group, their parents and their Form Tutors gathered in the Great Hall for the inaugural Lower School Awards Evening. The event was opened by the impressive Shell String Quartet (Haru Maruyama, Oliver Cheng, Matthew Likhosherstov and Sammy Assael-Francis) who played the 1st movement of Mozart's *Quartet in D major*, K499, Allegretto. It was a fine start and the compères without compare, Boris Buyakin and Blake Kaye, directed proceedings with aplomb. Matteo Ceccoli and Markus Chartouni reflected on their time spent in the classroom throughout Entry and Shell, and Soichi Ueda and Arlo Pickford described the various co-curricular activities they have been involved in over the last two years. Pascha Soames and Casper Stebler delivered two impressive poetry recitals, and Joseph Sainsbury and Samuel Fielden entertained

the audience with a tremendous rendition of Zequinha de Abreu's *Tico-Tico no Fubá*. Christian O'Brien Dillon and Arjun Jayaraman talked about the House System within the Lower School and Headmaster, Mr Beard, then gave out prizes to the Shell pupils. The evening concluded with the House Prizes – ten new prizes which were awarded to pupils who have exemplified our Life Values and Learning Values throughout their first two years at UCS. Mr FitzGerald concluded proceedings by welcoming the pupils to the Middle School.

It was a fine way for pupils to graduate from the Lower School and we are excited to see them grow further in the Middle School.

— Contributions by E. Roberts

Activities Week

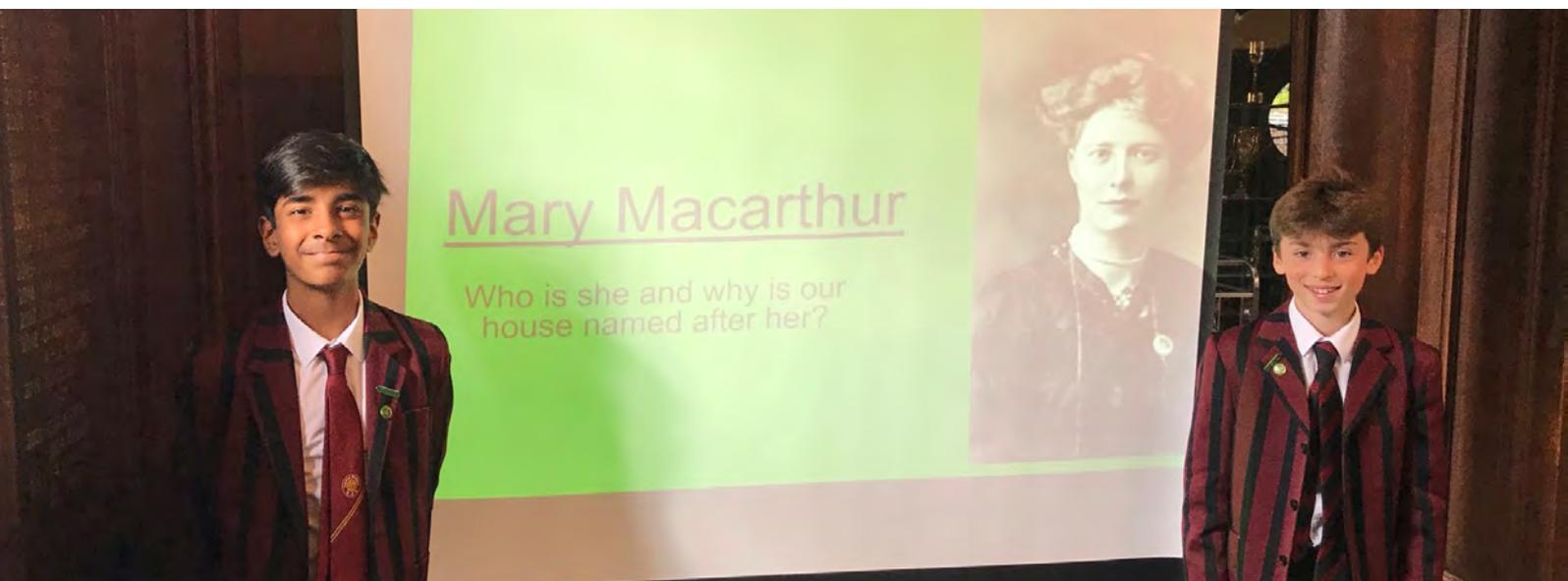


With Covid out of the rear mirror (touch wood), Activities Week was back in full swing. Pupils had a range of trips and courses each designed to build on our UCS learning values from a holistic perspective. Entry pupils headed to Devon for a week of outdoor activities including surfing and high ropes. Professional actors ran creative writing sessions with the Shell and acted out the pupils' scenes on the same day. For the Remove, a team from Beyond Equality joined us on Wednesday 29th June to run workshops on gender equality, inclusive communities and healthier relationships. If in the Lower Remove and you weren't already camping in Essex for DofE, then you would have had the choice of going to the Imperial War Museum and London Aquarium, to the Olympic Park to cycle the velodrome, BMX and mountain-bike, or to hit the lake for a day's sailing course. All pretty good options for a Monday in school. The Transitus saw a new programme this year called 'Everyone Should Know...' and 'Everyone Should See...' Pupils selected a course they currently knew little about from a long list including 'Mortgages –

how debt can increase your wealth', 'Self-defence & Street defence', 'Philosophy – an introduction' and 'Cooking & Nutrition'. The morning course was followed by an afternoon trip to one of London's great attractions to see somewhere they had hitherto only dreamed of going to. These included a tour of the Old Bailey and Royal Courts of Justice, the Tower of London, Kew Gardens and many more.

— Contributions by H. Franks

Lower School Houses



Kendall Leads House Points

The Summer Term started with a series of House Assemblies written and delivered by our new House Captains. These Shell pupils spoke with passion about how the Houses were named and also encouraged the Entry and Shell to work closely together in the various competitions. In terms of competitions, there has barely been room to breathe since Easter. The range of competitions has been extremely varied, including: orienteering, Linguistics, poetry reading, chess, Drama, Dance, cricket, tennis, Art and, of course, Sports Day. Each competition was fiercely contested although it is evident that competitors are more concerned with having fun than winning. I would like to thank the teachers who have organised them. At the time of writing some events have not finished but I should congratulate the following winners:

- *Orienteering* — Bonington
- *Linguistics* — Seacole
- *Chess* — Kendall

- *Drama* — Bonington
- *Dance* — Macarthur
- *Art* — Kendall

Kendall currently lead the points tally but the final winner will be announced on the final day of term. We look forward to seeing who will lift the House Cup for the first time.

— *Contributions by E. Roberts*

Last week we went to Hampstead Heath for the first ever House Orienteering competition. In teams we ran around frantically trying to use our map to find marker posts. Each team had a Sixth Form Monitor to help with our map reading. They were good fun but I think we were better at map reading than they were. One team was over 20 minutes late back to the finish!

— *Contributions by M. Ceccoli (Shell)*

Lower School Trips



The Return to Skern Lodge

One of the highlights of the Entry year is the annual residential trip to Skern Lodge in North Devon. The Covid pandemic meant this was UCS's first visit to the site in Appledore since 2019. It's a long way from Hampstead to Appledore but the Year 7 pupils had a fantastic time over the four days taking part in a huge range of outdoor pursuits. Activities included: abseiling, high ropes, rafting, rock climbing, assault course, surfing, archery and tunnels. For many pupils and staff, the highlight of the trip is the chance to surf the famous breakers on Westward Ho! Beach. Few pupils appreciate the significance of the village's unusual punctuation but all pupils appreciated seeing the surfing talents of Messrs Barnish and Bienias. This trip may not have run for three years but the hiatus has done little

to dampen their wave-catching skills. One of the impressive things about this residential is how the boys support each other in the activities. Abseiling and high ropes are not necessarily everyone's cup of tea. But the support shown within each group enabled everyone to attempt the activities and endeavour to conquer their fears. I would like to thank the staff for their support and hard work during this stay and the pupils for their good company and good humour throughout.

