



# St Anne's College

University of Oxford



# The Ship

2017 – 2018





Students study in the new Library / Keith Barnes

**St Anne's College Record 2017-2018**

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(formerly known as the Association  
of Senior Members)

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**Front cover:** The beaver was adopted as a crest in 1913. RF Butler explained why: 'Beavers live in communities and undertake work of a communal character but he returns to sleep in his own little lodge (remaining at heart a "home student").' This summer, our students have taken the mascot with them as they travel, volunteer, undertake research and mapping projects, and learn new skills through internships, to name just some of the things they are doing. Our aim is to show the varieties of experience they gain, often through the support of our alumnae and friends.

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## Celebrations in hard times

### It's been a turbulent year since our last issue, but both the College and the University have exciting plans for the future

None of the issues we highlighted last year as potential flashpoints – Brexit, Trump and migration – have gone away; some have got decidedly worse in recent weeks. In the UK we have a fractious government divided to the point of meltdown, an increasingly catatonic opposition and a media obsessed with the Brexit issue to the near exclusion of all else. The World Cup and Trump's excursion through Europe provided temporary diversion though little comfort.

Refugee hysteria in the UK is less vocal, though as several of our writers in this issue remind us, the issue has by no means gone away and remains a divisive issue in the EU.

What of Oxford itself and our College in particular? The impact of Brexit on the UK's universities gets little publicity. However, speaking to the *Guardian* earlier this year, Vice-Chancellor Louise Richardson revealed that the UK was one of the biggest beneficiaries of EU research funding with Oxford the single biggest institutional beneficiary, receiving grants of about £236m. It's not a subject anyone

seemed willing to discuss in this issue – with the exception of the inimitable Alex, who, thanks to Russell Taylor, has the last word on the matter.

An important contribution from the JCR looks at efforts by the University and the College to improve the range and diversity of students, and the findings of the Principal's '2025 Conversation' offer a challenging vision for the future. Helen King's own column gives a more personal, behind the scenes glimpse into the Principal's world.

In Oxford generally, homelessness remains a major issue, the subject, as last year, of our 'Oxford Letter'. Despite the many voluntary bodies working to alleviate a worsening situation in one of the UK's richest cities, rough sleeping has increased. The good news is that students are getting involved. Tom Zagoria talks about the work being done by the aptly named 'On Your Doorstep', and we have an illustration from a Gatehouse artist. The Gatehouse has been working as a drop-in centre for the homeless and vulnerable in Oxford for 30 years.

At the heart of this issue we celebrate the seventieth birthday of the NHS, Britain's 'most cherished institution' according to a number of polls and the chosen career of

many St Anne's alumnae. We have an awe inspiring collection of pieces from younger members of College who are working in a variety of capacities in the NHS, plus a thoughtful reflection on the importance of 'kindness' in the medical profession. Like most ageing bodies, the NHS is not without its problems in need of fixing, but the dedication and commitment with which our contributors write is grounds for optimism.

And there is more: Rock Bottom tells the story of the UK's first all girl rock group; an exciting young Chinese entrepreneur now back home offers advice and support to today's students; a pioneering feminist from India takes us on her journey and we celebrate the centenary of women's suffrage with particular reference to the activity of women suffragists in Oxford, thanks to our Librarian, Clare White.

We have more contributors from the younger generation than ever, and I thank them for taking the time and trouble to give the issue a wider appeal. For this, in particular I want to thank Charlotte Williams. My thanks to all our contributors, without whom there would be no magazine, and as ever to Kate Davy in the Development Office.

**Judith Vidal-Hall** (*Bunting* 1957)

## Let's go digital?

HUGH SUTHERLAND

### Our SAS President weighs the pros and cons of resorting to purely digital means for connections and communications

'Its time. #deleteFacebook.' Thus the founder of WhatsApp, Brian Acton, signed off from his directorship on the board of the predominant profiler, originally gained when he sold his business to them. The gods of Silicon Valley prevent their children from using social media due to its toxicity. In the good old days, software developers would write elegant thoughtful applications only to sigh as they were ignored by everyone as they got on with their lives: working, reading, chatting, watching telly. Now we attend to apps so intensely they are a detriment to our physical and mental health. Many of our alumnae grew up online and have engaged obsessively with social media, seeing it as an essential part of their lives.

Facebook is now proposed as the main way to accomplish the mission of the SAS. Fair enough since it was after all originally made for the function of staying in touch with your companions and acquaintances from school, work and college. Digital natives are apparently thoroughly networked and live in a whirl of virtually crowded events. So should we embrace our artificial future and

encourage everyone to get Social, or take this opportunity to remind ourselves of the pleasures of unmediated faces and voices, of real things like paper and ink? Is a 'Status Update' the first thing you will do in the morning, or the last thing you will ever do?

Many of our members prefer the certainty and security of the analogue world. Quite apart from the risk of fraud, the issue of privacy as something to be protected has crept onto the list of worries for the modern correspondent. We are warned of the Faustian pact embedded in ubiquitous and insistent 'User Agreements', 50 sides of grey, regulator-dictated, flannel panel text, pithily rendered as 'if the product is free: you are the product.' If we are free now, we shall soon be sold in chains, at the mercy of marketeers, A/B testers and sinister foreign mind-manipulators. Big Data knows more about us than we care to admit, even to ourselves. Resistance starts with a blob of Blu Tack on the webcam, but things escalate quickly: do we need to adopt techniques associated with the dark web, wear survivalist camo and live off-grid in a bender?

Surely we prefer to enjoy the benefits of our technological society, even if that leads to inescapable compromises. The most recent shakedown of the data miners known as

GDPR gives us some reassurance that even if we cannot erase our digital identity, we can find out how the file on us is being used.

I hope that the members of the SAS will agree that staying close to the College community is one of the most rewarding ways to connect with friends. It's time to engage with St Anne's past, present and future, by any media necessary.

Following on from the '2025 Conversation' exercise, the Principal and Fellows have now completed their strategic review and have articulated the results as a set of statements setting out the purpose of the College. As the outcome of the review is communicated and discussed, I am confident that members will recognise their understanding of the College and what it is for. We must then decide how the SAS can best contribute to achieving the ambitions the College has set for itself. I look forward to discussing that with members in the coming months.

**Hugh Sutherland**  
(1983)



*Encaenia* 2018;  
Hugh Sutherland

## Getting to know you

HELEN KING



**The Principal lets us in on her encounters with students as she inspires and challenges them to achieve their academic potential and prepare for future careers, as well as offering them support through tough times**

There are so many people I have met, so much I have seen, heard and learned in the past year, and so much going on in

Oxford, let alone the rest of the world, that I have been at a bit of a loss to know what to write about in this year's *Ship*. So, after a couple of false starts, I've decided to let you into an otherwise private place: a place that has inspired many emotions in the last year and has quelled any doubts I might ever momentarily have felt about my career change. That place is the Principal's Interview.

In honesty, I have no recollection of Principal's Interviews or Report Readings from my time as an undergraduate. Either they didn't happen in the mid-1980s or I have blanked them from my memory. So I started conducting these annual ten-minute sessions with every St Anne's undergraduate with no inherited model or preconceptions.

I prepare by reading the past year's digital termly tutorial reports about each of the students I am due to meet. Although not lengthy they will often contain themes highlighted by tutors across different modules of study and give me some insight, not just into the student's ability and work ethic, but also their personality, levels of self-confidence and health. Tutors' reports are individually crafted, constructive and insightful. Sometimes they even make me laugh.

I generally start the Interview by telling the, perhaps nervous, undergraduate that it is nothing to worry about. We're sitting in easy chairs and there are no gowns. It is important to me that we treat students as adults, albeit young ones. I am not their teacher or here to tell them how to live their lives or prioritise their energies. I attempt to reflect back to them what their tutors are saying about their progress, encourage them to reflect on what they have learned about learning, and check whether they are on track to achieve their own goals. Of course, the student has only had their own reports to read, so there is a natural inclination to minimise praise and focus on any perceived criticisms. It is a privilege to be able to point out to those who underestimate their own achievements that their tutor does not write such glowing reports about all their students. It is a delight to see individuals grow an inch or two and beam with pleasure on being told they clearly are doing exceptionally well.

Very occasionally, I find myself needing to point out that nearly all a student's contemporaries are submitting the work requested, turning up for tutorials on time and staying awake in those tutorials. We explore what may be holding back such individuals, if any help is needed, and



Report Reading 1958

usually they commit to a plan to improve, which frequently is about developing their organisational and planning skills. If we think it will help, we arrange to meet again in a few weeks to see how they're getting on. Sometimes there are learning difficulties or health issues. Often the difficulties arise from poor sleep, eating or exercise habits they've got into, about doing too little or overcommitting to too many activities. One second year, when asked what he'd learnt from his first year at Oxford, enthusiastically told me that he'd 'discovered something really amazing: everything is so, so much better

when I've had eight or nine hours sleep!'

I also ask them if they are enjoying the work and if they feel they chose the right subject. Mostly, this will provoke an instantaneous reaction of 'I love it!' and a willingness to describe animatedly why Old English, or organic chemistry, or environmental geography is just the most interesting thing in the world.

Of course, some of our students are going through tough times. I make it clear it is up to them how much they want to share with me and I check whether they are already receiving the support they need

and make sure they know where help is available. Sometimes the pressures come from something that is going on at home, or from being a long way from their family. Our international students can't always afford to go home in the vacations and some are carrying the huge weight of responsibility of parents investing their lifesavings in their child's Oxford education. We also have students who have been their parent's carer and who are struggling with competing responsibilities or with physical or mental health issues. I try to ensure they know that the College will support them through the tough times, that we are on their side and that we are proud of their achievements. Students who have overcome challenges deserve to be told that they should be proud of themselves and that we are proud of them too. There are many students at St Anne's who have achieved exceptional things and that isn't always a first class degree.

Of course, we do talk about exams: how they revise, if they're planning ahead and what helps them to manage anxiety or stress. I can point them to resources or sources of help and I try to help them retain a realistic sense of perspective as to the importance of Prelims, Mods or Finals.

I ask, too, about what they do to relax, what other activities they're involved in. The array of responses is extraordinary. Some tell me about what they do with their friends: cooking meals, swimming at



A Law tutorial in 2018

Port Meadow, board games and jamming. Others speak of the many societies or activities that St Anne's students are participating in or organizing. Sometimes what motivates them is career related, sometimes social, altruistic or even accidental. It is fascinating to find out what it is about an activity they particularly enjoy and to reflect their answers back to them when we come to talk about what thoughts, if any, they have about life after their degree. It may emerge that they love working as part of a team towards a common goal, or the buzz of organizing something complex to tight deadlines, or writing for an audience, or creating

something new. Some have very clear ideas about their future target careers and many have no idea. Of course, for many there is no immediate rush; they will be working for a long time once they start. However, Oxford is great place to explore ideas and experiment, so I point out that we are the nearest College to the University Careers Service where they can access not just hundreds of opportunities but also 20-minute individual advice sessions with a careers advisor. I tell them that I haven't yet found a student who didn't find such a session useful and that, at worst, it will only be 24 minutes from their life, by the time they've walked there

and back.

Hence, in this short allocation of time, I try to play my part in being true to the College's Purpose: to inspire and challenge our students to achieve their academic potential and prepare for future careers, supporting them to be well and do well.

It is an immense privilege to have this window into the lives of such a widely diverse group of intelligent, talented and committed young people. I hope you've enjoyed this glimpse into it too.

**Helen King** (1983) *Principal*

## St Anne's College: Our Purpose

### Background

It is essential to define the College's purpose in a clear way if we are to guide future decision making and ensure a shared and consistent ethos and direction of travel.

The job of Principal is not that of a Chief Executive but Chair of the Board of Trustees, generally referred to as Governing Body. College statutes are clear that Governing Body is where significant College decisions are made and that its members (over 60 Fellows and five College Officers) determine issues in a democratic manner.

Therefore, a priority for me as a new Principal was to establish what Governing Body wants the future of the College to be, ensuring that they were properly informed of the views of all who have an interest in College, including alumnae and donors.

### St Anne's 2025 Conversation

Last summer we launched the St Anne's 2025 Conversation. Over more than 6 months, the Development Office and I, with support from Fellows and College Officers, gathered hundreds of views from:

- prospective students
- undergraduate students

- graduate students
- students' parents
- College staff from all departments
- SCR members
- alumnae from eight decades
- donors
- St Anne's Society Branches
- Emeritus and Senior Research Fellows

Tools utilised by the Development Office and our consultants, Betababoon, included:

- online surveys
- paper surveys
- individual structured 'Conversations' in person and by Skype and telephone
- structured focus groups, specifically designed for each group
- workshops, with group and individual exercises,
- dinner 'Conversations'

It was a tremendous privilege to hear the opinions of so many people who care deeply about the College. We heard

many stories and insights from the past, and inspiring and ambitious ideas for the future.

The material gathered from the St Anne's 2025 Conversation was condensed and used in two sequential Governing Body Workshops held in January in order to produce the College's Purpose on a Page. They listed the themes from the 2025 Conversation that Governing Body members were asked to 'bin' (reject), 'bag' (endorse) or 'better' (re-word or add to). Over 40 members of GB attended a four-hour session facilitated by Richard Hytner and Inken Dachsel from Betababoon. The products of this workshop were edited to remove duplication and brought together for further sharing and refinement at a one-hour workshop prior to a scheduled Governing Body meeting. Over 50 members of Governing Body participated in one or both of these sessions. High levels of engagement from all attendees generated a (perhaps surprisingly) high level of consensus and our Purpose on a Page was formally ratified at the end of Hilary Term.

**The Purpose: an explanation**

We realised early in the process that being part of the University of Oxford is integral to the identity and purpose of St Anne's and that our aspirations and ambitions have to be set in the context of the University's vision.

**Aspiration**

This is our highest-level purpose: the 'why' we exist and why our people do what they do. I have seen how dedicated so many members of College are to their work and, in particular, the pressure our Fellows put themselves under to conduct their world-leading research, tutor their students and support the College in a myriad of ways. I was inspired to hear their answers when they discussed the fundamental 'why' that motivates them. The strong consensus that it is to understand the world and change it for the better has been unwavering since it was first shared. This aspiration surely captures what education and research is for at an individual as well as an institutional level.

**Ambition**

This is a statement that captures the 'what': what we are and what we do. It contains ambitions that can at some level be monitored and measured, so we can be clear if progress is being made.

Although it appears as one sentence, it contains five separate ambitions for planning purposes:

1. to be a diverse community
2. to be an inclusive community
3. to contribute to the University's vision to lead the world in education
4. to contribute to the University's vision to lead the world in research, and
5. to secure the College's legacy and future

**Beliefs**

These capture what St Anne's is or wants to be and do at its best. They form two sections with the lowest three beliefs specifically representing the commitments of trustees, ie. members of Governing Body.

**Values**

Our values determine how we do what we do and have been paired. In some cases the two concepts are clearly complementary (forward looking & outward facing, diverse & multidisciplinary) in others they contrast, perhaps reflecting a tension but not a contradiction (ambitious & down-to-earth, independent & collaborative, rigorous & supportive).

**Approach**

This is deliberately a very short memorable phrase that can be applied by any member of the St Anne's community to what they do: as applicable to a porter or chef in the kitchens, as it is to a new student, tutor, graduate, or the Principal. It is based on the St Anne's College

motto *Consulto et Audacter*, translated as 'Purposefully and Boldly'. Individually and collectively, members of St Anne's carefully consider their purpose and then are prepared to pursue it boldly.

**Helen King**

Principal, St Anne's College



The motto *Consulto et Audacter* on Hartland House

# Our Purpose

## Our Aspiration

To understand the world and change it for the better

**Our Beliefs**

**1. As a community, we**

- (a) want to be the home of choice for the brightest and most ambitious students, including those from under-represented groups
- (b) take pride in supporting, enabling and promoting our academics' research
- (c) inspire and challenge our students to fulfil their academic potential and prepare for future careers
- (d) respect, promote and celebrate difference; diversity of people, their ideas, and accomplishments are a rich source of learning for us all
- (e) support and guide all in our community to be well and do well, building their resilience and readiness for the future
- (f) build on the richness of our history, and the achievements of our predecessors and alumnae in our ambition to make a distinct and enduring contribution to the University's future
- (g) need the funding, facilities and resources of a world class College environment for learning, teaching and research in order to attract the brightest minds and to support their aspirations,

**2. As trustees, we**

- (a) have a duty of care to our staff, students and academics
- (b) must leave the College stronger and better than we found it, fit for the long term
- (c) inspire every student with the joys of intellectual pursuit as we advance world class research



**Our Ambition**

To be a diverse and inclusive community contributing to the University's vision to lead the world in education and research, and securing the College's legacy and future.

**Our Approach**

Purposefully & Boldly

**Values**

- Forward looking & Outward facing
- Diverse & Multidisciplinary
- Ambitious & Down-to-earth
- Independent & Collaborative
- Rigorous & Supportive

**University of Oxford Vision:**

The University of Oxford aims to lead the world in research and education. We seek to do this in ways which benefit society on a national and a global scale. <https://www.ox.ac.uk/about/organisation/strategic-plan?wssl=1>

## All about suffrage

CLARE WHITE

**‘It may interest people to realize that before the War numbers of law-abiding and peaceful women like myself got to take being mobbed and insulted as part of the ordinary day’s work.’ Grace Hadow 1917**

In February this year, St Anne’s proudly flew the flag of the violet, white and green suffrage colours to mark the centenary of the Representation of the People Act, granting women (those over the age of 30 who met a property qualification) the right to vote. The anniversary prompted the library staff to delve into the archives for evidence of the College’s – or as it was known then, the Society of Oxford Home-Students – role in the campaign for women’s suffrage.

At first glance, examples were somewhat sparse. No diaries bequeathed by alumnae recording their part in events, no mention of early ‘Stanners’ making sacrifices for the cause – St Hugh’s have that claim through alumna Emily Davison, who was famously trampled by the King’s horse at the Epsom Derby. We did, however, discover an intriguing entry in a notebook under the heading ‘Suffrage Procession in London’. The notebook, dated 1911 and ominously titled ‘Notes on constitution and discipline’, appears to have been kept by Ruth Butler, Secretary to the Principal,

former Home-Student, History Tutor and later Vice-Principal. The entry states: ‘At Principal’s meeting a week or so before, it was decided that no student should be allowed to go...Miss Callaghan very anxious to go...saying she had arranged it long ago. Mrs J. [Bertha Johnson, our first Principal] wrote saying she trusted her not to go.’ The entry then discusses some American students who had gone to the procession before finishing with, ‘Mrs J. took care not to inquire what happened about Miss Callaghan (as a matter of fact, I know she went).’

From the dates given, the procession would have been the Women’s Coronation Procession which took place on 17 June 1911, a few days before the coronation of King George V. Suffrage societies across the spectrum took part, from the more constitutional suffragists of the National Union of Women’s Suffrage Societies (NUWSS) to the more militant suffragettes of the Women’s Social and Political Union (WSPU). A few months earlier, the individual suffrage groups of the women’s colleges had combined to form the Oxford Women Students’ Society for Women’s Suffrage (OWSSWS), and they commissioned a striking banner of gold and blue specifically to take to the Coronation Procession. It is slightly puzzling

then, that the Principals of the women’s colleges should have decided that their students should not be given permission to attend the march. It seems at odds with our perception of the early Principals as pioneers of equality in education for women at Oxford, but perhaps it was the anxiety that any association with militant behaviour could cause reputational damage, or worse still financial damage, to



*The ‘Lost Banner’ of the Oxford Women’s Suffrage Society. First made and carried at a women’s procession in London, 1908. Recreated by Rachel Hill, 2018. Credit: Bodleian Libraries, University of Oxford.*



*Olwen Rhŷs 1943: Olwen sitting first left back row*

the colleges that led to the decision. There are records of funding for scholarships and some annual subscriptions being withdrawn from Somerville by donors less than impressed with its engagement in pro-suffrage activities. Vera Brittain, herself a Somervillian, notes in *The Women at Oxford* that ‘Most Oxford women dons judiciously avoided choosing between the constitutional and the militant technique, though the private sentiments of a vigorous modern-minded few would have been worth investigating.’ One thing is clear from the notebook – Mrs Johnson chose to overlook incidents of Home-Students attending the procession and no disciplinary measures are mentioned!