— *Contributions by E. Roberts*

Lower School Trips



Shell Bushcraft Trip

On Saturday 11th June, around 30 Shell pupils trooped onto the coach that would take them to their weekend destination and an overnight stay in a beautiful area of Essex woodland. The trip was organised in partnership with MountainWise, the company that helps to run UCS's Duke of Edinburgh's Award expeditions. The highlight of this trip was skinning and preparing a fresh rabbit for dinner, a gory yet important activity in terms of not only survival skills but also education – learning about the journey meat goes through before landing on our plates. I learned a lot from skinning the rabbit, and it deepened my respect and gratitude for all the meat I have readily available. Other activities included learning about our surrounding woodland, different types of trees (my favourite being

the hornbeam), working with wood and string, and building fires. We cooked much of the food we had to eat, and discovered collaborative and team-working skills while making our teepees together to sleep in. I took away many skills from the experience, and now I can use a knife much more comfortably knowing I have complete control over my safety. Overall the trip was a huge success and I would definitely recommend it to the following year group.

— Contributions by S. Ueda

Student Leadership



Sixth Form Union Hustings

On Friday 20th May, Period 9, the stage was set in the Sixth Form Centre for the annual Sixth Form Union (SFU) Hustings. The SFU represents the voice of the Sixth Form and instigates change and progress for all students. Oliver Sykes, as SFU Wellbeing Officer, was on hand to assist as prospective applicants competed for the esteemed places. On offer were Diversity, Wellbeing, LGBTQIA+, Women's and Events posts. Applicants stood, microphone in hand, and explained to a respectful and eager crowd of their peers why they should be voted in. Novel suggestions and ideas were proposed about how to improve the student experience for everyone. Once the hustings were finished, onlookers completed their polling cards and voted at the SFU polling booth. An excellent team of students has been voted in for 2022–23, and here are some of their thoughts.

— Contributions by A. Hurst

Women's Officers

Rose DeLeon: *In today's world, feminism often takes a 'men hating approach' in which women argue for their equality through the ideology that men oppress*

them. If there is one thing I am certain about, it is that this type of feminism has to change. As a Women's Officer, I intend to advocate for a more inclusive, progressive feminism; feminism that strives to create a community that stands up to people who encourage inequality of any gender and refines details to make genders feel more comfortable and included at UCS.

Daisy Ellis-Thomson: *My goal as a Women's Officer is to make new women in next year's Transitus feel as welcome as possible. We should let them know that we are here to support them in a new, and potentially intimidating, environment. I also plan to work closely with Feminist Society, running women's feedback sessions where students are welcomed to discuss how we can make UCS more feminist. It is important that everyone's voice is being heard, so I am not afraid to stand up for women at school and will raise any issues you report to me with relevant staff members if you consider this appropriate. I also hope to make International Women's Day celebrations ever bigger and better next academic year.*

Student Leadership



Wellbeing Officers

Ella Goren: UCS students should feel supported and encouraged to prioritise their wellbeing. If a student does not feel confident enough to go to a teacher or counsellor, I intend to create an approachable service whereby all pupils feel comfortable enough to come to a person in the Sixth Form. As well as promoting more fun physical activities like regular morning walks around Hampstead Heath and non-competition sports matches, or even soft martial arts, to help aid and grow the wellbeing and general happiness of pupils, I also plan on introducing a new buddy system for our new Sixth Form joiners so they feel welcomed and comfortable. This will make their transition into UCS life easier and more enjoyable. In the wider context of the school I want to involve mindfulness in the Bios lessons of the younger year groups so they are aware of the different techniques for taking care of wellbeing. Good relationships are important for wellbeing so I will help connect the Sixth Form with the younger cohorts through activities and events. If anyone has any thoughts on improvements to how wellbeing is handled at UCS, please let us know.

Scarlet Clements Smith: As Wellbeing Officer I want to make sure that the entire UCS community is educated about mental health topics and make certain that it is an environment where it is even easier for students to get help and be able to communicate any mental health issues to the necessary people. I think guaranteeing that no one gets triggered or upset by certain lectures or talks is so important, hence I really want to ensure that trigger warnings are clear and easy to find in order to create a safe environment for all pupils.

Diversity Officer

Oduko Soludo: As Diversity Officer, I want to create an environment overflowing with diversity. To reach this goal, I want to give assemblies and devote form time to enriching ourselves with stories of black people of the past, influential women of colour, and LGBTQIA+ people of colour who have revolutionised the movement. Also, how to combat our own biases and racism towards all people of colour. In addition, I want to introduce a culture awareness week. This will be a time where we not only discuss the problems different races and cultures are facing, but also a week to appreciate and uplift all cultures. Which is why I would want the Friday of that week to be

Student Leadership



a day where we can all come into school in clothes synonymous with our cultures and bring in cultural foods. Lastly, making sure the media we consume is diverse is also a great concern of mine; this is why each month I will be recommending movies, TV shows and books that are by people of colour or have diverse characters in them. In short, I hope that by the end of my UCS career I have done everything I possibly could to make it a boiling pot of diversity and respect.

LGBTQIA+ Officers

Axel Cohen: As the LGBTQIA+ representative, I would like to increase the events and social aspect of queer culture within the school. This would include LGBTQIA+ film nights, a section in the library dedicated to queer books and authors, as well as other specific events, especially during the first term with Community Action. I'd like to pair up with Oduko in Diversity to tackle intersectionality within the school. Additionally I would like dedicated PSHE/Bios lessons or courses about queer history and culture in order to encourage learning for non-LGBTQIA+ members of the school in queer culture.

Ruby Isaacs: I want to make UCS not only welcoming to LGBTQIA + people; I want it to

support and listen to them, as well as having a zero-tolerance policy towards any type of harassment or bullying. I plan to work with the Inclusion and Representation Committee to bring in speakers and to run events where LGBTQIA + films, music and books can be discovered. I also think normalising people expressing their pronouns in emails, Zooms or classes can be helpful, along with having more gender-neutral bathrooms. Within the curriculum, I regard LGBTQIA+ sex ed as incredibly important. Overall I want people to feel comfortable about being truly themselves. UCS should be a place where people can discover who they are and no one should feel confined to be anything they are not.

Events Officer

Charlotte Marchand: As Events Officer my goal is to help maintain a strong student community at UCS. Due to Covid we lost the inter-year links of different year groups throughout the school. I want to help rebuild these relationships through events that incorporate our whole year. I want to make the transition easier for new pupils by providing opportunities for newer students to socialise outside their form; and lastly I want to make participation in charity events greater by getting more individuals at UCS involved in giving back to their community.

Pride Month at UCS

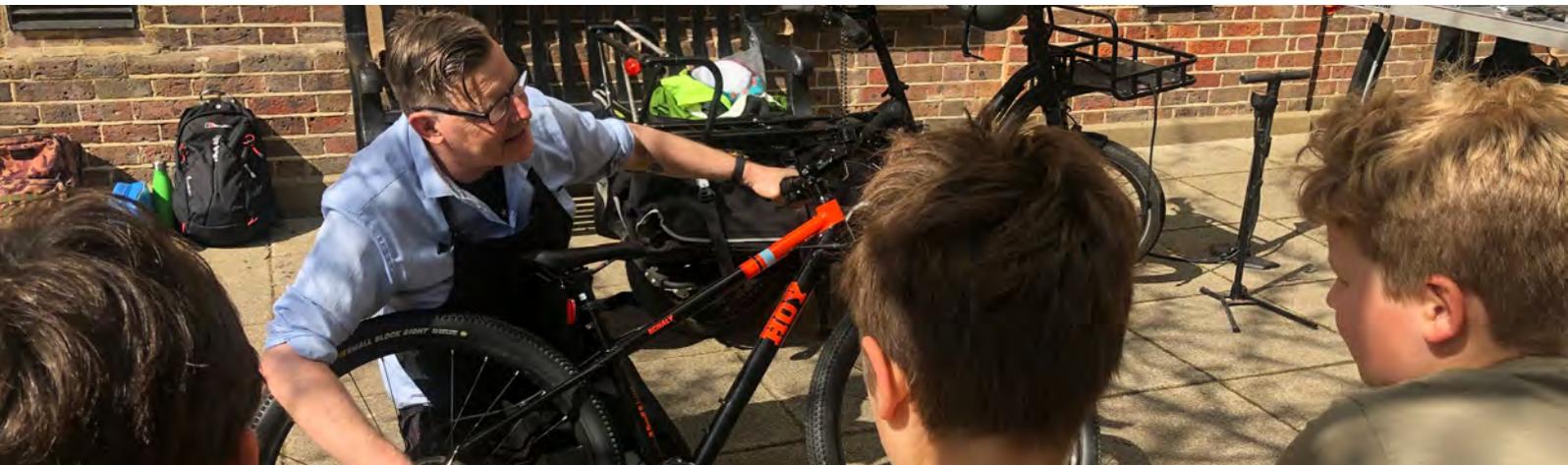


Pride Month at Frognal has presented staff and pupils with multiple opportunities to show support and allyship for the LGBTQIA+ community. The progress pride flag has been proudly flown above the school over the course of the half term, and members of Feminist Society coordinated the painting of a rainbow crosswalk at the entrance of the school. The Inclusion & Representation Committee has been fundraising for two charities by selling UCS pride badges. New this year, these badges have the UCS logo set against the background of the progress pride flag. These have been immensely popular with staff and pupils, many of whom proudly wear them on their lanyards and blazers around school. All proceeds from the sale of these badges will be donated to Mermaids, a charity that supports gender diverse

young people and their families, and Micro Rainbow, which provides housing, social support and facilitates access to education, training and employment to LGBTQI refugees and asylum seekers in the UK. If you would like to buy a badge and missed out this term, they will continue to be available from Reception in September.

— Contributions by J. Lewis

Bike Mechanic Workshops



On two Saturdays in May, 18 UCS pupils and staff gathered outside the DT Department to participate in some extensive bike maintenance training. We had the pleasure of working with a professional bike mechanic called Richard, who helped us throughout the day. The weather was on our side for the workshop and the sun was out at all times.

The first thing Richard taught us was the A-B-C-D-E check, which is a quick check that you should do before you head out on your bike. This simple pre-ride once-over of a bike checks the air pressure, that the brakes are working, the chain is running smoothly, there are no clanging sounds when the bike is dropped from a height of 5cm and that the handlebar ends are covered. Richard also discussed and demonstrated some preventative maintenance that we could easily carry out at home, such as cleaning and oiling the chain, pumping up the tyres once a month and making sure that the bike is aligned. Within this activity, we measured our chains with a chain checker tool to ensure that they weren't worn. We learnt that the larger the gap between each chain component, the more worn down it was. By conducting these checks, we were able to determine if the chains needed to be replaced – luckily that wasn't the case for anyone in attendance!

We then learnt how to completely remove our back tyre, by moving the chain out of the way, and also how to take out the inner tubing in case of a puncture. After lunch, we talked about the braking systems and were shown how to replace the brake pads. I volunteered to assist during this demonstration – it was a complex procedure due to the very small parts that make up the fitting for the brake pads. We all then had the opportunity to replace our brake pads and cables. Finally, we spent time working on the gears, verifying that they were working properly and aligned. We did this by putting our bikes up onto the stand and rotating our pedals while changing each gear. I didn't actually realise before the workshop that for each gear the chain moved onto another level of the chainrings. It is such a clever system and one of the main things that I took away from the workshop. I learnt so much from Richard and feel confident that I can now maintain my bike at home.

— Contributions by A. Outred

Sixth Form Prom



In time-honoured tradition, the last week of term began with – for the Sixth – the biggest event of the year: the prom. Organised entirely by Sixth Form Union Events Officer Emmy Crawley, the Sixth Form Prom was the first in a week of valedictory events for the graduating leavers of 2022. Taking place at a space on Southbank, the students arranged the venue hire, food trucks and a DJ, and – the official line – enjoyed a civilised evening of polite conversation and canapes. The prom was a pupil-only affair, but in order for the teachers, Form Tutors and Deme Wardens to wave farewell to their charges, a ‘pre-prom’ was hosted here at school. The Refectory was turned into the party venue, and pupils arrived for an hour of nibbles and chit-chat before heading off to the main event. It marked the beginning of a week of goodbyes, which culminated in the Graduation Ceremony, and was a fitting and enjoyable way for students to celebrate the end of such an important chapter of their lives.

One of my roles as Events Officer in the Sixth Form Union has been to organise the Sixth Prom. In the final week of term, after months of planning, it

finally took place. Initially, I sent out a Google Form to everyone in my year group to get an idea of what they wanted. After the results came in, I started to work on what the night could look like. I researched and visited different venues to find the most ideal one for this event. Aures London, in the Banksy tunnel in Waterloo, described as “Europe’s first fully-immersive digital art, events and exhibition space”, was perfect. We were also able to hold a celebration at school which we called ‘Pre-Prom’. It took place in the early evening in the Refectory and gave teachers and pupils the chance to celebrate together before the main event. After an hour or so at school, all of the pupils made their way to Waterloo to continue the festivities.

The evening was a huge success and the months of planning and organising meant that everything went smoothly and exactly as I’d hoped. Not only did I enjoy the night, but the entire process taught me so much about the depth of organisation and communication skills that go into planning an event like this. It was an amazing end to a Covid-interrupted two years, and a great way for everyone to say informal goodbyes to their classmates.

— Contributions by R. Baxter & E. Crawley

Prize Givings



It is tradition at UCS that the final weeks of term are marked with numerous prize giving assemblies at which the varied and impressive achievements of pupils are celebrated. This year was no exception and it represented a joyous return to post-Covid normality.

Starting with the penultimate Friday of term, the Entry and Shell received their prizes in their final Lower School assembly of the year. The pupils in both year groups received a mix of prestigious awards including Form Prizes which acknowledge members of each form who have worked hard to galvanise their peers, supported others and acted as role models. Members of the Entry year group also received House Prizes and the Shell collected a combination of academic and co-curricular prizes to mark the end of their time in the Lower School. It would be impossible to name all prize recipients in such a short piece but of note are Dylan Katz's prize for Shell Leadership, a huge accolade in a year group full of talented leaders, and Jonah Kermisch who received a Form Prize and the Prize for

Community Action; no doubt down to his tireless and creative work in the Pupil Humanitarian Crisis Fundraising Committee.

The Lower School celebrations were quickly followed the same day in the afternoon by the Transitus prize giving event. Amid a talented year group of sportspeople and academics, these prizes were hotly contested and every recipient ought to feel immensely proud of their achievements. Many congratulations to Minnat Mohammed, Xavi Mesquita, Dylan Ireland, Issy Lesser and Scarlet Clements Smith who received the prestigious Transitus Prize for all-round contributions; two of them have also been appointed as Captains of Monitors in light of their outstanding approach to school life. Additionally, congratulations to Taliah Spencer-Jacobs for being awarded the Welford Prize for Art. Taliah was the artist behind the Headmaster's Christmas card this year and for that, as well as her many achievements in Art more broadly, the honour is richly deserved.

Prize Givings



Fresh from their GCSEs, the Upper Remove were welcomed back to Frognaal on the Monday of Activities Week for their 16+ induction at which they met their new Form Tutors and the pupils who will be joining them in the Sixth Form. In the afternoon, they gathered as an Upper Remove for the last time and celebrated their achievements with their own prize giving event. Among a cohort recognised for their zest for school life, particular congratulations should go to the five pupils in receipt of Paulatim Prizes for outstanding contributions to life in the Middle School: Didier Levenfiche, Oskar Gershfield, Noah Clapham, Samir Rahman, Sam Greenspan and Christian Ho-Asjoe. Many congratulations to everyone who was awarded a prize at this joyful last assembly for the Upper Remove and to them all for completing their GCSE exams. We are very much looking forward to welcoming them back in September.

At the final prize giving of 2021–22, not counting the Sixth Graduation, members of the Lower

Remove and Remove year groups were celebrated for their vast array of attainments in what has been a busy and exciting year for them. Every form in the Lower Remove and Remove had a member awarded a Form Prize for the year and members of the Remove were also handed academic prizes for the full range of subjects. A prize of particular note is the Cyril Fenton Memorial Award that is given to a member of the Lower Remove each year by the Head of Middle School for their notable and impressive contribution to school life. This year, William Brady lifted this important award for his impeccable transition to the Middle School and outstanding engagement in academic and co-curricular life.