*The Ship*, published annually since 1911, contains only passing references to the ongoing activities that were part of the suffrage cause. The Editor, Ruth Butler (again!), records in 1912 that ‘Most interesting suffrage meetings have been held, especially that addressed last term by Professor Gilbert Murray.’ Murray was

Regius Professor of Greek and President of the University branch of the Men’s League for Women’s Suffrage – one of the many Oxford men who supported the enfranchisement of women. The 1913 issue refers to student entertainment in the form of ‘an excellent suffrage sketch’ and to the visit of Millicent Fawcett, President of the NUWSS, noting that the ‘latter deserves special notice for the orderly but enthusiastic audience, and for the large number of “college women” who were present on the platform or as stewards.’

The war issues of 1914-1917 unsurprisingly focus on other events, and nationally the women’s suffrage organizations put active campaigning on hold and focussed their attention on supporting the war effort.

Possibly one of the women most actively involved with the suffrage movement in Oxford with a strong connection to St Anne’s was Olwen Rhŷs. A Home-Student, and later French tutor for the Society, Olwen came from a family of suffragists. Her father was Sir John Rhŷs, Professor of Celtic and the Principal of Jesus College. He chaired Oxford’s first public meeting on women’s suffrage in 1878, around the same time that the first women’s colleges originated. Sir John was not only a member of the Oxford University branch of the Men’s League for Women’s Suffrage, but became the president of the Oxford Women’s Suffrage Society (OWSS). Committee meetings were sometimes held at the Rhŷs

family home – none other than 35 Banbury Road, now part of St Anne’s site and home to the MCR – and both Olwen, and her sister Myvanwy, served as secretary to the Committee.

Our third Principal, Grace Hadow, was also known to be a strong supporter of the suffragists. As a young woman she was an English Tutor at Lady Margaret Hall, but gave up residence in Oxford in order to live with her ailing mother in Cirencester. There she was active in a local branch of the NUWSS, and it is particularly fitting that our current Principal, Helen King, was invited to unveil a blue memorial plaque on Miss Hadow’s former home in Cirencester on 6 February this year – the very date of the centenary of the Representation of the People Act. In 1917, after the Speaker’s Conference on Electoral Reform issued its report recommending that the vote be given to women in some form, Grace Hadow wrote:

It feels quite odd to think that possibly – even probably – before long people will neither shout with laughter nor throw things at one if one mentions women voting. I am glad to belong to a generation which has been stoned – not because I like being stoned (it is tiresome, and often messy), but since some women had to go through that to win the thing, it is a bit of luck not to have been out of it entirely...In years to come it may interest people to realize

that before the War numbers of law-abiding and peaceful women like myself, quite inconspicuous members of a political party, got to take being mobbed and insulted as part of the ordinary day's work... Now the War has brought us to a peaceful recommendation that at least some women should vote.

It was the end of the War, along with reports of the devastating influenza epidemic, that dominated the content of the 1918 edition of *The Ship* rather than a focus on the extension of the franchise to women. For the women at the helm of the Society of Oxford Home-Students, the advantages of the right to vote were inextricably linked



Grace Hadow

to furthering the cause of education and opportunities for women. Bertha Johnson comments on the opening up of both the legal and the medical professions, stating, 'I look to having our Poor Law solicitor

and medical work – or whatever may be the substitute for the Poor Law – taken up as a real calling, and consequently more efficiently done.' A century ago, there was a strong belief that the students had an important role to play in understanding and improving society, just as St Anne's aims today 'To understand the world and change it for the better.' Mrs Johnson further remarked in her address to Old Students at the 1918 Annual Meeting that, 'the Parliamentary vote which has perhaps given me most pleasure is your vote for the University Burgess, and that it should have been given with such absolute fairness to this history of women's education as planned by the University.' Oxford had the right to elect two members of Parliament as representatives of the University, and herein lay a peculiar anomaly. From 1918, former women students over the age of 30 were entitled to vote for MPs representing a University which still did not recognise them



Oxford Women's suffragist banner. Credit: Bodleian Libraries, University of Oxford

as full members. This added strength to the ongoing cause for women to be admitted as full members of the University and to be awarded degrees. But that particular centenary celebration is still a few years away...

Meanwhile, back in the Library in 2018, we offer our usual warm invitation for any alumnae to visit and to use the collections for reference purposes whenever you happen to be in Oxford.

**Clare White (1990) Librarian**

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## It's your community

### JULES FOSTER

**It has been an exciting twelve months at St Anne's with the arrival of Helen King and the launch of the 2025 Conversation through which we were able to discuss what the College should look like and be doing by 2025. Further details on the outcomes of the conversation are on pages 8-9 and we look forward to keeping you updated**

In October, the opening of the Tim Gardam Building was a fantastic occasion for College. It was only thanks to the support of so many of our alumnae and friends that we were able to build the Library and not only transform the front of College but further support the students in their studies – thank you. If you were not able to attend the opening of the Library please do come and visit, alumnae are welcome to visit College at any time – get in touch with us and we will be delighted to arrange a tour.

### Raising Funds

Thank you to everyone who has donated to St Anne's. We are incredibly grateful for your continued support of the College in so many different ways.

Our fundraising activities in 2017 and 2018 include the annual telethon through which we raised £180k and a campaign in support of music and specifically the



Dr John Traill, Director of Music

activities of Dr John Traill (Director of Music) and the St Anne's Camerata. The aim is to create a fund to endow the post of Director of Music. We have just begun work on a campaign to endow the post of Tutorial Fellow in Economics. The campaign will formally launch with a reunion in September 2018 and will run for two years. We have also recently launched an appeal to support tutorial teaching and graduate development scholarships. You can support this at: <https://www.campaign.ox.ac.uk/st-annes-college> This year we have successfully secured

further funds for our Research Centres based in the Library: the Centre for Personalised Medicine and Oxford Comparative Criticism and Translation. We would like to thank the Dr Stanley Ho Medical Development Foundation and the Wellcome Trust for their support of CPM and Maria Willetts, Jane Aitken and Celia Atkin for their support of OCCT.

Over the past six months, we have been supporting students to fund initiatives via crowdfunding. In February/March, we ran a crowdfunding campaign for five students in the St Anne's Camerata and



the College's Plumer Fellow Alberto Sanna to go to Nairobi in Kenya to perform concerts in the city, as well as engaging in outreach programmes with Tangaza University and with children and young people from around Nairobi. In April/May, we crowdfunded for two St Anne's Earth Sciences students (plus two others) to go on a mapping expedition to Greenland. In June, we supported Target Oxbridge – an initiative to help more black African and Caribbean students and students of mixed race with black African and Caribbean heritage increase their chances of getting into Oxbridge (see p.75) – as well as a campaign to help provide funding for the St Anne's Academic Review (STAAR).

We are hoping to launch our first Giving Day/Week in Hilary 2019. We are very much at the early stage of our planning but we know that when the time comes we will need support from as many of our alumnae as possible to help promote it.

**Events at St Anne's**

We continue to hold a number of events and reunions throughout the year and over the past 12 months 836 of you have attended our events. We hope to see even more of our alumnae in the coming years. At present we are undertaking a review of the events programme and aim to introduce new events in 2018/19.

If you are interested in holding your own Reunion, St Anne's Development Office can assist you with these events. The

Development Office is looking for alumnae who are interested in serving as year, decade or subject reunion champions to bring their contemporaries to the College; we will handle all logistics for the event and send postal and electronic invitations. We are also looking for champions who are interested in spreading the word about the event via social media platforms and word of mouth. You are also welcome to host your own event at the College organised independently of the Development Office.

Enclosed with *The Ship* this year is an events brochure which details all our upcoming events along with booking information. Email invitations will continue to be sent separately.

**Volunteering and engagement**

In addition to our events, communications and fundraising activities, we are looking into how the College engages with alumnae. After hearing from our Events Working Group and our alumnae, we are working on a number of new initiatives including:

- **Webinars** - through which we hope to provide low to no-cost workshops, for example, on taking the next step in your career. You will be able to log in at the 'live' time of the workshop to ask questions while it is occurring, or log into the session afterwards to access the content and reach out to the presenter at a later time with

questions.

- **Live Streaming** - We have a huge number of events already taking place at the College, and we plan to start to share some of these via social media so that you can enjoy them wherever you are in the world.
- **Oxford Alumni Community** - Set up in 2015, St Anne's has 548 alumnae and students registered with the site. Those signed up are able to offer mentoring to both St Anne's students and alumnae, and connect with others within their sector.



- **Careers Network** - to help students prepare for future careers, we have significantly expanded our Careers Network to help students prepare for the workforce. Our Careers Network is a series of alumnae-to-student workshops that began as a careers week in Hilary Term and a set of summer internships, and has now expanded to include career



Victoria Murphy, Dean of Degrees, speaks to students and their families at graduation in July 2018

workshops, informational interviews, CV clinics and internships.

- **Outreach** - In addition to mentoring, outreach was one of the most-discussed topics among alumnae during our 2025 Conversations. Outreach Officers across the University are in the midst of outlining a strategy for including alumnae in outreach efforts.

**Communicating with College**

We hope that you all received your copy of the *Annual Review* in April. As part of this, we sent out a form offering you a chance to update your contact details and tell us

what communications you would like to receive in advance of the GDPR regulation changes on 25 May. Thank you if you have returned the form. However, just to remind you: if you want to continue receiving emails from the College you may need to check your preferences as we may not be able to contact you if you have not done so.

The Privacy Notice has been updated and is available on our website (<https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice>) as well as being included with this edition of *The Ship* (p.93).

If you would like to find out more about

any of these initiatives or how you can get involved, please get in touch.

Thank you again for your continued support.

**Jules Foster** *Director of Development*

**Get in touch with us....**

Email: [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)  
 Post: St Anne's Development Office, St Anne's College, Woodstock Road, Oxford, OX2 6HS.

Telephone: +44 (0) 1865 284536  
 Facebook and Twitter: @stannescollege

## Quacks of gratitude

JILL PATON WALSH AND WENDY MANTLE

**There's more than one way of giving to College. As one of our contributors reminded us last year, 'great oaks from little acorns grow'**

A defining moment in the history of the Society of Oxford Home-Students, the predecessor to St Anne's, was a benefaction from Mrs Amy Hartland, who in 1929 established a trust for the construction and maintenance of the first purpose built College building. Hartland House was completed and became available to students in 1938. On her death in 1945 she left her entire estate to the Society and an extension was built in 1952 (followed by an additional wing in 1973).

As we have been throughout our history, St Anne's remains reliant on the donations we receive from alumnae and friends. Though fees have increased, state funding for education continues to decline and we need the donations provided each year to provide essential support for our students, staff and fellows – bursaries, scholarships, tutorial teaching, welfare services, outreach and access to schools across the UK, funding for the Library, sport and travel grants. Regular donations are especially important as they help the College to plan for the future: knowing that your gift is coming

into College each month, quarter or year helps to strengthen our financial position and provide an outstanding educational experience for all students, irrespective of background. Every gift really does make a difference and your support will mean that we can achieve our vision of understanding the world and changing it for the better.



*Both the new Library and Hartland House were funded by donations*

Ever since its foundation, the buildings of St Anne's have depended on donations and the new Library and Academic Centre is no exception. There's more than one way of giving to College. In response to requests from younger readers, we look at ways of making a difference that don't demand millions.

**Jill Paton Walsh** (*Bliss* 1955)

In 2005 the College held a reunion lunch for my matriculation year, 1955. About 30 of

us turned up, some of us changed greatly, some hardly at all, and we had a good time comparing notes and gossiping together. It emerged as we talked that a group younger than us had already arranged to sponsor a student bursary, with the idea of seeing at least one student through his or her degree free from debt. We thought we could probably do the same.

The College still held contact details for 65 or so of the year of 55, and some of us had kept in touch with contemporaries who had not updated the College on their whereabouts. I offered to do the writing around and Barbara Matthews offered to help. We wanted to raise £13,000, the limit one student could receive in subsidy at that time. This was to stop richer colleges buying the best students from poorer colleges, an idea of which we approved. We decided to ask supporters for a monthly direct debit of £5 running for three years and Barbara and I set about writing the letters.

The results cast a sociologically interesting light. In spite of the advantage of an Oxford education, quite a few of us had spent very little time in employment. We had devoted ourselves to supporting husbands' careers, raising children or working in ill-paid occupations as charity workers,

missionaries, vicar's wives, social workers and in voluntary work of many kinds.

I found myself, to my own embarrassment, reading embarrassed letters from my peers who told me they simply could not afford the suggested direct debit. I soon had a draft letter ready in reply, saying, roughly, that they had contributed enough to society and should leave the sponsoring of a student to those of us who could afford it.

In sharp contrast, the group I have mentioned above, who had matriculated ten years later than us, I gathered had had no trouble at all. Most had gone into well-paid, professional occupations and raised the money, I was told, quite easily.

In the end we fell short of target, and managed only £10,000 for our student, which no doubt was some help to the recipient.

When the three years were up, I totally forgot to cancel the direct debit and so, unknowingly, simply went on giving my £5 a month. Last year when a member of the Development Office came to Cambridge to have lunch with me, I assumed she had come to ask for money, and was astonished when she said she had come simply to thank me. Over time, the direct debit had added up to a significant sum. I certainly would not dream of cancelling it now — that would be ungracious. And I owe St Anne's a lot: the College gave me a place in spite of my almost complete lack of preparation

for study at university level. I once overheard myself referred to as 'one of the Principal's lame ducks'. For which I can only utter a grateful quack.

**Wendy Mantle** (*Gulliford* 1957)

Despite the whirl of scandals about some major charities, the clamour of good causes via the Internet and post has not lessened. Most of us are tempted, understandably, to react negatively and perhaps resentfully, to calls for our compassion to be translated into money. No one has unlimited funds and everyone has their favourite charities.

The main difference between St Anne's, as an educational charity, and the others that daily crave our attention, is that the number of potential donors, graduate and postgraduate alumnae is finite: 8,300 being currently known to College. We have the responsibility of trying to meet its needs.

If St Anne's is to succeed in remaining a vital part of a world-class university, its plans for the future can only be realised if the majority of us, rich, poor and middling, can pledge regular donations, whether large or small, over a number of years. This kind of funding is essential to support bursaries, vacation and hardship grants, and of course teaching, as well as access and outreach programmes.

The new Library was made possible by 500 donors from almost every year giving what they could, as well as several major donors, of whom one was persuaded to give a large

sum because of the amount already raised by others collectively. The new kitchen was also made possible with donor support of the same kind: donations however small and however given – in one gift, monthly, annually.

All of us whose lives have been enriched by the education we received at St Anne's know that money is the means by which we can express our gratitude, and it will be vital to secure the future of College for future generations of undergraduate and graduate students.

Apart from making what regular donations we can afford we must make provision in our wills. No one enjoys the memento mori of will-making but legacies make a lasting contribution to College finances. Between 2011 and 2016, £4.7 million was received from legacies. Many graduates who live in the South East and own houses will be concerned about the impact of the 40 per cent inheritance tax levied on their estates after the tax-free allowance is taken into account. A charitable gift of 10 per cent of a net estate lowers to 36 per cent the rate of tax on the residue. What's to lose?

You can find out more about ways to support the College online at: <http://www.st-annes.ox.ac.uk/alumnae/supporting>

£5 per month really does make a difference. Donate at: <https://www.campaign.ox.ac.uk/st-annes-college>

## The weapon to change the world

VICTORIA A MURPHY

**‘Education is the most powerful weapon you can use to change the world,’ said Nelson Mandela. If we want our educational systems to be transformative – with the power to change the world – we need to educate all our pupils from linguistically diverse backgrounds in more than one language**

The majority of the people in the world can speak more than one language (Grosjean, 2010). For many children around the world, education is the primary context in which their development into multilinguals begins. Indeed, the significant majority of children internationally will be learning a second or other language through the medium of education – either through bilingual education programmes, or learning a taught foreign language. A third context in which children can also develop their multilingualism is when a child speaks a language in the home that is not the language of the wider, majority society and, importantly, not the language of education. Children in this context are known internationally as ‘minority language learners’ because they speak a language in the home that is the minority relative to the majority language of the society at large. In this paper, I briefly discuss some of the linguistic and educational issues that are

most pertinent to children who are minority language learners – known as English as an Additional Language (EAL) learners in the UK – and will present a snapshot of some research that my colleagues and I have carried out over the years that speaks to these issues. I conclude by arguing that as a society we need to do far better in promoting multilingualism in British schools.

Approximately 20 percent of the primary school population in England have English as an Additional Language, a figure that is growing each year (DfE, 2016). Despite numerous well-documented advantages to being multilingual, many children with EAL in English schools (and indeed, internationally) underperform relative to non-EAL peers. England has made great strides in this area, where for the first time children with EAL overall matched or even out-performed non-EAL peers on the Attainment 8 score, a measure of performance at GCSE level. However, on closer examination it is clear that many sub-groups of children with EAL do underperform relative to non-EAL peers, so more work is yet to be done. In our research, we ask questions about the cognitive and linguistic variables that underpin the development of language and literacy skills in EAL pupils because knowledge in this area underpins academic achievement in school. To that end, we

specifically examine vocabulary given that much research has identified that children’s knowledge of vocabulary is a strong predictor of children’s literacy skill.

The Simple View of Reading (SVR) (Gough & Tunmer, 1986) suggests that reading skill is a product of two separate components: Decoding or the ability to read words on a page, and Language Comprehension as in understanding those words. Decoding involves understanding ‘the alphabetic principle’, namely that the letters on a page represent the sounds of language. The importance of decoding in reading alphabetic scripts is clear from decades of research, so much so that many governments (including England’s) has instituted mandatory phonics instruction. Many studies have demonstrated that children with EAL have strength in the area of decoding, where they either match or exceed performance of non-EAL pupils (Lesaux et al, 2008). However, many children with EAL have difficulties with the second component of the SVR model, namely language comprehension. Children with EAL often start school behind non-EAL children in terms of their vocabulary knowledge (Bialystok et al., 2010). Not surprisingly, if a child has spent a large proportion of their early years speaking a language other than English, they are



Victoria A Murphy

likely to come to school with less well-developed knowledge of English vocabulary. Given that currently, the school system is (sadly) uninterested in the child’s complete linguistic repertoire, knowing vocabulary in another language other than English is of nominal interest within the context of the English classroom. As a result of smaller vocabulary size, children with EAL often underperform on measures of listening and reading comprehension (August & Shanahan, 2009; McKendry & Murphy, 2011; Murphy, 2018). Vocabulary knowledge is something that can be developed within the educational system therefore it is important to understand as much as possible about the nature of the

best ways to develop these important linguistic skills.

There are two main components to vocabulary knowledge that are important in terms of literacy. The first is vocabulary breadth, ie. how many words does an individual child know. On measures of vocabulary breadth children with EAL often have lower scores than non-EAL children. The second dimension of vocabulary knowledge is depth, where a child with well-developed word knowledge will understand many different features of a given word. For example, the word dog can map directly on to the referent ‘domesticated animal with fur and four legs’. However, knowing

the word ‘dog’ also involves knowing its synonyms (canine), use in multiple semantic contexts (afflict, plague, trouble), knowing word associates (cat), pragmatic knowledge (when to use it) and also knowing the idioms and collocations that are relevant for the word (eg. ‘It’s raining cats and dogs’; ‘The book’s pages were dog-eared’; ‘He was in the dog-house’). We have spent some time in my research group exploring these other depth-dimensions to vocabulary knowledge in EAL and non-EAL pupils alike. What we have found thus far is that children with EAL tend to have lower scores than non-EAL children on: i) measures that tap in to extended meanings of a word (e.g. plant in ‘plant pot’ vs. plant in ‘power plant’);

ii) measures of collocational knowledge and idioms; iii) measures that estimate their comprehension of texts that contain multiword vocabulary, and importantly here we've also documented a lack of awareness that they are misunderstanding the texts; iv) metaphor, where children with EAL have some manifest differences in their online processing of metaphors in text as measured with eye-tracking methods, and v) generally tend to have lower reading comprehension relative to non-EAL pupils (Murphy, 2014; 2018).

In summary then, if we look carefully at the research literature and findings that address questions about EAL children's reading and vocabulary skills, we find that they have little difficulty with decoding, but often have difficulty with language comprehension, which can be directly related to their lack of vocabulary knowledge. A consistent finding emerging from our research group has shown that children with EAL have different patterns of performance on depth of vocabulary relative to non-EAL, which makes a unique contribution to reading comprehension.

The title of this piece references a quote attributed to Nelson Mandela who said, 'Education is the most powerful weapon that you can use to change the world.' In the light of the research described above, it's worth asking what changes if any we need to make to our educational system to better support multilingual learners, and

hence allow education to be the force of positive change envisaged in Mandela's quote. While our educational system seems to work overall for EAL children in that as a group they match or exceed GCSE attainment relative to non-EAL peers, two recent analyses of the National Pupil Database (Strand et al., 2015; Hutchinson, 2018) have demonstrated that a number of sub-groups of EAL do underperform relative to non-EAL. This means then that for many children with EAL, they are considerably behind the national expected average. One of the ways we can work towards changing this state of affairs is to accept that multilingualism is a reality in our society today. However, this fact is mostly ignored by our current and previous governments. The term 'multilingual' was not mentioned once in the recent Integrated Strategies Green paper, England has no coherent EAL policy, and the EAL population in UK schools is all but invisible in government documents. Research shows that learning a second language can help support children's developing literacy in their first language (Murphy et al., 2015), and we also know that non-EAL children in schools with high proportions of EAL pupils tend to do better academically than in schools with low proportions of EAL (Strand et al., 2015). These findings, together with the reality that being multilingual is advantageous on a number of different dimensions, suggests we need to re-orient our thinking about education to adopt a multilingual approach.

Currently, EAL and multilingualism is considered a problem in English schools, one that needs to be overcome. There is much theoretical and empirical work, however, that suggests that supporting both languages in a multilingual child can actually support their learning of the target majority language (Cummins, 2000). If we want our educational systems to be transformative – with the power to change the world – we need to be able to educate all our pupils to the highest standard. Currently, our educational policy and practice adopts a monolingual mindset in a multilingual world. We need to change this mindset and adopt a more plurilingual approach which will have advantages for children from linguistically diverse backgrounds but will also benefit the monolingual children as well, so that they can also take advantage of developing knowledge of more than one language, which is needed now more than ever.

**Victoria A Murphy** is Professor of Applied Linguistics in the Department of Education, a Fellow of St Anne's and Dean of Degrees



Voicing the globe

## Happy birthday NHS!

JUDITH VIDAL-HALL

**By the time we celebrate our seventieth birthday, many of us are more fragile, more vulnerable than in our youth but we don't give up**

'5 July 1948: Creation of NHS heralds new era in British healthcare' ran the headlines in the UK press the day that saw the launch of the world's first comprehensive health service. Health Minister Aneurin Bevan had his publicity photos ready as he stood at the bedside of a patient in a Manchester hospital: 'the home of the National Health Service' as he chose to call it.

Despite initial resistance from GPs, for the first time, hospitals, doctors, nurses, pharmacists, opticians and dentists were brought together under a single organisation to provide services that were free for all at the point of delivery. The central principles were clear: 'that it meet the needs of everyone; that it be free at the point of delivery; that it be based on clinical need, not ability to pay.' Further: 'the health service [will be] financed entirely from taxation, which means that people pay into it according to their means.' Seventy years on, these principles remain the same.



Guy's Hospital 1950s: Children's ward

At a stroke, inequalities were wiped out: the poor, most of whom could not pay for regular health care and died from the epidemics rife in the insanitary slums in which so many lived, had the same entitlement as those who could afford medical care. By the day of its launch, 94 per cent of the population had signed up.

But that was the start of the problems: the sheer scale of demand quickly created a shortage of cash and of personnel.

The new service was soon 30 per cent over budget and 40,000 understaffed, especially nurses. Cash-strapped – not to say bankrupt – post-war Britain found its £437 million (roughly £15 billion at today's value) budget was quickly under strain. Only four years after its launch, the government voted to bring in charges for dental care, spectacles and prescriptions. Modest prescription charges – one shilling/5p – were introduced and a flat rate of £1 for dental treatment. A similar

charge for spectacles followed.

More difficult to deal with were the nursing shortages. On 22 June 1948, the Empire Windrush arrived in the UK, carrying 492 passengers from the West Indies, many of whom took jobs in the NHS, which launched only two weeks later.

By the 1950s, aggressive recruitment campaigns were being organised in the Caribbean as in other colonial and former colonial territories. By 1954 there were more than 3,000 women from the Caribbean training as nurses in British hospitals. Five years on, the number had doubled. And by 1966, only two years before Enoch Powell's 'rivers of blood' speech, there were 16,745 foreign trainees in the NHS, nearly three quarters from the West Indies. Life in a hostile and racist environment was not easy. Had they not persisted in serving the institution of which the country was so proud, it



St Thomas' Hospital June 2016 - NHS nurses from the Caribbean and Africa and former nurses at the unveiling of the Mary Seacole statue. Credit: WAWI

could well have foundered long before its anticipated 'three score years and ten'.

Today, more than a quarter of NHS doctors and 11 per cent of all NHS staff were born overseas and there are plans to recruit another 14,000 foreign nurses to ease shortages, many of them from the Caribbean.

Numerous opinion polls tell us the 70-year-old NHS remains Britain's most popular institution. Paradoxical then, that it is both held in higher regard and is in greater danger than at any time since its foundation.

If it was the initial huge demand for free health care that nearly sank it, that is once again a growing issue. Lack of adequate funding also remains a persistent problem; from 1948 until 2010, the NHS budget enjoyed an average 4 per cent annual rise above inflation. Since then, according to the King's Fund think-tank, increases have averaged 1.2 per cent. The government's £20 billion birthday present represents 3.4 per cent, still not enough for the service to sleep easy.

The NHS is envied by other countries for its universal coverage, its humanity and its value for money – and despite flaws, still the best in the developed world according to the international think-tank the Commonwealth Fund. But as our contributors tell us, radical reform of structure, funding and management, as

well as a more preventive approach and attention to social care – in short, a new model of healthcare – is essential for its future. To be proud of the NHS is 'not to be blind to its imperfections' said chief executive Simon Stevens at the NHS birthday celebration in Westminster Abbey. Indeed: while they share their anxieties on its future, not one of those writing here regrets her decision to enter its service.

Paying tribute to the health service's 1.5 million staff at the same event, Stevens said, 'Today we give thanks – for their service, for their skill and for their compassion.'



August 1948 Credit: The Daily Mail  
Absolutely free - but you'd better get cracking before the supplies run out

## Passing the grandmother test

HELEN SALISBURY

**Do doctors need to be kind? If so, can those of us teaching them make a difference? Kindness can require courage but fortunately it is contagious**

Many of our students arrive inspired by Dr House (Hugh Laurie in the TV series House): they will be that fabulously clever doctor who finds the obscure clinical sign that is the key to unlocking the diagnostic puzzle. They aim to become that doctor-as-detective who cures the patient and saves the day.

However, most of modern medicine is looking after patients with long-term conditions or at the end of their lives and our aims are more modest. Our satisfaction comes not just from technical fixing, but from caring, from paying attention to the emotional and psychological wellbeing of our patients, whatever the physical circumstances. How do medical teachers ensure that students are fitted for this purpose?

Kindness, compassion and empathy are used in the literature about the doctor-patient relationship in overlapping and sometimes interchangeable ways. Kindness has been defined as the quality of being friendly, generous or considerate and some commentators regard the

concept of kindness as less complete than that of compassion as it does not include the perspective of the recipient. This seems illogical to me: to be considerate it is necessary to imagine the other's perspective.

Etymologically, kindness contains the concept of kin or relationship, and in judging actions or interactions people will often ask, 'Does this pass the grandmother test?' In other words, would I want it for someone I care about. In religious exhortations to altruism, we are asked to treat all men as brothers (and presumably women as sisters). The limits of kindness may be seen as the boundaries of our kinship: it is by 'othering', seeing people as explicitly not one of our group, that we can exclude them from being deserving of our kindness. On a large scale you can see that in the devastation of war, genocides in Bosnia, Rwanda or across Europe in World War II. Not only does this lead to the violence itself but also to our ability to turn off the news, close the paper and turn our attention back to our daily concerns.

And how could we survive otherwise? On a smaller scale you see it on the streets of our cities as people give the homeless men and women in doorways a wide

berth.

***It is by 'othering', seeing people as explicitly not one of our group, that we can exclude them from being deserving of our kindness***

When I talk about empathy in the context of teaching clinical communication, there are several predictable responses, the most common being: You can't teach it – people either have it or they don't – and I wouldn't want it if it was faked. Underlying these are twin assumptions: if you have to teach it, it can't be genuine; and empathy, or lack of it, is a fixed personality trait. On closer inspection we will find that it is all a bit more complicated than that.

I also want to explore the perceived cost to the doctor of 'genuine' empathy and the relationship between empathy and burnout.



Helen Salisbury

If you have to teach empathy does it mean it is faked? Does it matter? There is a philosophical and psychological question here: if you don't know the Rembrandt you are looking at is a forgery, surely you enjoy the picture just as much? If I can successfully mimic true heartfelt compassion, does it matter if I don't feel a thing?

I would go as far as to say that it is really important to be able to mimic compassion, to be able to behave deliberately in this way even when you do not feel it. It is not enough to rely on genuine feelings of kindness because these run out. When I am cheerful and rested, confident and hopeful, I have great reserves of heartfelt care and empathy for my patients. But catch me at the end of the day when I've been flat out for 11 hours and tell me how rotten your hay fever is making you feel, then I need a collection of learned skills and ingrained habits of consulting so that you don't feel short changed by an uncaring doctor. I need to be intentionally kind.

However, this dichotomy between genuine kindness and compassion as opposed to learned behaviours that merely simulate it is an oversimplification. These are not static and independent states; to an extent we become what we pretend to be. This happens in two ways, from the inside out and from the outside in. Our behaviour influences how we feel; if we

make ourselves smile even when we are feeling grumpy, are polite even when we are feeling cross, it is hard to hang on to those original moods. Acting in a kind way, saying kind words, alters how we feel. Even if it didn't, the experience of those around us is of someone being kind, and their responses to us reflect and reinforce that. Can it be said of someone that they are unkind if all their actions show the opposite?

Much is written in the sociological literature about 'emotional labour', the work put into being kind or being cheerful that is required in some roles and jobs. A distinction is drawn between 'superficial acting' (smiling even though you can't stand the person) and 'deep acting' (making a conscious effort to alter your attitudes and emotions). Research has shown that faking emotions is associated with feeling emotionally exhausted and detached, whereas deep acting is associated with feelings of personal accomplishment. What isn't clear is the direction of causality; the style of emotional labour used may be a product rather than a predictor of burnout.

But what can we do to help students who find empathy really difficult?

Simon Baron-Cohen, in his book *Zero Degrees of Empathy*, describes two different varieties of deficit. One he labels the autistic lack of empathy, seen in people who have difficulty in seeing

the world from another's point of view or reading that person's emotions. Thus they say the wrong thing, are blunt or tactless and appear unfeeling. But if it is pointed out to them that they have hurt someone's feelings they are mortified and earnestly wish to learn how not to make the same mistake again. The second type is the psychopathic lack of empathy in which our protagonist knows exactly what makes his or her interlocutor tick, knows which buttons to press to achieve the desired outcomes, but really doesn't care at all about the happiness or wellbeing of the other person. In less extreme versions I have met both of these as medical students: one will need quite a lot of explicit coaching to come up to an acceptable level of consultation skills. The second learns quickly and will display excellent skills in a clinical examination, but I'm concerned about what might happen when unobserved. The interesting question then arises as to whether this latter deficit is remediable; we can teach knowledge and skills but can we 'teach' attitude? I think the answer is yes if you reframe 'teach' as influence, mould and model.

If we return to our autistic, or me on a bad day in surgery, and we view kindness as something that is performed, that really should be teachable.

Reflective writing is one method used to encourage students to explore their

reactions to events in their training. Students may object and ask whether it is my business what they feel; I should concern myself with how they act. If they are permanently grumpy and rude, fail to engage with patients and colleagues, it clearly is my business to explore their feelings with them, as it is if they are perpetually on the edge of tears and finding the job a strain. But if they are performing well, have good relationships, what right have I to enquire what they 'genuinely' feel about their patients? We are back to the question of private emotions and public behaviours. However, if the sociologists are right and superficial acting is related to burnout, then it may really be my business to know, if I am looking out for my students and their future patients.

There is a common perception that burnout is in part a consequence of doctors opening themselves up to genuine feelings about their patients. Emotional involvement is just too hard in modern medicine; in some specialties we genuinely fix the broken (set bones, cure cancers, eradicate infections) but many of us spend our careers caring for people with long-term conditions rather than effecting miracle cures. In this context, especially at the sharp end of acute medicine, can we afford to really care?

To practise medicine is to put yourself in the presence of suffering. To be able to be completely present with the patient in their

distress, but then to start afresh with the next patient, I need to be good at what Roger Neighbour calls 'housekeeping' – the ability to pack away the emotions evoked in one consultation, be they grief, frustration or joy, and meet the next patient without that baggage.

Given that it is such hard work for the doctor, is empathy really worth it? Not everybody believes so. Paul Bloom, a US psychologist, believes that empathy leads us to act irrationally and that more good could be done in the world if we considered how to act without having our decisions coloured by emotion. The cool, clinically rational doctor is sometimes held up as a role model, with the opinion that patients would rather have a doctor who was good at medicine than one who was good at communicating, as if the two were mutually exclusive.

***To practise medicine is to put yourself in the presence of suffering***

Clearly there are times when it is useful to set empathy aside; the sterile field with bright lights and green drapes enables the surgeon to concentrate on the intricacies of the operation without thinking about the person underneath and their hopes and fears. Neighbour's concept of 'Crichton's switch' [Roger Neighbour, Past President, Royal College of General Practitioners Ed] is useful here; the ability to turn your focus from the person to the narrow clinical task.

The problems start when the switch gets stuck, most often in the narrow focus.

If we ask patients what they want from their doctors, the answers are consistent: 'I want a doctor who is caring and compassionate, who listens, who treats me as a person.' (Interestingly, technical competence always seems to be taken as a given by patients)

If we want to create kind doctors there may be short cuts we can teach in the classroom, habits of listening and asking that we can foster. However, a huge part of the doctor they become will be shaped by the institutions in which they learn and work, and the role models they see: how are patients talked to and about? Does scheduling allow patients to be heard in their consultation? How much is the system geared around institutional convenience and how much around patients' needs? What weight is given to the patients' wants and preferences when decisions need to be made?

Medicine is still largely learnt as an apprenticeship, so we copy what we see. We are, anyway, social animals and mostly do what is done around us, making an effort to fit in. If the prevailing attitude in your emergency department is that people who self-harm are an irritating waste of everyone's time, making work when there is frankly already enough to do, then it takes real courage to swim against that tide and treat the difficult and distressed

with kindness and patience.

Resources are clearly a major factor and the pressure under which doctors work has a huge effect on their ability to be kind. If you are working in an overstretched, understaffed department, rushed off your feet and fearful that you will make a dangerous mistake, it will be very difficult to have the emotional energy left for kindness. If we are not careful, a siege mentality develops. The language we use is important: at a recent seminar we (a group of GP trainers) were berated for failing to train our registrars for the 'combat zone' ahead. The speaker talked of the need for teamwork in terms of being 'all in this fox-hole together' and of our juniors' need to be 'battle ready'. If medicine is war, who is the enemy?

Our ability to be kind is also shaped by the kindness we receive ourselves; the bullied become bullies, the abused, abusers. Unkindness starts at the top of some organisations, rude, obstructive behaviour is relayed to the level below and patients may be the ultimate victims. Jonathan Ballatt and Penny Campling's 2011 book *Intelligent Kindness* is about the need for the NHS to focus on kindness. They observe that, far from being a fixed trait of individuals or organisations, kindness is variable and can be nurtured or squashed: 'Like any quality, compassion thrives under certain conditions and withers under others.'

Revisiting the concept of emotional work, this is not just about painting on a smile when we are irritated but also about suppressing the grief and anger that may arise when bad things happen. In other caring professions, systems exist for debriefing after difficult events, or even routinely, where emotions can be shared and reactions validated. In medicine, there is still a culture of stiff upper lip inherited from medicine's military roots perhaps and perpetuated by ideas of what counts as professional behaviour. Patterns of emotional regulation by junior doctors during stressful events have been summarised as 'suppression during, expression after' or 'expression during, regret after'. The former is preferable to the latter, but if the suppression occurs without the opportunity for later expression, the chance of burnout is increased. The psychological safety needed to enable doctors to express emotions requires well-functioning, stable teams, and is sadly lacking for many doctors. Attention to self-care is now a major theme of professionalism, building on the concept that it is hard to be kind to others if you are not kind to yourself.

So, can we teach kindness? We can give our students some tools and pointers, teaching listening skills and the importance of the patient's perspective. More powerfully, clinicians can be role models. We can look at our working environments and ask 'where is the support? Are these



1948 publicity leaflet

processes kind to our staff and students?' We can fight for appropriate resources for our teams so that they have time to be kind.

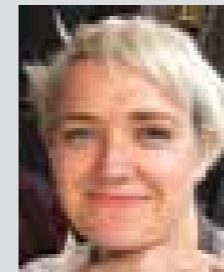
We need to remember that kindness is not a constant but is contingent on organisational culture. It can require courage but fortunately it is contagious.

**Dr Helen Salisbury** (1983) is a GP and leads the communications course for Oxford medical students

## What makes it all worthwhile

**CHARLOTTE WILLIAMS**

**It offers huge variety, will test and grow your talents and allow you to meet some of the biggest-brained and biggest-hearted people on the planet. What's not to choose in joining the NHS?**



Having finally got over the amazement that I was indeed offered a place – not least because I'd happily accepted my initial rejection from Trinity and been almost packing my bags off to London for my degree – I came up to St Anne's determined to make the most of it all in October 1997. A comprehensive school girl, and with the exception of my brother, who had gone up to New College two years before, no history of university in my family, St Anne's seemed a little less ancient, but much more me.

I was reading Biochemistry, having opted for a hybrid of probably my best subjects, and realising that I could read enough popular history books to get a flavour of my other love in my spare time. At school I had the privilege of undertaking work experience with some medical doctors, and, to my

parents' mild chagrin, I was fairly certain that wasn't the right path for me, but I wasn't closing the door just yet. There was something about medicine and healthcare I found compelling.

I suppose in terms of what I might do eventually, whilst keeping my options open, I was nurturing the kernel of an idea – fed to me by my brother over a fast food lunch one day mid-A levels, whilst he was down from college – that I could do science, but working for the government. Now saying it like that all sounds very cloak and dagger, or indeed brings to mind a white coat and goggles in a lab enabling espionage like Q, or secretly creating biological weapons somewhere in a bunker to fight a new Cold War (let's hope we aren't all about to see such a thing...), but actually I just thought this sounded like a nice blend of interesting stuff (the science) and sound values (my desire to be useful and probably work in public service, like my naval father and civil servant mother).

Really enjoying my subject, making wonderful friends and sucking the marrow out of the College experience with my (squarely mediocre) rowing, JCR Committee, working in the College bar and careers fairs, as well as occasionally keeping score at the darts, I just loved

College. I once heard Tim Gardam say that the best thing about learning in College is inter-disciplinarity, and the skills you gain in discussing and debating topics from yours and others' subjects – and everything in between. I think this was one of the things I liked most. I wasn't sure I was going to be just one thing in my life, or my career; I wasn't sure that that would even be a good idea, given how fast I was discovering new things about the world. That is the sense of opportunity a great education, and I believe particularly time at an accepting, open and diverse college like St Anne's can provide.

In the end it was a comment from a peer that probably caused it. Whilst complaining about the opaque civil service science fast-stream (for which I had applied – 'government scientist' remember?), a friend reading maths mentioned she was off to join the NHS Graduate Management Training Scheme for NHS Finance. She said I should look into it, that I might like it, so I did. There was nothing to lose after all, and the application process was a little more interactive and a lot quicker! September 2018 will mark 17 years of my career in and around the NHS. So I suppose I owe it all to you, Jenny, thank you!

I was fortunate enough to be offered a place on the NHS Graduate Management

Training Scheme for general management upon leaving St Anne's in 2001. I felt rather humbled and a little daunted, given the quality of people I had met at the assessment centres for the scheme – many of them existing NHS staff. I was also thinking about the grey suits I might have to buy and the frowns from people whose view of NHS management was evil bean-counting and budget-cutting. Then I recalled Baroness Ruth Deech, then Principal, telling me that the NHS would be 'very lucky to have [me].' There's nothing like a bit of Oxford pride to buoy you up, is there? It makes me smile to this day.

I started work in operational hospital management in a spooky old workhouse on a hill in Brighton, where I was managing long waiting lists and projects to replace the Victorian ward blocks. After that I did an elective placement in mental health in New Zealand and worked in Public Health for diabetes prevention and management with GP practices on the South Coast. In these early jobs I enjoyed the huge diversity of roles and interactions, the slight seat-of-the-pants feel of new challenges daily and realising very quickly that there is no typical week in NHS management. I also learned – both the hard way and I hope in the end the right way – that getting things done successfully is generally a mix of having good knowledge of your business and taking the time to build trust and credibility; very little is accomplished simply by working out the rational approach and

knowing the right answer. I regularly feel the benefits of those skills I learned in interdisciplinary conversation and debate from College; of getting along with those whose abilities are so strong and yet very different from one's own. Finding common ground and matching complementary strengths is essential: working in NHS management is working with a succession of different and temporary teams in different contexts. This is how the NHS operates every day. The traditional hierarchies may exist, but they aren't always helpful to draw upon: they aren't always how the work gets done.