Many, many congratulations to all of the pupils who received prizes and also to their peers for making these events so warm, welcoming and celebratory.

— Contributions by S. Bennett

Lower School House Drawing Competition



The inaugural Lower School House Drawing Competition was launched this year and was open to all members of Entry and Shell. The challenge was to reflect on their last term's worth of learning, investigating the Spring Term's theme of Wellbeing. Pupils were able to draw upon and reflect on lessons and topics covered over the course of the term within their different lessons, and think about how they might respond visually.

Our pupils were introduced to a range of artists who responded to themes that could fall under the bracket of wellbeing, and were encouraged to think divergently, perhaps connecting topics in different or unusual ways. Such artists included Bob and Roberta Smith with their piece 'All schools should be art schools' (2016). In the piece, the artists Bob and Roberta Smith use their art to advocate for Arts Education. Also Andy Warhol, and specifically his piece 'Happy Butterfly Day' (1955) where he employed a blotted-line technique to create repetition of a similar image, investigating the beauty in the everyday. Additionally, Barnett Freedman's 'Untitled: Verso: How are you Feeling

Today?' (1950) where the artist is charting and documenting his own feelings through a variety of expressions in portraiture. Finally they were shown an alternative perspective on the work and interpretation of Van Gogh, following Tate's recent collaboration with the charity Mind.

The Art Department received a huge range of responses from pupils and were impressed with the variety and quality of the work that had been produced and submitted. Thank you to all those students who entered their drawings and pieces of art.

Congratulations to overall winners Shaurya Swarup of Bonington House for Entry and Jonah Chinn of Bannister House in Shell. Special mentions also go to Ayal Schwartz, Jonty Dryer, Alex Kleyner and Sebastiao Lobo in Entry and Sam Fielden, Matteo Ceccoli, Lewis Papworth and Christian Johnson in Shell. Many thanks also to Miss McVicker for her excellent organisation of the competition. We look forward to seeing what the next cohorts create in 2023.

— Contributions by L. Farago

Computer Science Trip: Google HQ



I am part of UCS's Community Air Pollution Sensor (CAPS) team and we have been building portable toxic airborne particulate sensors for various uses by the school and its pupils. This was made possible by our collaboration with the Camden Clean Air Initiative (CCAI) which in April invited us to a meeting at Google's London headquarters at King's Cross.

When we arrived, everyone was stunned by the venue: the inside of the Google building was brightly lit, the exterior being made up almost entirely of large, floor-to-ceiling windows. In the middle, from the very top of the HQ all the way to ground level, there was a big atrium which allowed us to look around at the various component offices and sections of a building they dubbed a 'landscaper'.

On the top floor we were led into an open-plan quarter used exclusively for meetings. There were huge windows and lots of comfy chairs. Here, we met the leaders of CCAI who introduced us to members of Camden Council, other partnering companies and representatives of a second school with which they were trialling the pilot CAPS project.

After this, we were allowed to explore the floor and speak to various people. I found talking to AirLabs

particularly interesting. They are a company that builds stationary air sensors and purifiers which work over wide radiuses and upload all their data onto an online map for everyone to see. Being on the top floor, my group had access to a huge terrace with great views and a beautiful sunset enjoyed from ten stories up.

Finally, we began discussing ways in which we ourselves could make a difference to Camden. First we talked about small-scale strategies that could be led by students and then larger-scale changes to certain industries. Our UCS cohort came up with different ways of making travel more efficient as well as green. For example, pupils living near each other could carpool and reward systems could be put in place for large numbers of pupils taking trains (thereby increasing the ratio of people transported: energy used). We also discussed potential research into the materials used to make electric cars, e.g. rubber tyres create certain particulates when rubbed against road surfaces.

All in all, the trip was a fun and extremely immersive experience which certainly gave the team a lot to think about and question.

— Contributions by S. Truscott

Politics Trip: Parliament



Living in London, and frequently seeing Big Ben and the Houses of Parliament in person or in images, these and similar significant places become more mundane than they should be – perhaps more associated with tourism than politics. However, our trip to Parliament restored the wonder that comes with seeing where important decisions are made in our country, some of which set the scene for the Politics we study at school. We toured notable areas such as the Royal Gallery, which Prince Charles had passed through for the State Opening of Parliament just the day before, and the breathtaking contemporary artwork 'New Dawn' outside St Stephen's Hall which changes according to the tide of the River Thames. We learned about the rich history of these sites and how they inform the traditions that continue in Parliament today. Beyond

the context that the trip so helpfully provided, it was also fascinating to see the extraordinarily detailed architecture, especially in the House of Lords. This visit has not only contextualised what we are learning; it has given us an important experience of the work which our taxes and votes will one day contribute to.

— Contributions by M. Mohammed

Middle School Enrichment



The Middle School Enrichment programme delivered a range of extraordinary courses to develop pupils' knowledge, research skills and learning habits along with offering an insight into A Level choices. Each course has a cross-curricular flavour facilitated by every course having two or more teachers from different subject disciplines. Pupils developed apps in 'Appy Hour' with the marriage of Computer Science and Design & Technology. They studied behavioural economics in 'Are our Decisions Rational', a course run by the Economics and Philosophy Departments. 'That's Epic' was a new course that saw a combination of English and Classics review the epic literature of Gilgamesh from Babylonian times through to the popular TV series *Game of Thrones*. Pupils seemed to love the chance to study A Level content in an

accessible manner. The small group seminar-style learning format gives them the opportunity to be fully immersed in the course of their choice.

— Contributions by H. Franks

Young Enterprise Showcase



Following their impressive presentations at the initial UCS Enterprise competition, 18 of our Transitus pupils entered the Young Enterprise programme this year and what a journey it has been! With Covid still hanging over us, the year has not been without challenges but thanks to Young Enterprise, our students developed the so-important skills of communication and teamwork, organisation and time management but also creativity, critical thinking and decision-making.

Since September, the teams worked relentlessly on developing a business plan and running their respective student companies. As a result, we proudly entered the Young Enterprise Company of the Year competition at the start of May: Down2Play presented a very original idea for an app for basketball players while Iremia showcased their box of mindfulness products. From more than 15 schools, almost 150 students took part in the Young Enterprise competition across Central London. It was therefore a huge achievement that Down2Play received the ‘Innovation Award’ and

Iremia were commended in that same category. Both teams should be proud of all the work they put into the programme, alongside all their academic responsibilities.

While the journey has now ended for Down2Play and Iremia, those pupils are left with lifetime memories and take-outs that will be useful in the future. We are already excited about welcoming next year’s Transitus cohort to the UCS Enterprise competition which will launch right at the beginning of September – and thus we’ll embark once more on this brilliant journey.

— Contributions by K. Cieslak

Teaching and Learning



The Summer Term has been a hive of activity in Teaching and Learning, with a mix of TeachMeets, LearnMeets and Journal Clubs. First, the Pre-Prep hosted a Foundation-wide TeachMeet on the theme of anxiety. Colleagues from across the Foundation shared best practices for recognising and dealing with anxiety and for promoting wellbeing, especially important in this season of public examinations.

In May, we held a Senior School TeachMeet with a jam-packed lineup as follows:

- Action Research: Interleaving — *Amy Holland*
- A Brief Introduction to Eating Disorders — *Barbara Calnan & Bimba Kumarasinghe*
- Developing Good Habits in the New Era of 1:1 Devices — *Kim Ward*
- Questioning — *Emma Kindell*
- Student Self-Assessment — *Luke Smith*

Finally, the Junior Branch staged the final foundational TeachMeet of the year in June, with presentations on information retention, boys' writing, eco-anxiety and Ron Berger's *An Ethic of Excellence*.