As a young manager I was seduced into the greasy-pole mantra that you keep taking promotion in the toughest sector of the health service (which anyone who works in hospitals will tell you is in hospitals), working my way up for eight years to Assistant Director before realising that with a career stretching to the age of 68 and beyond, I'd need six more 'five-year plans', many more weapons in my arsenal for the trip and a longer ladder to climb. I then decided to take some chances and embarked on a few adventures: motherhood for the first time, a secondment to an academic medical social enterprise linked to the NHS – UCLPartners Academic Health Science Partnership – and a role outside NHS employment.

To say it was an alien world might be an understatement, but professionally this was a change I needed, and personally a more flexible approach, no requirement

to cover on-call and longer-term strategic programmes of work helped when my daughter, now seven, was tiny. I wanted to diversify but not slow down, and working with terrifically intelligent and motivated colleagues and challenging clinical academics gave me that; it also showed me how remarkable our health and care system is: the innovation we drive, the breadth of our research and the value of a single health system from which to learn. I was fortunate to be offered some fantastic opportunities during six years there, including a secondment to the heart of a national flagship NHS programme. Some time in that rarefied air was amazingly insightful and allowed me to observe some phenomenal leaders, but it always felt a little removed, and I perhaps felt somewhat like an imposter. In summer 2017, I came back into the provider side of the NHS to a Group Director role for a hospital group in Essex. I'm back to those values and aims to feel useful, and I think I am being a better hospital manager now than I would have been had I stayed on that track eight years ago. I'm more restless for change and more demanding of what can be achieved.

There is a real sense of family among the NHS workforce, even though within this vast community there are, of course, such different tribes and numerous identities. I find that the fundamental question of 'why bother?' is rarely one I have to ask myself when I get home from work at the end of the week, but as with any system ultimately



5 July 1948, Park Hospital, Manchester: Nye Bevan publicity shot celebrating the launch of the NHS. Courtesy NHS

overseen by government and at the mercy of national and local, big and small politics, one can occasionally groan, 'Does it have to be so difficult?' Or, 'It just doesn't seem quite right!' Coming to terms with this is important and part of the job, but over the years I have learned to know where my red lines are and when it is time to move on; to make sure I am able to make contributions I want to and ensure I am in good faith. The NHS is so important to us all we cannot risk losing sight of its aims and values.

I can say that in my NHS career so far I have genuinely helped to make care better. I know that because one of the things that can be hard about healthcare – the visible targets and the constant measurement – can also provide feedback and clear illustrations of improvement, both in processes and outcomes. Due to the work I have helped drive forward, patients got care more quickly in some cases, had access to better equipment in others, had better accommodation or had more choice about

having a new therapy. I am lucky enough to be able to point to published evidence of this in one case that makes me proud, the improvements to specialist cancer services in North and East London which I helped lead for a few years. The quiet thrill of seeing improvements you articulated as part of a case for change actually coming real three years later when those changes are in place, is hard to beat. It makes the days when nothing goes right and your plan fails to progress due to poor timing, lack of resources or simply a change in a leader's mind, seem more transient and less consequential.

I love my job, I love the NHS and I would always encourage St Anne's, Oxford, or indeed any bright and motivated students or alumnae, to consider NHS management as a career. It offers huge variety, will test and grow your talents and allow you to meet some of the biggest-brained and biggest-hearted people on the planet. Of course there are egos and networks at play as there will be in any occupation, and you aren't going to be making huge bonuses. However, I do believe the NHS is largely meritocratic for those within it, and its management talent is often neglected, considered a waste of money (mainly by those who don't work in the service or know the cost of poor management) and almost entirely under-estimated. It needs good people to think it's worth doing.

Thinking back on my journey from St

Anne's to today, I'd like to say it was all planned, that it was all part of a roadmap for success, but I'd be kidding you and myself. I could have pushed and been a bigger, more senior figure than I am now; I could have studied harder and have more letters after my name, or perhaps used my experience for greater financial gain to me and/or others. All of which is true, but I think in the end I've just been very lucky to have great people to talk to about my choices and options – my brother in sixth form, my peers and tutors at College, my bosses and leaders in the health service – and as with all improvement in healthcare, you may only have a loose hypothesis but you try it out, learn as you go, iterate and try again. I'd like to think I've got quite a bit longer to go on my improvement expedition. I've never been quite sure we are all just one thing, or will do just one thing in life, and at the moment, I'm not ruling anything out.

**Charlotte Williams** (1997) is Director, Strategy and New Care Models at Basildon and Thurrock, Mid Essex and Southend Hospital Group and an associate at Imperial College Health Partners



# Making the difference

CHRISTINE KIIRE



Christine Kiire

**Seventy years after it was started the NHS remains unique across the world in terms of its accessibility to all regardless of their ability to pay**

The NHS is a wonderful organisation. I feel honoured to have the privilege of serving within it as a consultant ophthalmologist. It is incredible that 70 years after it was started, the NHS is still truly unique in the world in terms of its accessibility to people regardless of their ability to pay. The difference it makes to have a health service that is free at the point of use

cannot be overstated. At times when people are particularly vulnerable because of concerns either about their own health or the health of their loved ones, it is great that the NHS is there for them without adding financial barriers to their anxieties. I hope that this aspect of the NHS will be protected for a long time to come.

I specialise in looking after the eyes of people with chronic conditions such as diabetes. The NHS provides regular and quality-assured screening for eye problems in those with diabetes, helping to reduce their risk of loss of vision and enabling them to see well for longer. We want to help them maintain their independence and prolong their working lives. I have worked in other countries – richer and poorer – which do not have a similar system, and have seen first-hand the negative consequences of lack of access to regular and affordable eye checks for people with this condition.

The other thing I love about working in the NHS is simply being part of a great cause. There are many wonderful people working at all levels within the organisation, all striving to do their best for the patients around them or in front of them. There is dignity in absolutely every role.

My hope for the NHS is that the people

who have the power to influence its future do not lose touch with those working within the organisation every day, but listen to their concerns and enable them to deliver the quality of care that they aspire to. As newer and safer ways of working come to the fore, the cost of delivering modern healthcare is higher than it ever has been. I doubt that 20 years ago many could have predicted that in my own field of retinal vascular medicine, every clinic room would require a relatively fast computer with access to electronic patient records, high-resolution retinal scans, ultra-widefield retinal photographs and a doctor who could type their own letters and electronically send them directly to the relevant GP! As the cameras and scans get better, yield more clinically meaningful information and set new levels for the standard of care, extra investment is needed in IT infrastructure and this is not cheap.

Investment in the NHS needs to take account of changing population demographics and epidemics such as the one we are witnessing in diabetes, as well as the cost of newer and more effective but more labour-intensive treatments. We are treating more patients than ever in ophthalmology, partly because we are living longer, but also because of

the increasing prevalence of chronic conditions such as diabetes. The range of treatments and the effectiveness of the treatments that we can offer for retinal conditions have increased significantly in the past 10-15 years. Unfortunately, these treatments are very costly, and often need to be given repeatedly to maximise vision gain. This leads to specific challenges around capacity within the NHS eye hospital services, an issue that demands careful consideration from the leaders of each service.

As clinicians in the NHS, we are finding new and innovative ways of coping with the increasing volume of work, by operating in more multidisciplinary ways, for example. Ophthalmic departments across the NHS have shown how expanding the roles of our colleagues in allied specialties such as optometry, orthoptics, ophthalmic photography and ophthalmic nursing can create great opportunities for career development while at the same time enabling eye hospitals to deliver a high quality of care.

Like so many, I hope to be able to contribute to the NHS for many years to come, and to be able to make use of it when I need it. Here's hoping that as this precious organisation goes forward, it will be adequately resourced, enabling it to keep up with all these competing demands so that we can deliver the highest quality of care for all those who need it.

**Christine Kiire** (1997) is a Consultant Ophthalmologist at the Oxford Eye Hospital, John Radcliffe Hospital

# Strategic planning or daily care?

JENNY EHRHARDT

**In its seventieth year, the NHS is at a point where the changing needs of the population alongside the incredible advances in medical science mean services need re-designing**

I joke to people now that if you cut off my little finger it'd have 'NHS' running right through like Blackpool Rock, but I've not always desperately wanted to be an NHS accountant! My dad is a paediatrician, my mum was a nurse and midwife and I did do work experience aged 15 following various consultants around the hospital my dad worked at. But when Dr Grovenor said at the St Anne's Open Day, 'It's much harder

to get in to study medicine than maths,' my mind was made up: maths it was!

In second year, alongside many in my year, I considered applying to do internships at City law firms. I was looking for a way to do something that felt meaningful, but the City wasn't really calling to me, so I eventually spent time working for two MPs, one in Westminster and one locally back in Yorkshire in her constituency. In my third year, I literally tripped over the NHS graduate scheme brochure in the Careers Service; luckily the fall didn't require a visit to A&E. At the time, it was possible to apply for both the General Management

and the Financial Management schemes at the same time, which is what I did, but they were the only jobs I applied for. I really wanted the Finance one because I felt an additional qualification was generally a good



Leeds protest 2018



Jenny Ehrhardt

idea. When I was offered a place on it, I jumped in, and spent three years gaining my CIPFA (Chartered Institute of Public Finance and Accountancy) qualification, alongside leadership and management training at Durham University Business School and plenty of on-the-job training, ranging from detailed technical accounts to understanding the impact strategic political decisions have on the finances of your local NHS services.

That was all quite a long time ago and in the meantime I've had a really varied career, working alongside internationally-renowned medics to set up new services for patients with rare diseases, finding the little bit of

money that meant a relatives' room on a ward could be refurbished so it was a nicer place to break bad news, working on a business case to build a new unit for Cystic Fibrosis patients, seeing the very different pressures that different parts of the NHS are under. Working in an ambulance trust was very different from managing the finances at a commissioning organisation buying services for the local population.

I'm now Deputy Director of Finance for Leeds Teaching Hospitals Trust, which has a turnover of £1.2bn and employs 17,000 staff, delivering services to our population locally and to patients nationally for some of our really specialist services. As part of my

role, I'm currently working on the business case to deliver a new building on one of our sites, which will cost something in the region of £350m, so I'm learning about funding sources, legal agreements, how to influence the Department of Health and the Treasury, as well as local and national politicians to gain huge improvements in the environment within which our clinical staff deliver services to our patients. In its seventieth year, the NHS is at a point where the changing needs of the population alongside the incredible advances in medical science mean services need re-designing. There's no question of the intellectual challenge of balancing that strategic planning with the day-to-day pressures of delivering services. I am privileged to work within a team of people whose core motivation is caring for others.

Ultimately, what gets me out of bed in the morning is the knowledge that I help to make a difference for our patients; that the work I do helps to make sure that the right care can be given in the right place and at the right time for our patients. There's lots of job satisfaction and challenge, which highly intelligent folk like St Anne's graduates can get their teeth into. I cannot recommend a career in NHS leadership highly enough. If you fancy a chat, College can put you in touch with me.

**Jenny Ehrhardt** (1997) is Deputy Director of Finance for Leeds Teaching Hospitals Trust

## A triumph of goodwill

DEVORA VINICK



Devora Vinick

**Maybe there's never been an unchallenging time to work for the NHS, but the past five years have felt increasingly turbulent**

I started at St Anne's studying History and Economics, but quickly realised I'd made the wrong choice and after finishing my first year, transferred to Human Sciences. Human Sciences was definitely the right choice for me, sparking new interests in the biological and social sciences. Having finished, I found a job as a behavioural therapist working with children with autism. Although I really enjoyed my work and the feeling of doing something useful and concrete each day, I knew I didn't want to do it forever.

About a year after leaving St Anne's, I ran into a fellow St Anne's alum who was just starting the then brand new graduate medicine programme at St George's Hospital in London. It seemed like the perfect next step for me and I started medical school a year or so later.

On graduating, I decided to train in general practice and have been working as a salaried GP in South London since 2012. I'm not sure there's ever been an unchallenging time to work for the NHS, but the past five years have felt quite turbulent. For the most part, I love being a

GP, but there is no escaping the pressure of trying to manage increasing complexity and demand with diminishing resources. It can also be extremely demoralising hearing the NHS denigrated in the press and by politicians when I know that it's surviving on the goodwill and dedication of its employees across all roles and sectors.

I grew up in the USA, a country where healthcare is dependent on having enough money to pay for it. The NHS has its faults, but I passionately believe in the principle of universal healthcare that is free at the point of delivery. I worry that the NHS is being gradually weakened as a service to the point that the public will stop fighting for it. Medicine is already clearly losing its appeal as a profession, with places to study medicine available in clearing for the first time ever this year and GP training places going unfilled in many areas. In the wake of the very public disputes between the government and junior doctors, I don't know that I would chose medicine if I were starting now. Despite this, I'm hugely proud to work for the NHS and hope it continues to thrive for another 70 years.

**Devora Vinick** (1997) works as a GP in South London

# Butterflies v caterpillars

AMANDA PRITCHARD

## Creating an NHS for the next 70 years will demand fundamental changes

If you had told me when I was 21 and about to leave St Anne's to join the NHS Management Training Scheme that I would be sitting here, at my desk overlooking the Houses of Parliament, writing about life as Chief Executive of Guy's and St Thomas' NHS Foundation Trust, I would probably have said something unprintable! It's a massive organisation, employing 15,000 people and with an annual turnover of £1.5bn. And it is hugely complex: it has 2.4m patient contacts a year, provides services ranging from health visiting to heart valve replacement, and what it does really matters. I left university wanting to do something that made a difference and thanks to the people I've worked with, learned from and who continue to support me every day, I am in the extraordinarily privileged position to be able to do just that.

Two years ago my youngest son had meningococcal septicaemia. I'd been a patient before, though never really 'sick', and I'd rather enjoyed all three of my pregnancies, so this was the first time I truly, desperately, needed the NHS. I experienced it at its absolute best, dealing with a life-threatening emergency with



Amanda Pritchard

urgency, expertise and kindness. Our story had a happy ending, but seeing my now very healthy three-year-old reminds me every day about why I go to work, about why every individual patient and member of staff matters uniquely and about why it's part of my job to make sure the NHS is still here, thriving, for the next 70 years.

It's no secret that the NHS is facing significant challenges: we've had a prolonged period of austerity with NHS funding rising at a far lower rate (1.2 per

cent) than previously (4 per cent) against a background of increasing demand and the cost of modern drugs and technology. This takes its toll on staff and there are currently 27 per cent more nurses leaving the profession than are joining it. I very much hope that the Prime Minister's promised 'multi-year funding plan' will provide the stable platform the NHS, and social care, needs. If it does, then one of my most important jobs is to help capitalise on this and work to create

an NHS for the future that is not just a better version of what we've got now, but something different – as one of my colleagues says, we don't just need better caterpillars, we need butterflies.

The NHS has some extraordinary assets, both obvious and more hidden. Most obviously it has 1.3m talented and committed staff, a constantly evolving range of medicines, interventions and technologies to enable people to live healthy lives for longer and a funding model that provides care free at the point of need. Perhaps less obviously, it also provides education and training for over 38,000 nurses and 50,000 doctors every year and is a world leading research organisation supporting the UK life sciences sector generating around £64bn per year. I believe the NHS of the future will need to build on all of this to face the future with confidence.

In particular, there are two opportunities I believe we need to build on: the first is about people and the second is about science and innovation.

People first: the number and variety of people involved in providing health and social care is vast, but mostly they still operate in organisational silos. The population is ageing and the burden of chronic disease is growing so we have to find a better and more integrated way of allowing everyone to work together – GPs, hospital staff, community providers, social

services, mental health providers, the voluntary sector and of course, the patient and their carers – to prevent or delay the onset of chronic illness and then support people to live well in their communities for as long as possible. This will require a fundamental change in how the NHS is organised, in how we value and respect everyone involved in providing 'care' and in shifting from a reactive disease response approach to a proactive risk management approach.

Science and innovation second, but just as important: my kids literally don't believe that smartphones and tablets are relatively recent inventions ('But Mummy, how did you live?') but the digital revolution is moving at an astonishing pace, even within the NHS. Combine digital technology including artificial intelligence and robotics with the science that is emerging around cell and gene therapies and with access to the NHS's almost unparalleled wealth of data and it's difficult to imagine healthcare looking anything like it does now in 10 years' time. We should expect to see significant leaps forward in both quality and quantity of life and a very different NHS career for today's students, combining the best of what we have and do now, with the skills and tools to do it even better.

Each of these changes will require major upheaval in how the NHS is structured and care is delivered. However, I passionately

believe that the NHS needs to have the vision and bravery to continue to adapt if it is to survive and thrive for another 70 years.

So as I sit here and reflect on the last 70 years of the NHS, I feel optimistic (although it's probably worth asking me again the other side of the PM's funding plan), excited (because I can see some caterpillars moving into chrysalis form) and grateful, both for what it has done for my family and because it's an enormous privilege to be here and to be a part of it.

**Amanda Pritchard** (*Breaks* 1994) is Chief Executive of Guys and St Thomas' NHS Foundation Trust



St Thomas' Hospital 1960s: Patients on the terrace by Embankment Credit: Nursing Times

## Tempting fate

RUSSELL TAYLOR

**There's more to life than Trump or Brexit – even death does not have total dominion**

Three years ago, at the age of 55, I bought my first house. Fifty five seems rather an advanced age to be doing such a thing, I know, but I'd put it off for years because I'd been waiting for the London property market crash, which just about everyone, apart from estate agents, had been predicting. Having finally taken the plunge, I looked proudly round my proper grown-up home and said (maybe to myself, maybe out loud): 'this is the house I will die in.' Three months later I was diagnosed with cancer.

Now obviously when I talked about dying I hadn't anticipated it happening on any immediate timescale. I had planned on living through several more happy decades, before actually dying: enjoying a few productive middle years, possibly retiring at some point (or, as I'm self-employed, maybe just cutting down a bit on my workload), dandling grandchildren on my knee one day, pottering around in the garden – all that sort of standard stuff – before actually dying. But now here it was. Death had muscled its way to the front of the queue ahead of those other more pleasurable and civilized activities.

As well as being scary and slightly surreal, my diagnosis with Non-Hodgkin Lymphoma seemed to be profoundly unfair. I'm a vegetarian. I've never smoked or taken drugs. I drink in moderation. I cycle and run regularly. My parents are both alive in their 80s. All the factors indicate that I should be in a very low risk category. Yet it seemed I had wasted a load of time getting up early and going to the gym that my carnivorous couch potato contemporaries had spent more enjoyably drinking in bars or having a lie-in. And I was the one who'd ended up with cancer.

I didn't even have any symptoms. My diagnosis came up in a routine blood test for something else. It was a sort of existential illness: I only had my haematologist's word for it that I was ill at all. I had to trust him; and, worse still, I had to trust him when he told me that I'd need to do chemotherapy. He's very persuasive, so I signed up to do six months of chemo starting in July 2016. That way, I reasoned, I could get it all out of the way by Christmas.

The drug I was treated with was Bendamustine, a derivative of mustard gas. So ironically on the one hundredth anniversary of the Battle of the Somme I found myself in a chemotherapy ward

in a North London hospital having this notorious poison drip-fed into my veins. It's good to know that life has a sense of humour. And at least, like World War I, this grim experience would hopefully be over by Christmas.

I decided not to tell most people that I had cancer. More for their sake than mine. People don't know what to say. They get embarrassed. They can't even say the word 'cancer'. Besides there was no point in alarming them until I knew how effective the chemo would be. Unfortunately the question, 'How are you?' is the prelude to just about every social interaction: when people meet you, when they call you on the phone, in emails. Even people you've never met before enquire after your health. What do you say in reply? Do you tell them you've got cancer straight up and put a downer on the rest of the conversation? Or just say breezily that you're fine and feel you're living a terrible lie?

The six months of chemo passed surprisingly quickly. I had a PET scan in January 2017 and was told I had a Deauville score of 1. That's the best. It meant the cancer had totally gone: 100 percent remission. Unfortunately, the problem with Non-Hodgkin Lymphoma is that, like a villain in a Hollywood movie

of the 1980s, it tends to come back. So my priority was now to keep it at bay as long as possible. As my haematologist reminded me, there are all sorts of amazing new treatments currently in development so the longer I can stay healthy the better the drugs that will be available when the cancer returns.

The three mantras for staying free of cancer are: eat healthily, take exercise and, most important, maintain a positive mental attitude. As I mentioned earlier, I already do the first two. But can one take any mental positives out of an experience like having cancer? Well, actually you can.

First, it gets your problems in perspective. Most of what we think of as problems are of a financial or emotional nature: bills, mortgages, school fees, kids, relationships. While I was doing my chemo the whole world was stressing about Brexit and Trump. But what's the issue? Life will go on after both of them – provided Trump doesn't start a nuclear war with anyone. And life going on is what it's all about.

These days, of course, our lives go on much longer than they used to, thanks to all the advances in medicine and science. But that just gives us an excuse to put off things that we were planning to do. Oh, I've got loads of time, we think. I'm going to live to be 120 after all. I saw it on the news. Cancer gives you something important: a deadline. When exactly are you going to do those things to change

the world or your life? Write that novel? Start that business? Learn that language? Shall we put a date in the diary? Because some nasty disease might have other ideas.

And despite it being a horrible random experience that was inflicted on me, there are ways in which cancer has restored my faith in life. As I mentioned earlier, Bendamustine is a derivative of mustard gas. Now, mustard gas has got to be up there in the list of the top ten most evil things ever devised by human beings\*. But the fact that I'm still around today proves that it can also be put to a positive use. Something that was devised to destroy life can be adapted to preserve it. Good can come out of evil. That's a nice positive thought to make me want to hang around in this world a good while longer.

**Russell Taylor MBE** (1979) adds:

\*Mustard gas was invented by a scientist called Fritz Haber. And how do you think he was rewarded for this in 1918? Was he (A) taken out and shot, (B) ostracized by everyone for evermore, or (C) given a Nobel Prize? I'd give you a clue, but it'd spoil my nice upbeat ending...

A version of this article first appeared in *Lymphoma Matters* magazine



Illustration by Charles Peattie



The Russell Taylor Column: Alex is a cartoon strip by Charles Peattie and Russell Taylor which features in the Daily Telegraph. View recent cartoons at [www.telegraph.co.uk/business/alex/](http://www.telegraph.co.uk/business/alex/).

## Front of house and behind the scenes

**JIM MERIDEW**

**Ever thought who really keeps the College up and running? Read on...**

They say an army marches on its stomach! I think that is probably true of an Oxford College as well. Food seems to be quite a major topic of conversation and we are fortunate here at St Anne's to enjoy great food. But we all know that there is more to the College than just food. From my perspective as Bursar, there are many moving parts that come together to make the College work. Catering, Accommodation, Lodge, Estates... the list goes on. We also know that none of the list above would happen if it were not for the people who support the academic endeavour. They are the bedrock of the College. So rather than having the Bursar tell how good they are and what they do, I thought it best that you hear directly what some of our team think. Here are their thoughts. I hope you enjoy them.

**Colin Yon: Hall Supervisor**

When I first started 100 years ago I did not think I would be here this long! I have seen lots of changes in my time: the Ruth Deech Building, the Tim Gardam Building and, most important of course, the new Kitchen.

The biggest reason why I have stayed so



long is the excellent team at St Anne's. We have both front and back of house and to keep this going we need flexibility, honesty, respect and great management.

I do like the diversity of students, fellows, staff and conference guests. I get to meet so many people and have made good friends and hear amazing stories. And we even have a policewoman now as our Principal!

**Christina: Hall Assistant**

I have been here for three years as a General Assistant in the hall. I really like the people I work with and I get to see lots of interesting people. Working here has improved my English and I have also been able to help my Spanish friends improve theirs. I love working as part of the team here and also working in other parts of the



College, not just the Dining Hall.

**Malc Waters: Lodge Porter**



I have been a member of the Lodge Team for two-and-a-half years and am currently the new kid on the block as concerns permanent porters. I am thoroughly

enjoying my time so far at St Anne's, working with kind and friendly students, members of staff and management alike.

My experiences so far bring the phrase 'feast or famine' to mind. After the mayhem of students arriving en masse, with cars abandoned (it seems) anywhere that a parking spot can be found, and hundreds of keys given out on check-in, life settles down to more of a routine, with plenty of post to sort and plenty of patrols to be carried out to ensure our students are as safe as we can make them. Then, once our students have left again at the end of term, we have to deal with the chaos of conference season, with unexpected guests demanding a room, and expected guests asking to move rooms so that they can be with their friends and endless maintenance problems such as boilers extinguishing in the middle of winter.

#### Brendan O'Meara: Lodge Porter



Malcolm is the new kid on the block and I am the old or ancient kid. What changes

has the old kid seen? Perhaps the biggest was the first men students enrolled at a women's college: the excitement of a fresh beginning, a touch of sadness at the end of a pioneer venture in women's education. The Lodge in those days was a cubbyhole in the now demolished Gatehouse, mostly staffed by the wives of the three resident caretakers. There was no new Library, no Ruth Deech Building, no Claire Palley Building and no Trenaman House. But we did boast the beautiful, brutalist Wolfson & Rayne buildings. There was no Ali in his kebab van: he arrived in the 1980s. The vending machine in Hartland House dispensed KitKats only – and small ones at that. There was no Amazon delivery, there were no mobile phones and the only computer we had was Hal in *2001: A Space Odyssey*. And he was switched off!

Having a good team at St Anne's makes working here a pleasure, but please spare a thought for your porters out of hours, when we are pretty much left to ourselves to cope with everything that comes our way. The bonus, however, is that I get to work with and for all of our students, and I must say that you make me feel young again, which at my age is a very good thing!

#### In conversation: Anita (R) and Julie (L), Scouts in Trenaman House

Q: How long have you worked at St Annes?



Anita: I've been here 12 years.

Julie: I've been here about 15 years.

Q: What attracted you to the College and to the job?

A: I worked here 30 years ago in the Buttery for the students' afternoon tea and snack bar. I left when the children were a little bit older. When I got fed up with my last job I decided it was time to come back to St Anne's.

Q: What's the best bit about your job?

A: The company; sometimes satisfaction, feeling you've done a good job.

J: it's nice to look back and see the rooms look clean, or as clean as we can get them...

Q: I imagine there have been some very untidy students in the past.

J: (Laughs) Yes and Anita usually seems to get those! When you can't open the door for stuff. I don't know who's worse, boys or girls... We've been quite lucky with our

students really.

Q: How do you think your job has changed over the years?

A: It's got a lot more intense with conferences. Conference season seems to be longer, and now, of course, we have University Rooms B&B, which is a bit of a struggle at times.

Q: Do you think the expectations of scouts have grown over time?

J: Well yes, the rooms have to be to a better standard.

A: And the College is listening to our complaints and making improvements, which was perhaps ignored in the past.

Q: How do you think College has changed over the years?

A: It's certainly got busier hasn't it? Busier with students and outside work. Obviously, the College buildings have grown so that's made it busier. I think the student-scout relationship has changed...

J: I think so too; they take longer to get to know us.

A: It takes longer to get to know them, because you're still in conference mode and you need to get back into term routine.

Q: What is the relationship like between scout and student?

A: On the whole it can be very good.

J: Always strange when you first come in because they've got to get to know us.

A: Second term, end to middle, you get to know them a bit more and they know how we work, and we're very approachable aren't we? We try to work around them when we can, especially when it's coming up to exam season. We always give them the option to change cleaning days if they've been up all night revising. We try to be flexible.

J: Yeah we keep an eye on them don't we, make sure they're okay if they're a bit poorly, make sure they're all right.

A: We have been known in the past to bring attention to students we're concerned about, that we felt might need intervention by the nurse.

J: You like to think there's someone looking out for them.

A: Like they were your children being cared for. I think the way you relate to them usually tells by the time they go... usually there is a little gift, a thank you card. We've had some lovely cards, and gifts. It's nice to feel appreciated.

Q: Has that been a constant thing the entire time you've worked here?

A: Most of the time it happens, yeah.

Q: Well unless you want to add anything, is there anything you think the alumnae would be interested in hearing?

A: I think it's very friendly and very approachable all around. I don't feel there's anyone we couldn't approach if we had a problem or a concern, although conference time can be very hard. And it's hard when the students go to turn over the rooms (from student to conference). It takes a good 45-50 minutes a room, before you start putting your conference bits in. Conferences are much more intense, we never had ironing boards and irons before!

J: Sometimes I don't think people realise how long it takes to turn over a room.

Q: It's very professional though, and from my perspective I see it as the College running a business and investing back into College.

A: It is a business.

Q: So I guess it must be weird going from a pastoral role with the students to going to working in a business.

A: It is, and I think that's why it takes a while to switch off when the students come back from the vacation. You have the business mind-set in the first term when they come back, when they're new and you've been so busy. It takes a while to adapt back to the role of scout because you've had people in and out all the time. Now you have to get to know them. But I think on the whole students are amicable, and if they're not you soon make sure they are. We know the ones you can take the

micky out of and tease.

J: And some you know not to so much! Some are a bit more reserved.

A: But it's always nice when it's coming up to exams and they quite often will talk to us, just to say, 'Oh gosh I've got five exams next week and I'm really worried,' and it's nice to be able to turn around and say to them that you should be calm, make sure you drink plenty and eat plenty, and it's not the end of the world: you've got your whole life ahead of you, you can soon make it right, life doesn't depend on those few years at College. And a lot have really appreciated that and said that we put it into perspective for them.

Compiled by **Jim Meridew**,  
*Domestic Bursar*

Jim Meridew retired in August 2018.  
John Banbrook replaces him as Domestic Bursar.

### Natalie Smyth: Catering Manager



After leaving school I went to catering college. After ten years in the commercial catering world I was made redundant. I took off and travelled the world for a year before starting at St Anne's in August 1993.

I was employed at a time when the University decided college bars should no longer be run solely by students because students were spending more time in college bars than in the college libraries. So I was brought in to implement a smooth transition. As you can imagine, it was felt that if not handled right, there could be a lot of animosity among the students. I hasten to add everything went well and everyone was happy!

After two years of enduring a smoky atmosphere – the no-smoking law hadn't even been thought of at that stage – and loud music beating from the juke box, I decided I was getting too old for this so turned my hand to accounts. With some trepidation I went to speak to the Treasurer and College Accountant and they took the brave step of employing me for maternity cover – fees plus charges! After 18 months,

sitting behind a desk Monday to Friday 9-5, I realised I was a caterer through 'n' through.

At this point, as College was growing, it was decided a Catering Manager was required – so this time I went to speak to the Domestic Bursar...

When I started as Catering Manager I had a High Table Butler, a Hall Supervisor, a Bar Manager and two general assistants. This small team could manage all the breakfast, lunches and dinners that College served. Now, 25 years on, as we've increased our student numbers and conference business, I need a senior dining hall supervisor, four supervisors, a bar manager and six general assistants, as well as numerous casual employees to cover the ever increasing number of events that College now serves.

The Catering Team I have around me – some have been with me for a number of years – have gone through a lot of changes over the years: new kitchen, new Principals, new buildings, new Domestic Bursars to name just a few. We have had our ups and downs along the way but none of our achievements would have been possible without this fantastic Catering Team we have at the moment. Working so well together we are like a family! I can't thank the whole team enough for making my life so easy over the years!

I wouldn't change the last 25 years for all the tea in China. (I don't drink tea!)

## Journey of a Southern feminist

DEVAKI JAIN

### One of the leading writers and academics from the South describes her 40-year journey to enlightenment

In 1975, the United Nations brought women from all over the world to Mexico for the first ever conference devoted specifically to women. This established the World Plan of Action and Declaration of Mexico on the Equality of Women and their Contribution to Development and Peace.

Given this platform, women from the Southern continents, mostly former colonies, woke up to the fact that they were not only different from their Northern sisters but had a vivacity and a political experience the latter often lacked.

Engaging in what was then called women's issues – today more commonly called the women's or feminist movement – in its initial stages it revealed most dramatically the extraordinary difference between women and their situation in the economy, society and politics in the South, compared to those in the North, broadly defined as European civilisation. Many of these women had participated in their nations' struggles for freedom – they were farmers, entrepreneurs, social leaders – yet those who were attempting to assist the former colonies to come out of the poverty and deprivation that they suffered, remained

unaware of this strength. In addition to statistical mistakes and errors of judgement, even the vocabulary used to describe the conditions or situations in our countries got things so wrong.

None of this was known or understood by those in the North who were funding, and therefore designing, development projects, general as well as gender specific, for the former colonies. In addition to seeing them as poor and maybe subordinated by the men of their countries, most of those in the North, whether the USA or Europe, perceived women from the South as illiterate and starving. This perception was shared by the UN and the agencies that were trying to reconstruct newly independent countries that had been robbed not only of their wealth but their civilisational strength.

The experience of engaging with these women whether in terms of their work or their capacity to come together as a group, both to protest and to build, was striking.

Initially I wrote papers revealing what women do as workers in India. I went on to demonstrate the extraordinary capacity that women had to organise themselves into groups (*Women's Quest for Power: five Indian case studies*, 1980) and engage with the tyranny of the household (*Tyranny*

*of the Household: Investigative Essays on Women's Work*, 1985). Both books came out in time for the Second World Conference on Women, also known as the mid-decade conference, being halfway through what was known as the UN Decade of Women, in Copenhagen in 1980.

From then on, as women from the developing countries met each other at the various forums the UN offered, there was a need to form a club of our own, both to redefine our agenda as well as to educate the donors and the Northern countries on how we would like to see our progress both within our countries and as developing countries.

It was possible then to bring ourselves together in a forum that could articulate what was at that time called Third World Women but now is called Women from the Developing Countries. As a voice from the South I enabled such a network, Development Alternatives for Women for a New Era (DAWN). For the first time, 'Development' was specifically linked with women in a meaningful way. I was not only recognised for being what is called 'the voice from the South', I was one of two women at the conference awarded the Bradford Morse Memorial Award by the UN for outstanding achievements through

professional and voluntary activities in promoting the advancement of women and gender equality for 20 years.

I was obsessed with the unacceptable condition of both men and women in our countries: their poverty was beyond description. But there was a double issue: not only was the data being applied by the agencies deeply flawed, thinking within our countries on the contribution of women and putting together policies and programmes that took note of their brilliance, their strength and their contribution to the economy, was equally flawed.

Even for me, as I walked this walk, what women do and how they cope was a revelation. The papers in my current book recount these revelations as they occurred. Today, thanks to the Internet, knowledge not only travels fast but is accessed by interest groups globally. The past pit of ignorance is now covered by the Internet and we see not only a reduction of difference and increase in knowledge and

awareness of the other, but also a coming together on issues.

When the ‘Me-too’ movement was initiated in the US, many professional women’s groups in India and the South published lists of those men who had made sexual advances to them. But the movement did not catch fire there as it did in the US, partly because our attention is largely directed to the women in the working classes who suffer this assault regularly and helplessly. Women in the garment factories, in the tea gardens, already in ill-paid and demanding jobs, are constantly harassed, their wages and their leave dependent on sexual favours. They cannot gain from a ‘Me-too’ model: they will be crushed. But the middle classes, feminists like myself, need to deal with such vulnerabilities in the macro spaces of policy and legislation.

It is curious, if not ugly, that I entered St Anne’s in 1959 to redeem myself from a sexual assault by my employer, a famous economist at another college. At that time

there was no sympathetic environment nor system for reporting or getting redress for such abuse. His assault, followed by his dismissing me from the post, almost destroyed my self confidence, my sense of selfhood. How I then joined St Anne’s is another story, one I have told in an earlier issue of *The Ship*. The dons at that time, Peter Ady, Iris Murdoch and Jenifer Hart, admitted me to the PPE course without an entrance exam and set me on the journeys of these volumes – of which more in my forthcoming memoirs.

**Devaki Jain** (*Mandyam* 1959) *Journey of a Southern Feminist Volume 1 & 2* (SAGE Yoda, April 2018)



Devaki Jain

**What others say**

‘This inspiring book challenges mainstream ideas about development held in both the global South and the global North, arguing that we must learn from the lives of low income women to reconstruct ideas about how economies function and what economic policies should be adopted at local, national and international level. It

should be read by everyone concerned to reduce inequality and end poverty.’

**Diane Elson** Emeritus Professor, University of Essex

‘Decades ago Devaki Jain highlighted the significance of unpaid and unrecognised women’s work – which is now being recognised the world over as critical for economic analysis. This valuable collection

of some of her important contributions shows how much she has innovated to expand analytical and empirical approaches in many other areas, in ways that will continue to be useful far into the future.’

**Jayati Ghosh** Professor of Economics, Centre for Economic Studies and Planning, School of Social Sciences, Jawaharlal Nehru University, Delhi

## Rock Bottom

**ANNABEL LEVENTON**

**How a 1970s girl group took on the giants of the establishment and won an unprecedented victory against all odds**

How strange is this? After a lifetime as a professional actress and singer, I’ve written a book. It’s called *The Real Rock Follies* and it pretty much wrote itself. I read English at Oxford but never thought of being a writer, I was far too busy playing leads in Shakespeare and Brecht, singing, doing revue and cabaret. First and foremost I was – I am – a performer. Writing the book is a real departure. My life has changed because of it.

*The Real Rock Follies* is about a period of my life so intense it’s as vivid to me now as when I lived through it some 40 years ago. It’s the story of three actresses who broke all the rules and formed their own rock group, Rock Bottom. I was one of them. They called us a cross between the female Rolling Stones and the Marx Brothers. We were way ahead of our time: raunchy, rude, funny, glamorous. For a brief, exhilarating moment we were in charge of our own lives. We wrote, we sang, we wore whatever the hell we liked.

And when our concept was stolen and made into a ground-breaking television series, we broke the rules again by suing

Thames Television for theft of our idea. It was a bumpy ride.

Rock Bottom was formed in 1973 and lasted only two years. It was another seven years before we got to court. It took a lot of courage to stand up against a major television company. In winning, we established the law on Breach of Confidence. Because of us, creative ideas are now property and you’re not allowed to steal them. I don’t think I understood what a huge achievement that was. It’s only now the book’s out I’m beginning to get it. I’m incredibly proud of us and what we did.

Women standing up for their rights is in the news now. It wasn’t then. I don’t remember much about feminism at Oxford in the 1960s. A grammar-school girl, I was so astonished to be there at all, I just grabbed everything on offer and kept my head down. In my day, girls couldn’t even join OUDS, let alone the Oxford Union. You were invited to play roles. I was lucky: I was invited. I paid my way through college singing with a student dance band The Fourbeats, still going strong, though renamed The Dark Blues and, sadly, without me. Despite the fact that girls were outnumbered, or maybe because of it, it was the only time in my life when I felt truly

equal, accepted, my voice heard. Oxford started me on a successful career as an actress. Most of all, it gave me self-belief, a self-belief that would be tested to the limit a decade or so later.

In 1973, at the forefront of glam rock, when I formed Rock Bottom, it was a group with a difference. Up till then girl groups were usually black, American, sisters or looked like sisters, with identical clothes and wigs and one lead singer. Think Diana Ross and the Supremes and you get the picture. Rock Bottom was about as different as it was possible to be. For a start, we were all actresses as well as singers. We looked and sounded totally different from one another. One of us was a six-foot, red-haired, upper-crust ex-deb with a croaky jazz voice and lethal wit – Gaye Brown; the other, Diane Langton – tiny, dark-haired, working-class, with a glorious Judy Garland voice; and me in the middle: blonde, middle-class, pop-singing Oxford graduate, known for Shakespeare roles. It was the most hilarious, electrifying rollercoaster I’ve ever been on. On stage we felt like goddesses bestriding the world. Audiences went mad. We succeeded beyond my wildest dreams.

You won’t have heard of Rock Bottom. You probably never heard any of our





Gaye Brown, Diana Langton and Annabel Leventon

music or came to any of our concerts. But we were hugely successful in another guise, which you might just remember. If you don't, your parents will. *Rock Follies*,

a ground-breaking television series in the 1970s, won a Bafta, had a platinum album and made stars out of the three leads. It was about three actresses trying

to make it as a group in the world of show business. Sound familiar? It should. The series was written for us, about us – and without us. Instead, they cast three lookalikes. They stole everything: our names, our heights, the colour of our hair, our backgrounds. So Rock Bottom died and we lost any chance of real success.

It's not nice being robbed. It's no fun having your identity stolen. It made me angry. My generation weren't supposed to get angry, we had to be nice. Standing up for myself in public wasn't something I'd ever done. But Rock Bottom was my idea, my baby. Having it snatched made me angry enough to take on the entire establishment if need be.