LearnMeets are opportunities for pupils to provide peer support with learning strategies. This term, Sixth Form pupils recorded a LearnMeet for the Lower School on implementing tips from the Focus Toolkit. We recognise that pupils often struggle with sustaining their attention, especially after a long and tiring day. The Focus Toolkit contains information on how pupils can improve concentration and put off procrastination. This LearnMeet not only provided lots of helpful information for Lower School boys, but was also a great avenue for the Sixth Formers to develop their public-speaking skills.

Our Journal Clubs, led by Head of Research Emma Taylor, continue to be dynamic and collaborative forums for colleagues to discuss pedagogical literature. May's Journal Club focused on Emma Desmond's action research from the inaugural issue of the *UCS Research Review* on managing low-level disruption in the classroom. The rich discussion with colleagues from across the Foundation delved into how both praise and sanctions can be used to promote effective behaviour for learning, as well as the critical importance of the consistent use of routines.

— *Contributions by E. Dell*

Young Leaders Award



The Young Leaders Award (YLA) is a leadership and character education programme that runs in schools across the UK. The programme exists to empower a generation of young people to transform society for the better and ‘be the change they want to see’.

This year, the Young Leaders Award was launched at UCS and a group of 17 Entry pupils became our first ever cohort. Starting in May of Entry and concluding in May of Shell, the current group will be taking part in the programme for approximately 12 months.

— Contributions by M. Reiderman

I was very excited to hear about the opportunity to apply for the new Young Leaders Award at UCS and I have welcomed the challenge to develop and reflect on my leadership skills within a well-structured programme.

I have really enjoyed engaging in the very wide-ranging discussions we have had so far. It was fascinating to learn about various well-known leaders and their communication skills and to explore what character traits make them successful

and different leaders. By extension, we also reflected on our own personalities. In addition, we participated in practical workshops to help us develop our communication skills. I particularly enjoyed working in a team to develop a product within a short space of time and with limited resources and then presenting it to an audience.

By taking part, I have gained a deeper understanding of who I am and how I can harness my own strengths – and work on my weaknesses! – to enhance my contribution in the best possible way. At the start of the YLA we looked through some quotations and one idea in particular resonated. A good leader never complains about his tools but learns to sharpen them. That is exactly what the course has encouraged us to do.

I am really looking forward to continuing the course next year and putting some of the many ideas and theories we have explored so far into action.

— Contributions by M. Hirschfield

Geography Trip: Keswick



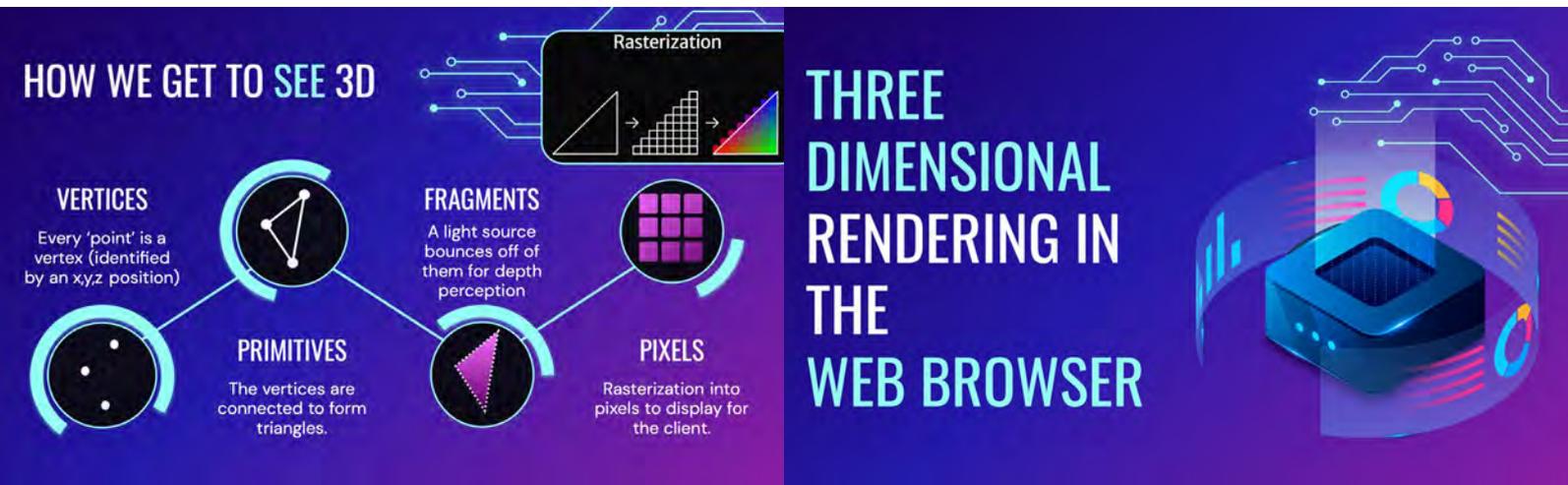
Over May half-term the Geography Department and Transitus Geographers headed north on our first residential trip since October 2019. Based at FSC Blencathra in the north Lakes, it was great to be out in the field again after such a long time, and also to support the Field Studies Council whose centres and staff have had a rough ride over the past two years.

Blessed with decent weather and an extremely good-natured student group who were great company throughout, we were quickly reminded of what we'd been missing. A good hike up Easedale investigating glacial landforms and evidence of ice extent and direction was complemented by a day in Keswick piloting fieldwork techniques for the Independent Investigations that our Geographers

will be collecting data for this summer. Next up is the Essex coast with next year's Upper Remove Geographers in October and with plans afoot for a joint Mandarin-Geography trip to China in 2023, we're slowly getting back to normal!