So we sued Thames Television for theft of the idea. It was unprecedented. Ideas weren't property until written down, when they could be copyright. We'd talked loudly about it all over London, on radio, on stage, in restaurants. We'd written almost nothing down. Nobody thought we could win. Nobody had ever succeeded. And Thames were giants in the television world. 'Three little actresses against the might of EMI? Huh!' remarked one of the thieves before it got to court. We had no chance.

I discovered a stubborn streak. Just as well, I needed one. It was a test case in the High Court and it took seven years to get it there. Winning would depend entirely on the judge and whom he believed. The

case lasted ten weeks. It was gruelling, terrifying and funny in ways I could never have imagined. When we won, we were astonished and relieved. It was a real test of friendship and of course there was a cost. We'd gone through too much together for there not to be a fall-out, over money of course. We came through that and our friendship is deeper than ever.

Writing the story after all this time was the last thing I expected to do. But with the fortieth anniversary of Rock Bottom's first concert looming, I suddenly felt impelled to have a go. As an actor, a scene has to come fresh to you, night after night, as if it's never happened before. To my amazement, writing was the same. The words came tumbling out, pouring, cascading, the pent-up memories waiting to be released. At 6.30 every morning I hit the emotional recall button and scene by scene I re-lived it all: writing our first song, doing our first concert in our platform boots and Hollywood goddess make-up, the audience screaming, the jokes, the backstage nerves, the adrenaline, the betrayal, the fight to get into court, being a witness, the lawyers' wigs flying off. It spilled like molten lava onto the page, thrilling, hilarious, daunting, painful, throat-catching.

Now it's published and out there, I'm still pinching myself. The feedback from Stephen Fry – 'riotous, hilarious, riveting' – was enough to get it off the ground. I'm

now getting feedback from all over the world: people who couldn't put it down, people, their lives changed by *Rock Follies*, giving me the credit. One woman told me it was the first time she'd ever seen three strong women on television and it transformed her life. A famous designer said watching *Rock Follies* made him go into the theatre. A long-lost cousin in Canada wants it to be made into a film and is doing her best to make it happen.

I am overwhelmed and grateful. I couldn't have lived it or written it without my time at Oxford, so thank you St Anne's for taking a chance on a grammar-school girl with not much more than potential. I feel I am at last fulfilling what you saw in me. Not a moment too soon.

**Annabel Leventon** (1961) *The Real Rock Follies* (NW1Books, £9.99) is in bookstores and on Amazon



Before their time: Rock Bottom in the 1970s

## Narratives of the Refugee Crisis

ELLEN WILES

**Author Ellen Wiles reflects on how the dominant narratives on asylum seekers in the media, politics and law led her to write a fictional version**

‘Are you thinking what we’re thinking?’

*Well, I am pretty sure I’m not – but why not come out and say what you’re all thinking? Who do you think is currently thinking what you’re thinking, about whom, and why are you all thinking it in the first place?*

I couldn’t stop thinking about the oblique language of that election campaign slogan when it emerged, in the midst of a barrage of anti-asylum seeker headlines. It was 2005 and I was living in London, doing a Masters in Human Rights Law, and had spent the previous summer working in Botswana on the legal case contesting the eviction of the Kalahari Bushmen from their ancestral lands. While living with a couple of these Bushmen, I learned that they knew every grain of that ground and all the plants and creatures that co-existed on their land like the veins on their hands, but they had been moved on by a government focused on financial gain and with no real understanding of what the Bushmen’s lives were like, beyond the fact that they were different. Perhaps it was this unusual perspective on forced migration, still so vivid in my mind, that made me acutely

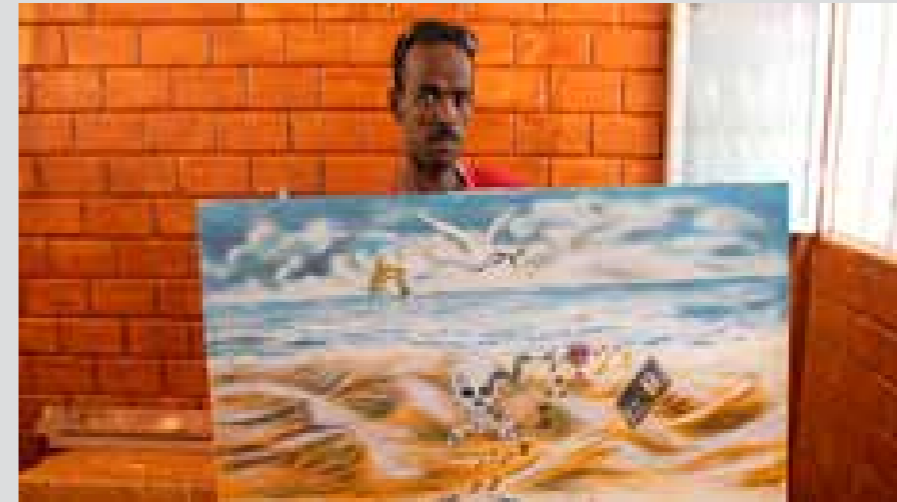
conscious of the prevailing political and media narratives about asylum seekers in the UK. ‘If I succeed in becoming a barrister’, I told myself, ‘I’m going to try to work on asylum cases.’

A few years later, there I was, working on an Eritrean asylum appeal and being drawn even further into the narrative thicket. While I was both horrified and fascinated by what I read in the legal documents I was poring over, it seemed that the more I learned about immigration law and the facts around particular cases, the more hyper-aware I became of how much I didn’t know about the realities of the people at the centre of them.

For a start, it wasn’t until working on that case that I had any knowledge about Eritrea or about the thousands of Eritreans who had made their way to the UK against all the odds. If it was ever mentioned in the media, Eritrea was dismissed with a quick brush sweep as one of those African countries that churned out irritating swarms of refugees. I knew nothing about the 30-year war fought for its creation in 1992, or that, like so many other places, decisions of British colonialists had been key to understanding the political dysfunctions and human crises that followed, including not just that war but the flight of refugees.

I didn’t know that Eritrea had been an Italian colony for a time and that its capital, Asmara, was sometimes referred to as Piccola Roma, thanks to its unique collection of futuristic architecture, espresso bars and spaghetti joints. I didn’t know the scale of drama, terror and suffering that Eritreans had to endure under its all-encompassing dictatorship before they even embarked on their terrifying journeys over the militarised desert borders and towards Europe. But I wanted to know more than I was getting from the contents of the expert reports and witness statements: more about what it was like to live in Eritrea and then to find yourself living in the UK, going through the legal process that ended up in a formal hearing before a judge.

All my legal reading material, the facts about Eritreans’ individual and collective suffering under dictatorship, made the mainstream media’s narratives about asylum seekers generally seem even more acutely distorting. The language with which they were referred to seemed jarringly sensationalist, derogatory and pervasive, in contrast to the neutral, objective-seeming language of the law. Phrases like ‘swarms’, ‘hoards’, ‘leeches’ abounded and headlines about one-legged hammer murderers and rapists were commonplace. When individual asylum seekers were named, they



*Mebrahtom Tesfay, refugee art teacher, paints his version of the long, dangerous journey Eritrean refugees take to reach Europe. (Angela Wells — Jesuit Refugee Service)*

were always profiled in brief as conniving criminals, arriving here on a determined mission to damage the people and the fabric of the society that had taken them in.

But almost as glaring as this distortion and hatred were the omissions. There were never any articles about ‘good’ or ‘deserving’ asylum seekers who’d fled disaster and were grateful for the support they received from British people and the UK asylum system, however minimal that support was. Neither were there any details about asylum seekers’ lives back home, the professions they’d once had, their families, the reasons they had fled, the traumas they had faced before leaving or along the way, or what they had experienced after arriving in the UK: hiding after being

smuggled in, living on vouchers and shoddy accommodation after making an asylum claim, unable to work or buy anything with cash except the minimal list of basics only available from certain large supermarkets. There were only cherry-picked caricatures of ‘bad’ people, usually men, designed to catch attention, to shock, to repulse.

The language of the legal texts I was reading was at the opposite end of the spectrum: dispassionate, seemingly objective and fact-based, charting all the required information about where each asylum seeker was born, lived, the members of their family in terms of gender and age, their profession, their reasons for leaving. And yet, while reading the legal texts, a similar sense of omission began

nagging at me.

I wanted to read more about individuals’ lived experiences that were so very different from my own as a young, middle-class white British woman who has never had to worry about having a home or the prospect of leaving it. Even the most dramatic or harsh biographical details of the individual asylum seekers lacked resonance when rendered in legal prose. Good legal prose reduces every sentence to the clearest, most minimal language possible to communicate an idea or argument, and each word has to be relevant to the case that needs proving in law. Good legal prose is not designed to generate emotion or spark empathy.

But I wanted to be drawn in. I wanted to dive beneath the surface of the legal documents and read about the characters’ loves and losses, mothers and brothers, smells and tastes, conversations and dreams, struggles and secrets. I wanted to read about the emotional, psychological, sensory, social and cultural detail of individual lives that causes people to cry and laugh and gasp, to choose which foods to cook and which clothes to wear and which conversations to initiate, that makes people more than just collections of biographical facts.

I began searching for novels to read about refugees, asylum seekers and illegal immigrants, feeling more urgently than ever before that fiction was the best way

to access the sensation of being alive in someone else's skin.

But at the time there wasn't that much contemporary fiction on this subject, particularly by writers who'd had experiences of seeking asylum or fleeing Eritrea themselves. The only fiction I found about Eritreans, back then, was Thomas Keneally's gripping novel *Towards Asmara* (1989, Hodder & Stoughton), which follows a journalist embedded with fighters in the long independence war, before the country existed in its own right and well before the regime was in place. There are now a couple more: Nadifa Mohamed's *Black Mamba Boy* (2009, Harper Collins), a vivid autobiographical novel about her father who left Eritrea, and Michela Wrong's *Borderlines* (2015, Fourth Estate), which is based on the international legal case disputing the location of the Eritrea-Ethiopia border. I read many wonderful novels about arriving in the UK or the US as an immigrant of colour and feeling displaced – books by Zadie Smith, Jamaica Kincaid, Samuel Selvon, Colin MacInnes, Vladimir Nabokov, Andrea Levy and Caryl Phillips among others. These novels began hitting the spot, in that they related lived experiences of immigration in ways I'd been looking for, through the eyes of compelling characters, in language that moved, entertained and engaged me. But I still felt there were not enough contemporary novels about asylum seekers specifically, or how they were perceived in the UK and treated in the asylum system

here. And there were none at all about Eritrean asylum seekers. So I came up with the idea of writing a novel of my own.

I started making some notes, then stopped. Was I qualified to do this? I didn't at that point work with or know personally any asylum seekers or refugees in the UK, apart from those I met regularly as part of the legal advice centre in East London where I volunteered. I knew it would take a lot of research. I didn't know then quite how much research, or how long it would all take. But it was research I felt drawn to do as a way of deepening my own understanding while writing, and I was keen to get involved in volunteer work with refugees and asylum seekers along the way.

It wasn't my first go at writing a novel – I've loved reading and writing since I was little, had written diaries and poems for years, and had already tried and failed with a couple of novels that trailed off after just a few chapters. But this time it was different. This time I felt a burning compulsion to do something to rectify the distorting narratives I'd been reading and to tell stories, not just for judges in court, but for British readers who didn't have any idea about asylum seekers' lives, the system or, in this case, Eritrea.

Also, perversely, perhaps, the challenge of writing about a place I'd never been to, and a male character with a life totally different from my own, appealed to me. The imaginative leap it required seemed like

one of the great opportunities and almost magical qualities of fiction.

I ended up structuring the chapters like a set of alternative documents in a legal case, imagined into life by a barrister character named Jude. Like me, Jude knows nothing of Eritrea before picking up her first case about it, but when she notices she shares a birthday with the appellant, an Eritrean man called Yonas, she becomes obsessed with his story. Every other chapter is narrated from Yonas's point of view, in the third person, like a legal judgment would be, but replete with all kinds of details about his emotions and experiences that such a judgment would leave out as irrelevant. In a similar vein, every alternate chapter is narrated in the first person, like a witness statement in a legal case, by a different person who meets Yonas on his journey after he arrives in the UK. All the chapters begin with a headline on asylum seekers, headlines that many readers have assumed must be fictional, until they reach the references at the end.

In 2018, fortunately, there are many more novels, stories and memoirs available about displacement, immigration, asylum and minority voices, including by refugee writers – for instance, Pulitzer prize-winning author Viet Than Nguyen has edited a vital new collection called *Displaced: Refugee Writers on Refugee Lives* (2018, Abrams Press), and in the UK, Lucy Popescu, former director of English PEN, has edited

a powerful collection of writing on asylum seekers, *A Country of Refuge* (*The Ship* 2016-17), featuring some of Britain and Ireland's most influential writers. (Her most recent anthology is featured on p.51. Ed.)

At the same time, nationalism and populism are rising up with terrifying speed. British media headlines are somewhat less overtly hostile than they used to be towards refugees, since the refugee crisis escalated, and media images such as the drowned Syrian toddler Alan Kurdi finally moved enough people to think differently so that the tone of the old headlines ceased to be palatable. But anti-immigration agendas

continue, albeit directed through alternative narratives such as Brexit, and phrased in more moderate language. The substance of policies documented in the media – caging immigrant children in the US and criminalising the act of helping illegal immigrants in Hungary, for instance – are becoming even less humane. In the UK, we still have oppressive policies in place such as indefinite detention of asylum seekers, which rarely make the headlines but profoundly affect individual lives.

Reading fiction might be a minority pursuit compared to reading the news or political slogans, but we know, from

cognitive science as well as experience, that it can have a far more profound and lasting impact on memory and on the capacity for empathy than other forms of narrative and storytelling. When it comes to asylum seekers, who are open targets for scapegoating in any society and are both greater in number and more at risk now than ever before, the more writers and readers who engage with fiction that represents their experiences the better.

**Ellen Wiles** (2000), *The Invisible Crowd* (HQ November 2017, p/b July 2018)

## A Country to Call Home

LUCY POPESCU

**In her new anthology, the author of *A Country of Refuge* looks at the situation confronting child refugees**

Over half of the world's refugees are children. Many arrive on our shores utterly alone. Some don't make it. Remember that image of Alan Kurdi, the small Syrian boy, just a toddler? His tiny body, face down, washed up on a Turkish beach? The photograph was reproduced worldwide and helped temper the negative media for a short while. It was

this image that made me think of putting together an anthology that explores the reality for child refugees and unaccompanied young adults making these harrowing journeys in search of safety. Some of our finest children's writers have contributed stories, poems and flash fiction exploring the reasons people have to flee their homelands, the risks they take travelling in the backs of lorries, the terrifying sea voyages they endure, their arrival and assimilation in a

new country, and the harsh confinement of some young asylum seekers in camps and detention centres. Many contributions expose prejudice; others celebrate the incredible fortitude of child refugees, their hopes and aspirations. The image of Alan Kurdi changed hearts and minds and I hope this book will too.

The plight of young refugees is nothing new. Sue Reid and my late mother, Christine Pulein-Thompson, have written historical

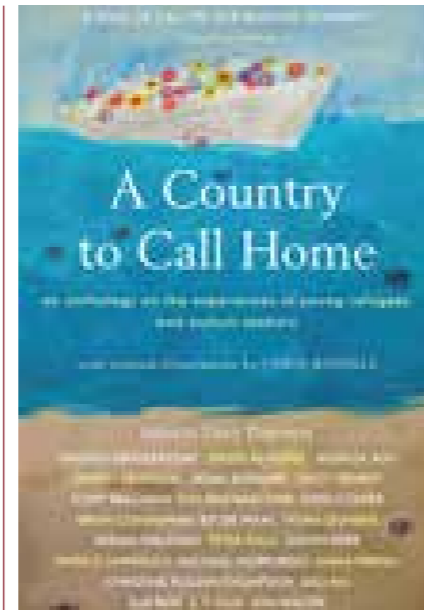
pieces about crossing borders during periods of turmoil in Eastern Europe. My mum's piece is set just before the Romanian revolution in 1989. It is about a young boy who has to choose between living without fear in Britain or remaining in his repressive native country in order to look after his frail grandmother. Refugees suffer terrible hardship when they are forced to leave their homes and families and are often desperate to return as soon as the situation in their country has improved. Sue's story takes us back to Hungary in 1956, when the revolution was crushed by the Soviets. Sue was fascinated to learn that children were among those who fought the Soviet tanks. Her story reminds us of a time when refugees, in spite of the huge number that escaped, were made very welcome by the West and countries elsewhere. Bali Rai writes about a young Syrian orphan's petrifying journey by boat. Anna Perera imagines what it is like to be a Sri Lankan child in the middle of a war zone. Michael Morpurgo describes the flight of an Afghan boy and his mother, who are smuggled across countries in the back of a lorry. As these pieces prove, there have always been people in need of safety – it's just the geography, government or conflict zone that changes.

That's why I've included an interview with the wonderful children's writer and illustrator Judith Kerr, who escaped from Hitler's Germany with her parents and brother in 1933 when she was nine-years-old and has been writing children's books since

the 1960s. Brian Conaghan makes this connection in his eloquent poem that opens the anthology, told from the points of view of a Polish and a Syrian refugee. And Simon Armitage underlines the timelessness and circular nature of displacement in his powerful poem that closes the anthology. Moniza Alvi writes from personal experience about her family's flight after the partition of India and Pakistan, but in her poem 'Exile' she writes about refugees from Sarajevo. Kit de Waal has written a piece of flash fiction inspired by the same photograph of Alan Kurdi that moved me. Some contributors – David Almond, Sita Brahmachari, Fiona Dunbar and Miriam Halahmy – imagine what it is like to be a young refugee adapting to life in a foreign country. Peter Kalu writes from the perspective of an asylum seeker working in a kitchen and living in limbo.

When you have no rights, no benefits and no ability to earn money legally, inevitably grey areas open up. It is easy to exploit those desperate for employment, as Eoin Colfer's short story about young factory workers demonstrates. Tracy Brabin explores what it is like to have your home raided at dawn by immigration officers and, together with Michael Morpurgo, writes of children imprisoned in the UK's Yarl's Wood detention centre, while Jon Walter explores the reality for children marking their days in an Australian detention centre on Christmas Island.

Britain and Australia both employ the cruel



*A Country to Call Home* edited by Lucy Popescu (Unbound PBO, June 2018, £9.99)

policy of indefinitely detaining asylum seekers while their applications are processed or they await the result of an appeal. This means that those seeking refuge can be incarcerated for months or even years. Asylum seekers are often referred to as 'aliens', and SF Said examines this in his wonderful sci-fi story, an extract from his latest novel, *Phoenix*.

It's not all doom and gloom. Hassan Abdulrazzak has written a touching love story between a Syrian boy, a Mexican girl and a rescue dog called Frida. Adam Barnard has contributed a compelling article about a therapeutic activity holiday where teenage

refugees learn to laugh again. Tony Bradman offers an uplifting message at the end of his poem 'Words' and Patrice Lawrence and I write about finding solace in music.

I hope that *A Country to Call Home* will build on the success of *A Country of Refuge*, my previous anthology about asylum seekers and migration featuring the work of celebrated British and Irish writers, and gain new readers (*The Ship* 2016-17). I'm delighted that many of the contributors to *A Country to Call Home* portray experiences that are so different from their own lives. When we start to consider what it must be like to flee our home and arrive in another country, without friends or family, we can better sympathise with those people for whom this is a reality. They are just like us, but circumstances in their own country have proved intolerable. Empathy engenders change. If we can't put ourselves in others' shoes, we lead narrower lives. We are richer for recognising and celebrating our similarities and our differences. I hope after reading the anthology that you will want to show your support for young refugees and asylum seekers the world over, and extend the hand of friendship to all those struggling to find somewhere safe to call home.

**Lucy Popescu.** *A Country to Call Home:* An anthology on the experiences of young refugees and asylum seekers (Unbound, p/b 31 May 2018)

## DID YOU SEE ME?

**KIT DE WAAL**

**For Alan Kurdi, the boy on the shore**

Did you see me in Kobane, running through the square? Did you hear my father's shout? We were laughing, my brother and I, and my father came lumbering after us, his arms outstretched. 'You're too far away! I cannot catch you!' And did you hear my mother's laugh, see her hands clasped together and the something in her eyes she kept only for us?

Did you see us at the end of the day, lying in the shade with our bellies full, did you see me dreaming? If you had touched me then, I would have been warm and damp, soft under your hand.

My father brought home a puppy only weeks before. It ran into the street and under a car and our tears, my brother's and mine, made salty tracks on our faces. 'It was quick,' my mother said. 'He is sleeping now.' But I wanted him to stay, wanted his yellow fur and his black eyes, his rough tongue, his need of me.

You didn't see when the bricks fell and crushed my mother's skull. But we watched my father rub the dust into his hair, his beard, tear his clothes, raise his arms to heaven. He dressed us in our warmest clothes, took bread for the journey and we had to run to keep up. We waited in the

camp, sat at midnight on the hard stones of the beach. Waited again while my father tore crusts for our supper.

On the boat, I felt his arms outstretched around me, mile after mile, even when the sea was angry, mile after mile. Did you see me when the waves bounced me up and away? Did you hear me shout? Did you see me running in the water? 'I cannot catch you!' he wept.

And when you touched me on the beach, I was cold and wet under your hand, the sand in my mouth, the salty sea in my belly.

You only saw me then.

**Kit de Waal** in *A Country to Call Home*.

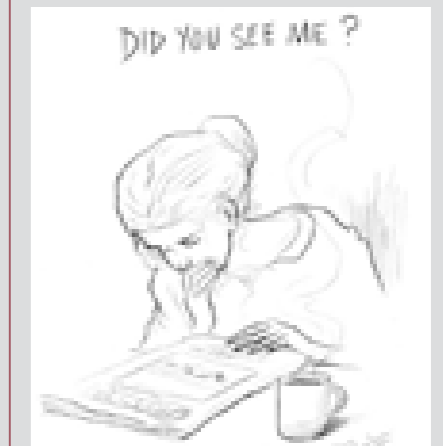


Illustration Chris Riddell

## Saving the Future

ANNE LONSDALE

**It is the job of academics the world over to ‘speak truth to power’. But the consequences can be disastrous. The story of a charity that is there to help**

Wars, intolerant regimes and extremist groups have, for years, driven exiles to Britain, many of them highly-educated men and women, who fled from danger to make great contributions to almost every aspect of British life. Cara, the Council for At-Risk Academics, of which I am Chair, has been a part of this story since 1933.

On 5 May 1933, William Beveridge, who was to create the framework for the Welfare State after World War II, was chatting with friends in a Vienna coffee house when they learned that Hitler had closed German universities to Jews. Appalled at the news of their colleagues’ destitution, Beveridge and others set up what is now Cara, to help them to escape and continue their work in Britain and other safe countries. The method was simple and effective: a British academic would find a place for a colleague in his lab or department (yes, most academics were male then); Cara would provide accommodation and money for living costs and help with visas (I know it worked because, after the Anschluss, my father brought Austrian colleagues, my best babysitters, to his Physics Department in Southampton University). In spite of

undercurrents of Fascism (Oswald Mosley), the Depression and unemployment, Cara’s first fundraising event, in the Albert Hall, was a success with a stirring speech from Albert Einstein.

The project worked. Among exiles from Nazi government, 16 went on to win Nobel Prizes in Britain: art and architectural history was transformed by Professors Gombrich and Pevsner, Karl Popper lived to write *The Open Society and its Enemies* and Dr Ludwig Guttman, an expert on tetraplegic injuries in German coal mines, was asked to open Stoke Mandeville Hospital, where he pioneered the Paralympic Games.

The need to protect science and learning did not end with Hitler’s defeat; Cara’s work is as important today as ever. After Hungary, Iran, Apartheid, Pinochet’s Chile, Zimbabwe (among many others), our exiles now come, overwhelmingly, from Syria and Iraq, and Cara continues its founders’ determination to defend not only academics in need, but also the very foundations of science and learning. We have no political agenda and are independent of governments. We continue to support academics globally who suffer because of who they are, what group or party or religion they belong to, or what they dared to say, write or teach. Some can never go home and need to rebuild their lives

here; others need temporary sanctuary, the chance to use and improve their academic skills and networks, so that one day they can return and rebuild their countries.

Many who flee to Britain do not want to stay here or seek asylum. They love their countries and long to go home, but when risks and dangers have become too great they need a place of sanctuary for themselves and their families. Our global contacts help us identify them, match them with the 117 universities in our network and others, support them and their host universities through the visa process and keep a careful watch as the placements progress. Cara guarantees the suitability, indeed the identity, of the candidate, which takes a lot of work if, for example, someone has escaped from kidnap in Damascus without passport or papers (mobile phones work wonders), or if visas have been incorrectly refused. Through Appeals, and Judicial Reviews if necessary, Cara has a very high success rate in bringing people to safety.

But why are academics such a special case? Universities – those supposedly Ivory Towers – are surely not that important in a crisis? In fact, they are primary capacity builders for a country after conflict or disaster. Without them, who will train the teachers,

the doctors, the engineers and all the other experts a country needs? Who will research, understand and remedy the multitude of problems the country faces? Universities ‘think globally and act locally’ for the good of their communities. Just think of the camps full of families where children cannot get proper schooling. Unless the next generation of teachers is trained as soon as stability and security return, where will those children be taught and given the tools they need for the difficult task of re-establishing a country?

Once that country and its government are in place, academics and universities need to resume their permanent, ongoing responsibility to tell the Truth, or as near it as current hypotheses and experiments allow, whether this means telling Truth to Power or Truth to your students or to airport planners or those running hospitals or water companies.

It is the task of academics to tell us what they see, and know or believe, to be true. That is why they are often the first to suffer in dangerous regimes, ‘canaries in the mine shaft’ detecting poisonous gas, and why they can be tempted to self-censor. For example, a Zimbabwean professor was lecturing on economics. He reported the true state of Zimbabwe’s harvests: very bad. A friend warned him he was in danger, for in his classes, as in every class in Zimbabwe then, there was a government spy. The then President Mugabe did not want bad news caused by his tyrannical government to get



*Budapest 2017: students take action to save their university, currently threatened by the Hungarian Government. Credit: the Central European University*

out. Only ‘good news’ (‘fake news’, as we say now) could be reported, so my colleague had a choice: self-censor his lectures, keep the bad harvest figures secret and keep his job, or tell the truth and get out. He told the truth and did get out, at very short notice; it was a year before his wife and children could join him in Britain.

For some, the threats are generic – they know they belong to the wrong nationality, ethnic group, religion or party. For others, threats are very specific indeed, like the envelope with a bullet inside it slipped under the front door of an Iraqi professor in 2004.

Until 2006, Cara worked only in the UK, giving financial assistance, one-to-one interaction and mentoring, both by our staff and through our university network, helping applicants re-establish a life and a lost career. Since 2006, Cara has also run Regional Programmes abroad, starting with Virtual Lecture Theatres in Zimbabwe, where professors exiled in the UK or South Africa taught students in Medicine and

Veterinary Science. After the success from 2008-12 of an Iraq Research Fellowship Programme, Cara has now completed a pilot project to support displaced Syrian academics in the region, and is promoting new skills in teaching and research, and new, international research partnerships on topics relevant to the rebuilding of Syria, which currently include resilience among Syrian orphans, water quality in camps, effectiveness of e-learning and ill effects of war on plant genetics. We hope this work will help agencies like UNICEF, WHO, FAO with the task of rebuilding as soon as that time comes.

**Anne Lonsdale** (1958) Cara is a UK Charity, dependent on donations from British universities, Foundations and Trusts, and individuals. Its ‘10x20’ Campaign seeks funds from academics and staff of British universities. Its five full-time staff, volunteers and interns work with a Council of Trustees. The website [www.cara.ngo](http://www.cara.ngo) provides more information on our history and current activities.

## Still roughing it

ELISABETH SALISBURY

**Last year we learned of the homelessness problem in Oxford, one of the UK's richest cities. Since then, the number of people sleeping on the street has doubled and the death toll rises**

The winds start to get icy in November and the rain is cold. If you lived on the street this would be a challenge, particularly to your health. If you were a woman you could expect to die at 45, a man even earlier at 43.

Every November, the homeless community and their friends in Oxford come together to remember their fellow rough sleepers who have died on the streets during the year. We sing some rousing and well-loved hymns, hear readings from the Bible and join in prayers. Piano accompaniment has for many years been enthusiastically provided by Alan, who has himself had experience of living on the street.

The centrepiece of the service comes when Mary Gurr, Chaplain to the Homeless, reads out the names of all those who have died on the streets of Oxford in the previous year and candles are lit for every named person. Each of these people was loved and cared for, not just by the families, who may have lost touch but still cherish them and their memory, but also by their community, the community of the homeless in Oxford. The death of each of them is a loss to so many.



Painting by Michael Paul of the Gatehouse Art Group. Credit: The Gatehouse, Oxford

This year there were 24 names. Every month, two of our fellow citizens died of neglect, cold, hunger, preventable disease. And it was horror and shame at this appalling statistic that had inspired a group of us, led by the indefatigable Mary, to see if we could do something about it.

I wrote in my 'Oxford Letter' last year of how Churches Together in Central Oxford (CTCO) were frustrated in our attempts to provide the

accommodation for SWEP (Severe Weather Emergency Protocol) that guarantees shelter to all homeless people, regardless of where they come from, whenever the temperature is forecast to drop below freezing – 0 degrees centigrade – for three consecutive nights. We therefore decided on the far better scheme of opening a different church each night of the week from January to March. At the time of writing last year, we



had four churches signed up.

I can now report on our first year of operations. Yes: it was so successful we are definitely going to continue. Seven churches in and around the city centre offered their premises; another seven twinned with participating churches to offer support, volunteers, money and help with jobs such as washing sheets and so on. The number of beds – ten – was determined by the smallest venue: it would have been too complicated to have a different number each night.

Once the project got underway, all the beds were filled every night. The total number of guests was 35 and the individual length of stay varied between one and 88 nights. We had an amazing group of volunteers whose jobs varied from setting up beds and greeting guests on arrival, being present

all night to ensure safety and comfort, and providing breakfast and clearing up in the morning. There was a generally peaceful and harmonious atmosphere and on no occasion did we need to call in the police.

The outcomes for some of the guests were even better than we could have hoped. Two were accommodated by a local charity, two found their own accommodation, two more discussed positive solutions for moving on, three took back-to-work tests. Others had the time and space to consider their future in a way that had not been possible before. We believe none of them returned to sleeping on the street. Guest comments included: 'Made me feel welcome.' 'Gave me a good night's sleep so I wasn't tired the next day.'

It should be noted that the City Council, much maligned for closing 62 homeless

shelter beds, nevertheless managed to operate SWEP on 33 nights in the coldest winter for some years. In the face of swingeing cuts by central government, they were forced to choose where to make their own cuts locally: children's centres, social care, provision for the elderly, libraries? The list goes on. What would you have done? Left the voluntary sector to take up the slack?

And we shall. We're already planning to run for the same three months next year, but with an increased number of beds. We've learned a lot and the volunteers are raring to go again. And perhaps we can help to cut that terrible death toll on the streets of this most wealthy of cities.

**Elisabeth Salisbury** (Jones 1956)

## On your doorstep

THOMAS ZAGORIA

**You don't have to look far to find Oxford's growing number of rough sleepers**



Tom Zagoria

The Oxford bubble is easy to get lost in: historic buildings, lavish events, a world-class education and equally world-class opportunities to procrastinate. But around the edges of that bubble is another Oxford, where our fellow human beings are forced to sleep without shelter on our doorsteps.

It wasn't always like this. A decade ago, counts of homeless people in this city would find only a handful of rough sleepers – last year's official count, by contrast, found 61. Unofficial counts often find far more, and many rough sleepers, understandably wary of being moved on or having their possessions seized, do not want to be

found. The crisis on our streets is enormous, and every winter it grows. The growth in the number of rough sleepers is a direct result of the severe inequality in our society and, more immediately, shelter closures by local authorities starved of funding by central government austerity measures.

Many students arrive in this city wanting to make a difference, and from my involvement in charities and campaigns in Oxford I know that we can. It requires, however, that we understand homelessness not as a permanent state of affairs that can only be ameliorated, but as a problem caused directly by worsening inequality in our society. Helping the homeless of Oxford will require not merely charity, but also a willingness to challenge the status quo and challenge established interests in our community.

In my own involvement with charities and campaigns in this city I've found there are many people, including students, community members and homeless people themselves, showing the compassion and initiative that can make a real difference.

So if you want to get involved, where to start? From my own experience, I can wholeheartedly recommend two groups that are making a real difference. On Your Doorstep (OYD) and Turl Street Homeless Action (TSHA). OYD, Oxford Student Union's

homelessness campaign, is involved in both directly helping people on the streets and working to change how they're treated by authorities. Since I've been involved, its active campaigns have included efforts to tackle the root of the homelessness crisis as well as seeking immediate changes to make the lives of rough sleepers in Oxford more dignified and secure.

OYD's push to repeal the Vagrancy Act, a draconian law from 1824 that effectively criminalises rough sleeping, enabling police harassment, has drawn national attention. We organised a petition on the parliamentary website which gained the requisite 10,000 signatures to guarantee an official – though unsatisfactory – government response, wrote articles and contacted MPs and national charity figures. Layla Moran MP picked up on our petition and proposed a parliamentary motion on the subject, as well as raising the issue in Prime Minister's Questions. We want to keep the pressure up.

The group also campaigns locally around expanding winter shelter provision and preventing anti-social behaviour legislation from being used against rough sleepers. Expanding SWEP (Severe Weather Emergency Provision), is a necessity (see Oxford letter pp.56-57). OYD has been calling for shelters to be opened up every

night temperatures drop below freezing, as it only takes one night of cold weather for people to start dying, as the rising body count among homeless people across the country tragically demonstrates. Even more than this, however, the current emergency shelter provision system is woefully insufficient. Underfunded outreach teams rarely reach all rough sleepers to even tell them when shelters have been opened, and homeless people are turned away if they seek to enter shelters after 9.30pm, no matter how cold the weather. Because of this, in addition to campaigning to expand provision, OYD led groups of dozens of students around the city on freezing nights notifying homeless people of cold weather provision. A few of us were out until 3.00am or 4.00am some nights, having fundraised for hotel rooms to give shelter to those who had missed their chance, or were too mistrustful of official provision, to access SWEP.

When I first came to an OYD meeting I didn't know what to expect, but whether you feel more comfortable going out at nights and directly helping people, or would prefer to work on the campaigning side, protesting or just sending emails, anyone can be of help. In order to help people and challenge this crisis, we need to mobilise students from every college and across the university; this is all the more true because of the undeniable role that our university, and our own privilege, plays in the developing crisis.

It is true that the loss of shelter provision under austerity is the immediate cause of rough sleeping in Oxford, yet it is also clear that the problem is massively exacerbated by the huge inequalities in our city. The University and its richer colleges are the major owners of buildings in Oxford, holding vast swathes of property. Not only does this create the grotesque absurdity of buildings lying empty while people sleep on the streets, it also drives up Oxford's unaffordable cost of living, forcing still more people into homelessness and poverty.

Challenging the University to open up its empty buildings to rough sleepers, and take a meaningful part in community initiatives to end homelessness in Oxford, will take time. But there are many other ways you can help more immediately. Turl Street Homeless Action is one such way. This is a student-run group which goes out each night to give hot drinks and sandwiches to rough sleepers, and you can turn up with no prior experience: just fill in your name on a rota on their Facebook group beforehand, and there will be an experienced member there to lead the shift.

There are many ways to help the homeless of Oxford and many students committed to doing so. Turn up to an OYD event, or a TSHA outing, and whatever your experience or lack of it you can start making a difference. When I talked to homeless people in this city I came to understand some things. I came to understand how the

single greatest cause of homelessness is economic insecurity, simply not being able to afford rent. I came to understand how while some rough sleepers have drug and alcohol addiction problems, others do not, and those who do face poor and dwindling resources to help them recover; nobody is helped by the stigma of rough sleeping. I came to understand that homelessness services are often accessible only to those who can demonstrate a 'local connection', meaning those without a provable link to Oxford, including many European and other migrants, are left with no access to help. Even those who can demonstrate a local connection can be left waiting many years for social housing: the other night I spoke to one man who had been on the waiting list and on the streets for seven years, and another who'd lost his home that day but had been told he'd need to be on the streets for weeks before he could be helped by an outreach team; he didn't even have the money for a sleeping bag that night. I came to understand also, that there is a legacy of mistrust from homeless people who've had possessions seized, been moved on by police or faced abuse from ordinary citizens.

So if you want to help, the first step is to have conversations with Oxford's rough sleepers. Be a human face for them, and be willing to challenge a status quo that is so jarringly inhumane.

**Thomas Zagoria** (2015) is an active member of On Your Doorstep

# Kismet? Coincidence? Or simply ‘carelessness’?

**JACKIE LANG, JILL MILNER, STEPHANIE FERRO**

**From 1980 to 2018 St Anne’s alumnae have dominated life at one of the country’s leading girls schools**

Walthamstow Hall School, a leading independent girls’ school in Sevenoaks, celebrated its 180th anniversary this year by welcoming its third successive Headmistress from St Anne’s. Stephanie Ferro succeeds Jill Milner who, in turn, followed Jackie Lang.

**Stephanie Ferro**

Speaking as she took up her post, Stephanie, who brings 25 years of experience to her new role, having taught and led pastoral and academic teams at a number of prestigious girls’ schools including Wimbledon High (Deputy Head, Pastoral), Lady Eleanor Holles (Senior Assistant Headmistress) and Redland High School (Headmistress), said:

I have found everything about Walthamstow Hall to be inviting. The emblem of the ship may seem an enigma in leafy Sevenoaks (as is our own ‘ship’ in the heart of the Midlands), but this school has at its heart a commitment to ‘journey’. My very first tour revealed not only the strong academic foundations of the past and the energetic excellence of the present, but students who are purposeful, who take pleasure in being part of a vibrant learning community, and an outstanding teaching staff who encourage

each girl in her own personal voyages of discovery. I have enjoyed embarking on our journey together and look forward to a future full of exciting possibilities.

**Jill Milner**

I was struck, and yet not surprised, to discover that my successor at Walthamstow Hall was to be a fellow St Anne’s graduate. I might reasonably have been expected to be much more surprised at this coincidence, given that I had myself followed another St Anne’s graduate in the role in 2002. Kismet? Coincidence? Wildean ‘carelessness’? Even a lack of imagination on the part of

the Governors? I don’t believe so. It seems to me that St Anne’s and Walthamstow Hall have much in common, both in style and substance: unpretentious, principled and committed to extending opportunity, because enlightened education is so precious.

Founded in 1838 to provide a ‘Home and School’ for missionary daughters, the school has continued to have pastoral care and a profound interest in each individual at its heart. This was also my experience at St Anne’s, facilitated by the tutorial and Moral Tutor system which, in the 1970s, might include sherry or scones as the occasion



*Walthamstow Hall School: the oldest building on campus, the ‘Arts and Crafts’ era main school building and the first to be built on the site in 1878.*



*Three of a kind 2017: Walthamstow Hall Headmistresses 1984-2018 l-r Jackie Lang, Jill Milner, Stephanie Ferro.*

required! I have never forgotten the kindness of Mrs Bednarowska, nor her energetic and inspiring teaching and her unnerving ability to pluck a hefty text off the shelf to find a particularly illuminating sentence. I shall never forget making an appointment to see her in my final term to seek her permission (can that be right?) to marry that summer. Although I was only 20, to her credit she smiled on the idea and even kindly attended the wedding ceremony.

Learning at St Anne’s to be comfortable with answering and asking difficult questions, and surviving what at first seemed like an impossible workload, was certainly invaluable preparation for life as a busy mother of three, English teacher and then school leader.

Although I matriculated in 1976 when St Anne’s was still an all-women’s College, I remember the first male undergraduates arriving in 1979/80 when I continued as a member of the college for a fourth year to train as a teacher at the OU Department of Education in Norham Gardens. From there I bitterly disappointed my tutor, Chris Woodhead, by deciding to take a job at a selective Independent Girls’ school, St Helen’s Northwood. However, I never regretted the decision because I got involved with helping to direct plays and developed a passion for bringing texts to life. This featured later at Headington School and Tonbridge Girls’ Grammar, where I had the privilege of working with some extraordinarily gifted

pupils and colleagues. One of the greatest satisfactions of my career has been to see how students can be personally transformed and motivated through participation in drama and music, and, indeed, other team activities that demand sheer hard work, self-discipline and advanced personal, social and creative skills. There is nothing so satisfying as seeing either a pupil or a colleague blossoming as they discover a hitherto unexplored talent or interest. This is a vital area of education, sadly under threat in many schools, and of crucial importance given the increasing dominance of ‘virtual interaction’ using technology, over the face-to-face kind.