— Contributions by B. Murphy

Academic Symposiums

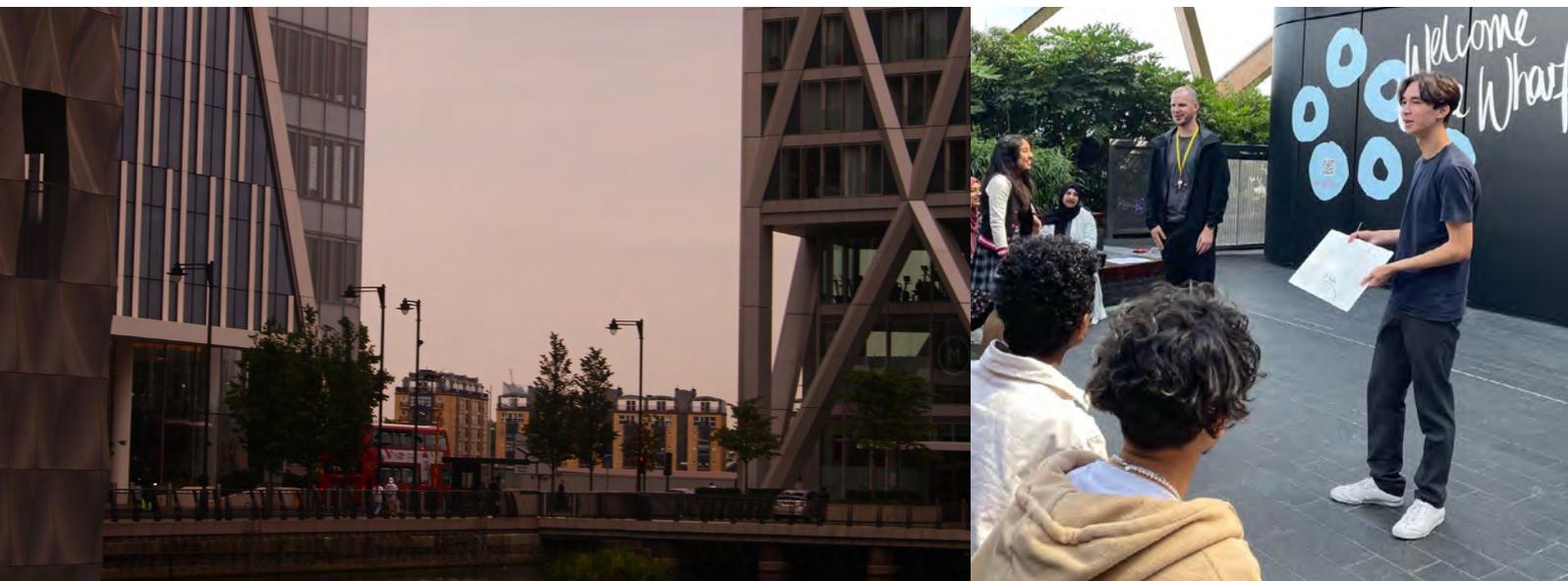


As I sat listening to Joshua Hirschhorn describe the possible future of how we could interface with the internet through 3D navigable websites, evoking new platforms to use code libraries to construct this (WebGL) with seemingly impossible efficiency, I was blown away. This was not the first time I had been in awe of a Transitus pupil delivering their Academic Symposium that day. Pupils across the board had prepared well-researched talks on complex topics beyond the A Level specifications and delivered them with confidence and grace akin to a charismatic CEO. Other titles enjoyed by colleagues included: *'Is it possible to create immortal cells?'*; *'Thermoacoustic cooling – how does it work and what are the potential applications?'*; *'Are religious and ethnic identity presented as conflicting with Britishness in White Teeth?'*; and *'Should billionaires be allowed to exist?'*. Teachers chairing the Symposium said they were particularly impressed with the depth of the students' research and their ability to answer challenging questions with thought-provoking answers. Given the choice to create their own title and study a topic of their choosing, pupils dived into topics with profound personal interest leading to engaging

and captivating presentations. Presentation and research skills are a vital part of the Enrichment programme and although many students mentioned finding public speaking challenging, most agreed it was excellent preparation for a future where these skills are so crucial.

— Contributions by H. Franks

LAE Trip



In the penultimate week of term, a group of Transitus pupils travelled east to Canary Wharf to take part in a photography competition alongside the Year 12 members of UCS House at the London Academy of Excellence (LAE), Stratford. LAE is one of our main partnership schools and, due to UCS's involvement in the establishment of the school, there is a house named after UCS there. Over recent years, the two schools have established a tradition of their pupils meeting for trips and events. This is an important part of the UCS partnerships programme and allows pupils to socialise and make new friends beyond their everyday lives and interactions.

On this trip, very kindly organised by Michael Huang, Head of UCS House at LAE, pupils took part in the Canary Wharf In Focus photography competition which encourages participants to take photos of whatever catches their interest and eye in the area. Pupils' work ranged from wildlife shots to photographs that took in the striking architecture

of the setting or the expansive and active travel network that resides in Canary Wharf.

We wait to see if any of the UCS or LAE pupils are successful in the competition and scoop the impressive prize of up to £1,500 in gift cards, but it was a fun and interesting day that provided a welcome break from everyone's routines. We are looking forward to hosting LAE again in the autumn.

— Contributions by S. Bennett
— Image (left) by D. Ireland

Peter Pan Workshops



In May, a class of Year 6 pupils from Fitzjohn's Primary School were invited to a performance of our Lower School Production, Peter Pan.

A week later this class returned to the Lund Theatre for a Drama workshop, hosted by our Drama Department, that explored the ideas, characters and themes of their upcoming production of The Lion, the Witch and the Wardrobe. The workshop was also attended by three Lower School pupils from the cast of Peter Pan: Freddie Chubb, Sam Downs and Sahil Prasad. These three boys were excellent in helping to facilitate the workshop and they quickly formed excellent relationships with the Fitzjohn's children, demonstrating the very best practice as Lower School Drama pupils.

The workshop was a joyous event for all involved; the primary-school pupils really threw themselves into the variety of games and exercises that improved their physicality, ensemble skills and understanding of staging.

— Contributions by C. Abbott

When working with the Fitzjohn's class, I was able to help out the younger pupils in groups to develop their Drama skills as well as my own. This was all completed in some really fun Drama-based activities. All of the pupils were really willing to learn and had a great time working with UCS.

— Contributions by F. Chubb

Literacy Mentoring



Inspired by our successful Maths mentoring scheme, seven Remove pupils volunteered to become English literacy mentors to a group of Year 5 pupils from Richard Cobden Primary School once a week before school.

With the aid of a Zoom link, our pupils supported their mentees in key areas of literacy such as identifying and pronouncing unfamiliar words, thinking about synonyms and antonyms, and reading a text with the correct expression and tone.

The experience was equally beneficial to both sets of students. UCS pupils learnt how to put themselves in the shoes of a learner and developed their communication and interpersonal skills.

Our volunteers will continue to work with their mentees next academic year, when we will also welcome a new cohort of mentors to the programme.

— Contributions by B. Timpson

Science Immersion Day



On Thursday 16th June, 48 Year 5 pupils from New End Primary School visited UCS for an exciting day filled with Science. Pupils spent the day exploring their curiosity about the world and developing their collaborative and experimental skills. The pupils were given a taste of studying Science at secondary school and what skills are required to work safely in a secondary school laboratory.

Our special guests took part in a series of activities traversing the scientific world. They moved through the 'three Sciences' and participated in 40-minute sessions about Biology, Chemistry and Physics. In Physics, the junior pupils tested their engineering skills by building stable bridges with Mr Jenkins and Ms Lyne. They used different lengths of straws and tape to construct a stable structure to successfully hold masses. One group impressively designed a structure to hold 550 grams!

Proceeding to Biology, our visitors successfully extracted DNA from strawberries with Mrs Ward. During this activity, they tried out new and unfamiliar equipment to remove the DNA from the strawberries using an extraction liquid and ethanol. Completing their sessions with Chemistry

representatives Mr Reiderman and Mrs Bull, the pupils carried out flame tests. They used Bunsen burners for the first time and worked safely to test the colour changes of different chemicals in flames.

Throughout the day, some Transitus pupils got involved and enjoyed supporting the younger scholars with their investigative and design skills. Cameron Bard, Ruby Koppel, Aidan Pick and Daisy Ellis-Thomson were outstanding role models to the Year 5 contingent and interacted confidently and positively with them. They answered the pupils' questions about life in secondary school and the world of Science. It was an exciting and rewarding event for pupils and staff alike and we look forward to welcoming New End Primary back next year.

Pupil perspective – New End Primary School

I loved visiting UCS today. The sessions were so diverse and exciting.

I had such a fun and interesting day. I loved visiting the school. Thank you to all the teachers.

— Contributions by A. Holland

Science Immersion Day

I am writing to tell you just how much I enjoyed your visit. It made me want to join UCS a hundred times more! If this is what you do in UCS, then I am definitely applying. You made science so enjoyable for me! Extracting DNA was extremely gladdening, squishing the strawberry was incredible for stress relief, but the best bit was looking at the DNA in the test tube, it made me feel like a real scientist!

The chemistry was a similar experience. Lighting the fire was entertaining for me, and sticking the metals into the flame made me feel a sort of tingling sensation!

I would like to thank you for a perfect day because we got to see strawberry DNA, look at colourful flames and make a bridge. The experience has taught me how to find DNA, learn how to use a bunsen burner and make a bridge. My favourite part of the science journey was looking around the Chemistry room and finding multicoloured flames with extraordinary colours. I learnt what a yellow safety flame was and a roaring blue flame. As I put chemicals an inch higher on the roaring blue flame, I explored what I could do with fire. My favourite colour was pink, green and both reds. I liked green because its an elegant colour, I also liked pink because I never expected such a soft, delicate colour on a roaring flame. I loved admired the reds because they had a stunning look and it gave a soothing look to

Letter of thanks from Jamie

I am writing to tell you how much I enjoyed our visit. It made me want to join UCS a hundred times more! If this is what you do in UCS, then I am definitely applying. You made Science so enjoyable for me! Extracting DNA was extremely gladdening, squishing the strawberry was incredible for stress relief, but the best bit was looking at the DNA in the test tube, it made me feel like a real scientist.

The Chemistry was a similar experience, lighting the fire was entertaining for me, and sticking the metals into the flame made me feel a sort of tingling sensation with happiness. With the Physics, I loved seeing how much my bridge could support, and felt proud when it supported 500g! I am writing this to say thank you for the visit. I really learnt from it.

Letter of thanks from Rokeya

I would like to thank you for a perfect day because we got to see strawberry DNA, look at colourful flames and make a bridge.

The experience has taught me how to find DNA, learn how to use a bunsen burner and make a bridge. My favourite part of the Science journey was looking around the Chemistry room and finding multicoloured flames with extraordinary colours. I learnt what a yellow safety flame was and a roaring blue flame. As I put chemicals an inch higher on the roaring blue flame, I explored what I could do with fire. My favourite colours were pink, green and both reds. I liked green because its an elegant colour, I also like pink because I never expected such a soft, delicate colour on a roaring flame. I admired the reds because they had a stunning look and it gave a soothing look to stop the fizzing bubbles of joy. I successfully got two questions right which proved I had learnt loads.

I enjoyed taking DNA from a strawberry as we watched the white mystery rise from the bottom of the test tube. I saw parts of the human body and loved learning about DNA, and I love Biology.

I was excited learning how buildings usually use triangles to keep shape and stay strong. I was proud my building held 250g and it kind of gave me a peculiar sensation.

Languages Immersion Days



On two successive Fridays in the Summer Term, UCS hosted a group of Year 6 pupils from Rosary Catholic Primary School, Camden for our annual Language Immersion Days. Rosary pupils got to grips with the basics of Mandarin, Italian, German and French, as well as exploring the culture and traditions of these countries. All lessons were delivered by members of the UCS Modern Languages Department.

This was a fantastic opportunity for the primary school children to sample a range of languages that they do not currently learn, and gave them the chance to think about which languages they might like to study in future. Such events play a vital role in raising the profile of languages in the local community, as we hope to help inspire the next generation of linguists.

— Contributions by B. Timpson

Peter Pan



“All the characters, whether grown-ups or babes, must wear a child’s outlook on life as their only important adornment.”

Peter Pan is a tale of adventure, imagination, friendship and resilience. In that spirit, then, it was always my intention to make this a project that would foster and cultivate those skills and values. Rather than taking a classical approach of telling the pupils what to do and where to stand, I instead took a small step back and allowed them the freedom and space to create through play.

From day one, the Entry and Shell pupils took ownership of this production: they sourced, ordered and made or built(!) the props; decided on their costumes; directed the staging and blocking of the scenes; and choreographed the scene changes. The cast and crew of *Peter Pan* took responsibility for every aspect of this show – including the identification and removal of the troubling racist language present in the original text.

It was decided early on that we would use a ‘framing device’ and set this production of *Peter Pan* in the context of a primary school classroom. It made perfect sense: the classroom students used their collective imagination – and anything and everything they could get their hands on in their classroom – to tell this magical story: PE benches became pirates’ planks; storage cubes became the Neverland; 30cm rulers became swords.

This approach was magical to observe, and it left only one thing for audiences to do: believe! Over three performances in the Lund in May, parents, friends and staff did just that.

— Contributions by C. Bhantoo

Entry Performance Platform



Wednesday 25th May saw the Entry Performance Platform, an opportunity for no less than 22 Year 7 musicians to perform solo items in front of their parents in the magnificent setting of the Great Hall. The programme was wonderfully diverse, featuring music from a wide range of genres and instruments.

In the first half Jonty Dryer (trumpet) opened proceedings with a crisp rendition of John McCabe's *Jigaudon*, Neo Pejic contributed a poised performance of Vance Joy's *Riptide* on voice and guitar, and Matteo Carriere (piano) impressed in Chopin's demanding *Nocturne in C# Minor*. There were mature interpretations of the music of JS Bach from Max Chen (violin) and Kaisei Hamajima (flute), and proceedings were rounded off in rousing fashion with a barnstorming vocal performance of Kander and Ebb's *Cabaret* from Jack Howell.

The vocal theme continued in the second half with Milo Kester's touching account of Sara Bareilles'

She Used to Be Mine and Harry Goldberg bringing shades of Topol to 'If I were A Rich Man' from *Fiddler On The Roof*. There was a trio of promising violin performances from Giuseppe Pilbeam, Otto Schott and Jing-Yang Koh, before Oscar Baum (piano and cello) finished the concert in comedic and rousing fashion in *Für Elise Jam* by Beethoven and the Piano Guys.

Huge congratulations are due to all the boys for making their Great Hall solo debuts, as well as thanks for the evening's piano accompanists: Miss Czapor, Miss Ube and Mr Robinson.

— Contributions by C. Dawe

Rock Concert



On Tuesday 13th June, a packed and sweltering GSLT witnessed the welcome return of the Rock Concert, the first since the summer of 2019. Almost 50 vocalists, guitarists, drummers and keyboard players, representing six bands from the Entry, Shell, Remove and Transitus, presented a truly epic programme of Rock classics including AC/DC, Bon Jovi, Black Sabbath, Guns N'Roses, Nirvana and Radiohead.

The Entry bands impressed well beyond their years in the tightness of their ensemble and the confidence they projected. Tal Desau, Harry Goldberg and Oscar Baum provided a strong vocal presence, with Oli Gilston doing a great job on bass for almost all of the numbers. The Shell bands matched them, in particular with a crowd-pleasing rendition of *We Will Rock You*, delivered with gusto by lead vocalist Zain Narula. Not to be outdone, the Remove band boasted their own charismatic front man in Tom McQuaid, backed up with blistering drumming from Tyler Bennett.

The Lower Remove Band provided some of the highlights of the evening, including a spellbinding *Stairway to Heaven* featuring magnificent guitar playing from Charlie Rollo and compelling vocals from Luka Moriarty. Finally the Transitus Band more than lived up to their top billing with a barnstorming rendition of Jeff Buckley's *Grace* from Leo Hall (vocals and guitar) and a powerful *Feeling Good* projected with blazing conviction by Daisy Ellis-Thomson, supported by a wonderful horn section led by Mr Da Silva.

The evening went down an absolute storm with parents and is testament to the remarkable work that Shelley Walker has been doing at UCS over the past five years.

— Contributions by C. Dawe

Summer Concert



Despite the exam season it has been business as usual on the musical front with many ensembles continuing to rehearse throughout the Summer Term, culminating in a full-scale Great Hall evening concert. In the first half, String Orchestra gave a full-bodied account of Schubert's *March Militaire*; Percussion Ensemble treated us to the magical colours of vibraphone and marimba in Philip Glass's *Madeira River*; Guitar Ensemble were the epitome of Latin precision in Piazzolla's *Libertango*, and Top Voices thrilled the audience with the exuberant sweep of Toby Young's *Give Me the River*. Under Mr Da Silva's leadership, UCS Jazz is in great shape and the half was rounded off with a rumbustious rendition of Dizzy Gillespie's *A Night in Tunisia* from Big Band and a full-blooded interpretation of Chick Corea's *Spain* from Senior Jazz.

The second half opened with impressive performances of Michael Story's *Rails West!* and Danny Elfman's Music from '*Batman*' under the assured baton of Mr Walton. Symphony Orchestra closed proceedings with a dynamic account of the first movement of Beethoven's *Symphony No 1* followed by the wonderfully catchy '*Alla Marcia*' from Sibelius's *Karelia Suite* to put us in the holiday mood.

— Contributions by C. Dawe

Leavers' Concert



The final concert in the musical year, on Wednesday 29th June, featured 11 of our Sixth musicians making their final appearances as UCS musicians. The music making was of a remarkably high standard given all had only just emerged from completing A Level examinations.

Lukas Jorgensen opened proceedings with a commanding performance of the first movement of Bruch's *Violin Concerto*, followed by Jonathan Shaw's dazzling rendition of Weber's *Concertino* for clarinet. Leo Sassoon (piano) contributed a mightily impressive reading of Chopin's demanding *Scherzo in B Minor* and Liam Lichy-Lightman (tenor) brought out the full operatic potential of Gounod's 'Salut! Demeure, Chaste Et Pure' from *Faust*. Instrumental virtuosity resumed with flautist Ben Macdonald's rich-toned account of Doppler's *Fantasie Pastorale Hongroise*, while a suitably poetic atmosphere was achieved by Raphael Freedman (piano) in Robert Schumann's *Faschingsckwant aus Wien*. David Verran then treated us to the second and third movements of Poulenc's

powerful *Clarinet Sonata*, with magnificent piano accompaniments provided by Leo Sassoon and Ms Czapor. The concert ended with a trio of vocal ballads; Sam McQuaid brought more than a touch of Elvis to *Just Pretend*, Oliver Sykes proved generously expressive as ever in 'City of Stars' from *LaLa Land*, and Ben Miller rounded off the concert in valedictory style with *My Way*.

The concert received warm support from parents and was testament to the wonderful contributions the leaving Sixth have made to UCS Music. We look forward to staying in touch with them all; as the Scots say, 'haste ye back!'

— Contributions by C. Dawe

Flute Concert



Tuesday 17th May saw a celebration of flute talent at UCS, all masterminded by UCS Flute Teacher Christine Hankin. There were fine solo performances from Entry flautists Jack Howell, sparkling in Hans Zimmer’s *He’s A Pirate*, and Isaac Collis, assured and controlled in Tchaikovsky’s ‘Dance of the Mirlitons’ from *The Nutcracker*. At the other end of the age spectrum, Ben Macdonald from the Sixth contributed an inspiring reading of Franz Doppler’s virtuosic *Hungarian Pastoral Rhapsody*. Kousei Hamajima (Shell) and Kaisei Hamajima (Entry) treated us to a polished duo appearance in Telemann’s *Sonata in D Major*, and they were joined by Jack, Isaac and Alex Outred (Lower Remove) in an enchanting ensemble version of George Gershwin’s *Summertime*.

The whole event was testament to the wonderful work that Christine Hankin has put into nurturing UCS flautists over 19 years. Sadly, Chris will be leaving us at the end of the Summer Term but she has bequeathed a magnificent legacy of developing new talent and encouraging solo and ensemble opportunities for this important woodwind instrument, both within the Flute Group and further afield in Concert Band and Symphony Orchestra. Chris will be greatly missed by her pupils and all of us in the Music Department, but we look forward to welcoming Niall O’Riordan who will be joining us from the Junior Branch in September.

— Contributions by C. Dawe

Cricket



U12As

The UCS Under-12a team had a very promising start to the season with seven wins and only two losses. We lost our opening fixture to a very strong St Benedict's side but then fought back and won seven games on the bounce against Christ's College, John Lyon School, Aldenham School, Thomas's Battersea, Westminster Under School, GGSK College and Bancroft's School. Disappointingly we lost our last match before the half-term break to a particularly impressive Queen Elizabeth's team.

We enjoyed our participation in two cup competitions. In the Gifford Cup we began by beating Christ's College convincingly. In the Area Cup, we advanced to the semi-final stage and encountered Emanuel School.

Arhaan Bains and Sahil Prasad have been exceptional opening the batting and regularly getting us off to a great start. With the bowling, Arjun Mathur has done very well opening the bowling,

taking many key wickets. Our only spinner, Mikail Hameed, has also taken lots of wickets and kept the opposition run rate down. Noah Lass has been very tidy both in the field and at keeping his wicket with the bat. Hari Mathur has become quicker as the season has progressed and has continued taking wickets throughout.

Overall it has been an amazing season and hopefully we can add silverware in due course.

— Contributions by H. Bayfield

Tennis



The boys started the tennis season with a brilliant win over the UCS Old Boys. We won 18-6 with Max Silverman and Zeb Imber being the team of the match having not dropped a set. Next came our cup opener where we faced Sandringham School. The four boys that we were up against were all Year 13s so we did exceptionally well not to drop a set. Our MVP was Josh Imber who was able to dominate both his first-seed match and his doubles.

Our third fixture was Barnet and Southgate College. This was an extremely tough contest, especially with our top seed missing due to exams. Luckily Leo Silverston stepped up to the plate as first seed and managed to win a difficult battle. Our second seed had a challenging encounter with a very strong opponent and lost. This was the same for our fourth seed, Alex Shuckburgh, who nevertheless performed well. Our No3, Zeb Imber, pulled through with a win after going down 5-2 in the first and then not losing another game. This left us poised at 2-2 going into the doubles. We went

on court knowing we would have to scrap to get a point out of the fixture. It was unlucky for both pairs to lose in a tie-break but overall this was an extremely impressive showing considering our team consisted of much younger players.

— Contributions by I. Thomas

Super Smash: Entry Cricket



The Super Smash Tournament was a pleasure to be part of and I am sure that everyone in Entry would agree. This year pupils have broken school records, including two back-to-back new records in the course of two weeks with Rocco Meyer-Sahling posting 54 runs in one innings and then Max Gentzel scoring 55 the next week; both of these boys received player of the week awards. Besides these astonishing displays, many players have enjoyed phenomenal achievements during this tournament, including Rumi Kamvari who nearly always made the list for outstanding fielding. This is an incredible achievement because it shows his consistency throughout. Another star performer was Sam Roman whose 46 runs were close to the record. I also, surprisingly, picked up player of the week even though I had not played cricket before – until, that is, UCS taught me how.

We have had cricket twice a week – sessions on Mondays when we trained for the tournament, and on Friday the tournament matches. Both have been incredibly enjoyable and helped you to improve

both your individual skills, such as better batting or positioning while fielding, and your understanding of teamwork. Both are equally important.

Our team played well during the tournament, aside from a few mistakes, such as in our first game when we celebrated too early after striking 81 runs. We believed the other team would not be able to score more, but sadly they registered an incredible 93 runs, giving them victory. I personally have had an amazing experience and cannot wait to play again.

— Contributions by N. Pejic

At the start of the Summer Term of 2021, school sports were a changed institution. Covid had struck, rendering matches between schools few and far between. This novel situation led to one of the more innovative sporting inventions of recent years: the UCS Super Smash. This consisted of ten teams of seven to eight softball cricketers playing against each other for the Super Smash Championship. There was also a smaller and more competitive league of four teams for the hardballers of the year. The Super

Super Smash: Entry Cricket



Smash also introduced some new rules to produce a more fast-paced and exciting game of cricket. Most critically, these included the ten zone – where you could garner a previously unimagined amount of runs – by hitting the ball between two poles directly in front of the wickets. There was also a limit on the number of balls faced and bowled. Players batted using a carousel system, maximising involvement for everyone.

Last year, in the Super Smash's maiden outing, the dominant Bobbysack won the championship, only losing one game and beating the Bunda Boyzz in the final. However, results were not key to the success of the Super Smash. It was enjoyed immensely by pupils and staff alike, with every game an event to savour under beautiful summer sunshine. This year has provided an equal blend of diversion and excitement, with new teams and indeed team names. At the time of writing, Running For Rupees and the A Star Cricketers sat atop their respective pools, admittedly amid some incredibly tough competition, made all

the more intense by our cricket skills rapidly developed by Thursday coaching sessions. The UCS Super Smash will continue to expand as a competition, beyond the boundaries of the Lower School to other year groups, and hopefully towards inter-school competition.

— Contributions by S. Assael-Francis

OG News



Summer Drinks

What a great few months it has been! The Old Gowers' Club have been thrilled to finally be able to host in-person events again, and it has been lovely to meet many Old Gowers at various such gatherings. The Summer Party rounded off the OG event calendar for this academic year, and now we very much look forward to the autumn. We wish you all a relaxing and enjoyable summer.

The Class of 2012 Reunion

Ten years after leaving UCS, members of the class of 2012 assembled in the Sixth Form Centre to reminisce about their days at school and, for some, to see faces they hadn't surveyed since leaving. Lawyers, bankers, doctors, technicians and their former teachers remarked on how quickly the decade had passed and how much had happened in that time. Some Old Gowers had hardly changed at all. The returnees were all very impressed to see the huge upgrade that the Sixth Form Centre has recently undergone.

The Class of 1972 Reunion

With the passing of 50 years since some of this cohort had set foot in UCS, there was plenty to catch up on. Conversation sparked immediately and many stories were shared about those salad days at school.

The Old Gowers' Summer Party

At this year's Old Gowers' Summer Party, over 170 Old Gowers, former staff and staff came together and caught up on life since UCS. It is always lovely to see so many generations of Old Gowers coming back to UCS and this year there was the added excitement of being able to meet in person again.

— Contributions by E. Malmvarn