I could not be more delighted that excellence in the arts and sport is valued as highly as academic achievement at Walthamstow Hall, which is saying something for a consistently high-performing selective school. I am also delighted that, like St Anne’s, the school has worked hard in recent years to expand its ability to support students financially, through a well-established and long-standing



*The Lang Sixth Form Centre, opened in December 2017 by Mrs Lang and used by students for the first time in January of this year.*





2018: the Lang Sixth Form Centre opens

Bursary scheme. This isn't easy in an educational institution that does not have the background of ancient and massive endowments to draw upon. Perhaps even more valuable, however, is the fact that both St Anne's and Walthamstow Hall have inherited the compelling sense of purpose, hope and determination, which drove on their far-sighted founders notwithstanding the difficulties and opposition they faced.

As the happy beneficiaries of what they achieved, it is perhaps no big surprise that so many St Anne's graduates have felt drawn to education as a vocation. Long may this continue to be the case!

#### Jackie Lang

I didn't intend to be a school-teacher like my mother and my sister. That would have

been most unimaginative. While I was at St Anne's I fell in love both with mediaeval French – inspiringly taught by Marjorie Booth and Betty Rutson – and with a handsome undergraduate from Trinity. I had first met him when I was 16, four days before I heard about my scholarship from St Anne's: what a week!

When I graduated, instead of staying on in Oxford, I did my research at King's College, London in order to join him. He was already teaching Classics at King's College School, Wimbledon. We married straight away and two years later had our first daughter, followed by our second after another two years. I gave up my research while they were babies, but I did a bit of French coaching, and then heard of a part-time job at the local Ursuline Convent comprehensive.

I was there for 14 very good years, becoming head of modern languages and a governor. (Stephanie Ferro and I discovered that she had been in my form there in my last year: another amazing coincidence.) Then my husband spotted an advertisement for a head for Walthamstow Hall, my own old school. I thought it would be fun to try. I'd been very happy there from the age of five and was given an incredibly useful education, but I wasn't looking to move and I didn't really expect to be appointed.

However, I was, and had another extremely happy time there – nearly 19 years – before retiring in 2002. I hope I was able to give back something to the school to which I owed so much. As a member of the committee for 16 years and chairman for the last five, I also wanted to do my bit for the government's Assisted Places scheme. I was educated free at what was then a Direct Grant grammar school. It had been forced to go independent when they were abolished, but Assisted Places did help to make up for that and I wanted other children to have the advantages I had been given.

I also believed very strongly in girls' single-sex education, so I was delighted to be elected President of the Girls' Schools Association in 1997. Though that was a difficult year: the incoming Blair government's very first act was to abolish those Assisted Places...

**Jackie Lang** (*Wicks* 1961) **Jill Milner** (*Land* 1976) **Stephanie Ferro** (1987)

## SAS branch reports

### A touch of gloom at an ageing and diminishing membership last year has given way to a new spirit, particularly in the North East

**Bristol and West of England**, which has been struggling to attract new members, held a meeting with the Principal at Bristol Grammar School on 31 January, to which 16 alumnae and one alumnus came. The visit was lively and all members expressed their appreciation of the event.

With a few new names to contact, the Branch held a meeting on 29 April, where we heard Liz Cashdan, herself a new member, read some of her poetry and describe its source.

#### Chalkwork

I stride the green rim of England at Beachy Head wary of the scalloped overhang, close enough to watch the sea's claws scratch the pebbles, its milky tongues of foam catlick the beach, curl into the meringue-white cliffs.

Poem by Liz Cashdan

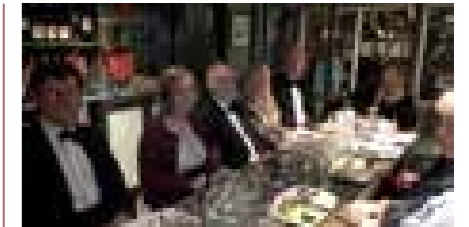
We agreed to attempt an outing in September. Alison Jackson, our treasurer, offered to sound out the possibility of a

group visiting Newark Park, but discovered that the house had been so damaged by a water leak, that another venue was suggested – Tredegar House.

Subsequent to the meeting, Lyn Urch offered to help the acting secretary with administration and agreed to take on the arrangements for a Freshers' event in the autumn.

The proposed activities for the **Cambridge** branch in the year ahead were discussed at the AGM, which we held over a light supper at the home of one of our members in mid-October. We were sorry there were not enough Freshers in our region for us to hold our usual welcome supper in September. Some of us attended an event in late October to meet our new Principal and discuss the future direction of College. This was a stimulating evening, which also provided an opportunity to meet other alumnae living in the area, including the Principals of two Cambridge colleges. A dozen or so of us thoroughly enjoyed a formal pre-Christmas dinner in the private room of a restaurant in the centre of Cambridge; the food and drink were excellent and put us in the right spirit for the subsequent festivities!

In March, a group of us visited the Museum of Classical Archaeology at the University of



Cambridge members and friends at a formal dinner in late November

Cambridge where our guide gave us a lively and informative description of the objects on display. We then retired to the Graduate Centre for a convivial lunch. Our spring outing this year was to Lavenham in Suffolk. The day was gloriously sunny and it was a real pleasure to be shown the mediaeval buildings and learn about the history of the village from our knowledgeable guide. We started at the Guildhall of Corpus Christi in Market Place and ended at the fine parish church of St Peter and St Paul, after which we adjourned to the Angel Hotel for a good lunch. To round off this academic year we are currently looking forward to our annual summer garden party in Fen Ditton in mid-June.

The **London** Branch has had another busy year. Since our last report we have enjoyed a summer Sherry and Tapas tasting at the Streatham Wine Bar, run by Jimmy Smith of the West London Wine School, who,

as a self-confessed sherry nut, gave us a fascinating talk on the making and history of sherry and broke open some special bottles for us to taste.

The annual Freshers' event in October, again hosted by Accenture, was much appreciated by the Freshers. The 'St Anne's on a Plate' supper club has met several times, as has the newly formed Lunch Club. Both groups extend a warm welcome to you to join them.

Our AGM and dinner in November at our new venue, the Lansdowne Club in Mayfair, was a great success. Our speaker was Yolande Young, a specialist in cyber security, who spoke on 'Under cover of Darknet: the effects of Cybercrime on business and security'. She gave us some scary examples of how easy it is to have your data compromised and her talk provoked some lively discussions. Her best advice was to keep changing your passwords and to check the website [www.havebeenpwned.com](http://www.havebeenpwned.com) to see if your email accounts have been hacked. Our next AGM and dinner will again be at the Lansdowne Club on November 8, so please put the date in your diary.

This spring we enjoyed a guided walk round the City of London, which is full of hidden history and remarkably peaceful at the weekend. We have also visited two National Trust properties in Hampstead, Fenton House and 2 Willow Road.



Fenton House, Hampstead

Beautiful Fenton House was built in 1686 and gifted to the National Trust in 1952 by Lady Binning who provided the furniture, and much of the superb European porcelain collection. Her uncle, who made his fortune in the Australian wool trade, did not always come straight home from Australia to London. Thus the house displays Chinese porcelain, white and blue, of great worth, from the fourteenth to eighteenth centuries. Lady Binning was also an accomplished seamstress, as may be seen from her bedroom. She collected embroidery, embroidered pictures and caskets. As she was married to a Scots aristocrat and had large estates in the Borders, some of the embroidered pictures, which had been passed down in his family, date back to the seventeenth century.

Peter Barkworth was a well-known actor who lived in Hampstead almost all his life. He appeared in many roles in the West End, on TV and in the early Indiana Jones movies. Apart from acting, his other great love was painting. When he died in 2006

he left his collection to the National Trust, and this is on display at Fenton House. Foremost among his favourites were the works of the Camden Group who met every week before World War I to discuss each others' work and art movements of the times. Their credo was to paint life as they saw it: no abstractionism or cubism here. Members of the group were Walter Sickert, Charles Ginner, Harold Gilman and Spencer Gore.

Last but not least is the collection of early keyboard instruments – harpsichords and clavichords plus a digital replica you can try for yourself. The collection was the work of Major Benton Fletcher, who started life in the British army, then fell under the spell of early music and devoted the rest of his life to collecting the instruments. One of the earliest, from around 1594, he salvaged from a Florentine cellar, where it was being used as a carpenters' bench! He died in Chelsea in 1944, and as the bombs fell round him, he bequeathed his beloved instruments to the National Trust on two conditions: that the collection be kept intact and that the instruments be frequently played.

There is a magnificent view out over London and the gardens from the attic balcony. The gardens are magnificent at any time of year. Under the gardener Andy's watchful eye they bloom and change colour all year round. There is a walled garden, an orchard, with 17 varieties of old English apples,

crushed to make the famous Fenton apple juice, a tropical garden and parterres, which are frequently replanted by Andy, who came from Kew, and his volunteer helpers.



2 Willow Road, Hampstead

2 Willow Road is part of a terrace of three houses designed by Hungarian-born architect Erno Goldfinger and completed in 1939. It has been managed by the National Trust since 1995. It was one of the first Modernist buildings acquired by the Trust, giving rise to some controversy. Goldfinger lived here with his wife Ursula and their children until his death in 1987.

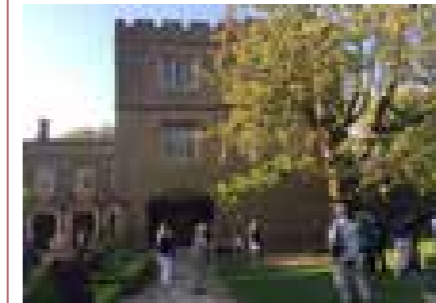
A number of cottages were demolished to allow for the construction of Willow Road, which was strongly opposed by local residents, including novelist Ian Fleming. It is said Fleming used the architect's name for his James Bond villain Auric Goldfinger. The building is supported by a concrete frame, part of which is external, leaving room for a spacious, uncluttered interior. Goldfinger himself designed much of the furniture of no 2, and the house also contained a significant collection of twentieth century art

by Bridget Riley, Prunella Clough, Marcel Duchamp, Henry Moore and Max Ernst. Nos 1 and 3 remain private homes.

On 8 May a number of the branch visited the Charterhouse in Charterhouse Square, a College-organized St Anne's in the City event. The current Master is Ann Kenrick of St Anne's (1977). The Charterhouse is a former Carthusian monastery built in 1348. Since the dissolution of the monasteries in the sixteenth century the site has served as a private mansion, a boys' school and an almshouse, which it remains to this day.

An Architectural Tour of the Barbican Estate is planned for later in the summer.

And finally, Samantha Akomeah has made some short pilot films of alumnae sharing memories of college. This is being considered by the Development Office as a model to share with other branches. We thank Joan Shenton for her advice on interview format and on editing the first versions (p.69).



St Anne's in the City at the Charterhouse

**Midlands Branch** meets for events twice during the year, inviting alumnae, friends and family. The summer of 2017 was not kind to the Midlands and we had so much rain that our country walk routes were limited. However, a September day was kind with the weather and enabled us to repeat a previous successful walk with some sections uphill and therefore drained. The sun was out for our walking but an almighty thunderstorm happened as we ate our usual leisurely lunch. The purple sky, lightning and rain were almost apocalyptic but we were cosy with fish and chips and ale in the fascinating Castle Inn. The tower of the inn was the view point from which Charles I surveyed the flat plain of the Battle of Edgehill in the Civil War. This part of Warwickshire is really lovely and easily accessible from the wide area served by the M40.



Midlands Branch examine the battle lines at Edgehill

In the winter we retreated to a member's flat in central Birmingham and were delighted to be joined by Helen King who stayed on for a chat about College and the exciting developments going on. Helen's visit was

prefaced by our invited speaker, Stephen Maddock, Chief Executive of our world famous City of Birmingham Symphony Orchestra. He had fascinating inside stories to tell of the history and present and future plans for the ensemble, so exciting at the moment under the direction of the much-fêted Lithuanian Musical Director Mirga Gražinytė -Tyla.

Our Freshers always have a flying send-off to College immediately before they go up. The enthusiasm of the returning second year old hands is a credit to the St Anne's system of picking winners!

Almost a full academic year has gone by since the well-attended meet-up for **North East** Branch Freshers in York last September, even though it only feels like last week! Since then, the Branch has been busy confirming and re-establishing the network of alumnae 'up north'. With the support of Ali Albrecht we hosted an informal evening of drinks on 21 March at The Bridge Tavern under the Tyne Bridge on Newcastle's Quayside. We were generously supported by College and, in particular, Outreach Officer Dr Lucy Busfield, who was in the region visiting local schools and colleges to help raise awareness of, and widen participation in, higher education. The St Anne's spirit was alive and well as the conversation turned to the academic aspirations of young people in our area and some of the specific challenges they may face, and preconceptions they may have

when it comes to Oxford. All agreed that we should look for ways in which we, as a branch, can support the great work College is doing in our region.

Although we were relatively small in number at The Bridge Tavern, the response to the event invitation confirmed two things: first, that there remains a critical mass of alumnae in the North East keen on maintaining and building our network of northern friends; second, there are just as many – if not more – people north of the border for whom Newcastle feels a bit too far. For those in the region who were unable to make it in March, we are planning a summer event with details forthcoming shortly and for our friends in the true north, Branch Chair David Royal raised the possibility of a Scotland Branch at the next Committee meeting in June.

On a lovely June morning SAS members of the **North West** branch gathered from north, east and west to visit Norton Priory, home of the Brooke family since the dissolution of the monasteries in 1536. The 42 acre site outside Runcorn comprises the remains of an abbey complex dating from the twelfth to sixteenth centuries and an eighteenth century walled garden. We met in the museum cafe where Dr Moira Stevenson, Deputy Chair of Trustees, gave us an overview of the history of the site and its buildings as it evolved from Priory to Abbey to private house and back again to Norton Priory.



*Norton Priory: the vaulted undercroft*

The small museum incorporates the mediaeval vaulted undercroft, built by the monks but retained within the house built by the Brooke family as its wine cellar. Many of the artefacts discovered during excavations over the past 50 years are on show, including a letter by Sir Piers Dutton, Sheriff of Cheshire in 1536 telling Thomas Cromwell that he had imprisoned the Abbot and four canons in Halton Castle on charges of fraud. More than 100 skeletons were found buried within the abbey complex and small samples from some of these have been helpful in medical research into bone diseases such as Paget's disease. There was more than enough in the museum and gardens to entertain us for the day and also plenty of time for sharing reminiscences about our time at St Anne's.

In late September, at the ever reliable Slug and Lettuce wine bar in central Manchester, the induction of the 'class of 2017' into the St Anne's family took place. Four Freshers, five undergraduates and six recent and not so recent graduates met to mingle, reassure, answer questions, eat and drink.

This ensured that the Freshers went away knowing that they would see several familiar faces when they arrived in college.

Mid-November saw a large group of North West alumnae gathered at the offices of Weightman's in central Manchester for the eagerly anticipated Meet the Principal event, a chance to get to know Helen King and for her to recruit our help in achieving her vision for St Anne's in 2025. We heard the story of her life and the journey that took her from university to the police and back to Oxford. We then watched a brilliant little video <https://www.youtube.com/watch?v=RlnB8vfUUm4> full of jokey but interesting facts about the College, designed to entice students from all walks of life to consider applying. The round table discussions that followed got us all thinking about what we were proud of about the College and how we could help maintain and build on the traditions of inclusiveness and non-traditional approaches. The evening was an excellent chance to get to know new alumnae from the region and to meet up with old friends too.

In June 2017 **Oxford** members had a



*NW members at Norton Priory*

popular visit to Appleton Manor to see the gardens surrounding the Manor House. We were given a great welcome. The still-evolving reforms to the gardens were attractive, with a new slant on tradition and some interesting features such as the spiral mound and some wonderful trees. The rain held off long enough to enjoy the visit, which ended with refreshments and a final glimpse of some wonderful climbing roses and, for some of us, a visit to the adjacent church.

Before the start of Michaelmas Term 2017, Elisabeth Salisbury again generously hosted an informal supper for Freshers, which gave them the chance to meet each other and the one undergraduate who was able to come. He entertained them with stories and information about his first year and gave them a warm welcome.

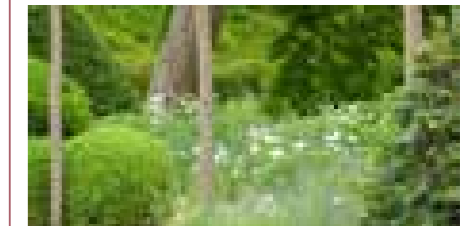
Our AGM took place in October in a new venue, St Margaret's Institute in North Oxford. After our formal meeting, we were delighted to welcome Helen King, who spoke to us about her appointment as Principal, the excitement of the first few weeks of the Michaelmas term, meeting students and her plans for the 2025 Conversation on the future direction for St Anne's. We finished the afternoon with tea and cakes.

Circumstances intervened to prevent the talk that we had planned for February 2018. However, we have a garden visit lined up for June to see the new layout at Woolstone

Mill House Garden, near Faringdon, and what promises to be a fascinating talk by Michael Pickwood, the BAFTA Film Award nominated production designer who has worked with Stephen Poliakoff and on productions as diverse as *Dr Who*, *Withnail and I*, *Cider with Rosie* and *Agatha Christie's Poirot*, at St Anne's in October.

Ann Pasternak Slater will give an illustrated talk 'A Russian Impressionist: the art and life of Leonid Pasternak' following our AGM in November.

Details of the Branch and events may be seen on the St Anne's website alumnae Pages. All members of the St Anne's Society are invited to book for events.

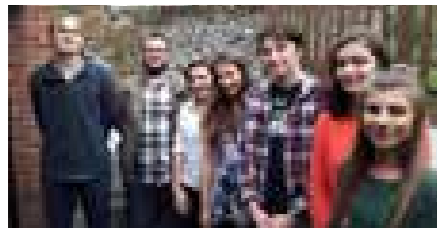


*Appleton Manor gardens*

It has been a busy, enjoyable and successful year for the **South of England** Branch. Our annual programme of events began in the Spring of 2017 with our annual lecture and AGM in April and theatre trip in May, which we covered in last year's issue of *The Ship*. The year continued with its usual mix of discussions and visits, with both social and educational elements aimed at extending our networks and exercising

our brain cells.

In July 2017, our book group tried a new approach in the spirit of 'lifelong learning'. We selected a popular non-fiction title, geneticist Adam Rutherford's *A Brief History of Everyone Who Ever Lived*, and SAS member Di Downie prepared an excellent presentation to clarify the key concepts. The discussion worked like a seminar, which deepened our understanding of human biological development and genetics (although we were happy not to have to sit an exam on the subject afterwards). Whilst it was not well attended with only six members present, it was an exceptional session which was both enjoyable and enlightening, enabling us to make sense of very recent news items about gene editing.



2017 'Winchester' Freshers

In September, we welcomed seven Freshers and one current undergraduate to our Freshers' lunch, hosted once again by Ruth Le Mesurier in Winchester. As usual they were very appreciative of the chance to meet each other before the start of term, and also to get information from one of last year's intake, now an 'old hand'. We

have heard that in the past 'our' Freshers have carried on meeting as the 'Winchester group', and we certainly hope this continues and they establish a robust support network for each other, both in and out of term-time.

On 14 October, Jill Hooker organised a tremendous day out at Charleston Farmhouse, including lunch and a visit to Berwick church. Charleston was the home and country meeting place for the Bloomsbury Group, particularly of Virginia Woolf and her artist sister, Vanessa Bell. The interior of the house was painted by Duncan Grant and Vanessa Bell, and the decoration and furnishings form a unique collection of their decorative style, which can also be seen in Berwick church.

We had an excellent guided tour, which examined the lives of the sisters, providing much intimate and fascinating detail. It was particularly interesting and informative for those of us reading Woolf's *Mrs Dalloway*, which we were due to discuss in November. We were especially thrilled to welcome two new members who had responded to our 'Brighton' letter, sent out earlier in the year. In total, 11 members and five guests enjoyed the event.

Our final events of the year were a 'St Anne's Conversation lunch', to which we invited Kate Davy and Ali Albrecht, followed by our *Mrs Dalloway* discussion, both held on 1 November. Whilst only seven members were able to attend, others sent in their views in writing. Mindful of recent press

reports about the lack of diversity among Oxbridge students, the Branch articulated a clear commitment to widening access and selecting for potential, and we explored ways in which we thought this could be achieved and supported by alumnae. This exchange of ideas generated some interesting possibilities and challenges for College to consider when developing its approach and long term strategy. We do hope Kate and Ali felt we made a useful contribution to the 'Conversation', and look forward to hearing the outcome from the Principal at the forthcoming dissemination events.

We began our 2018 events in March, with a discussion of Nobel Laureate Toni Morrison's controversial classic *Beloved*. The book provoked a range of reactions and stimulated a great discussion, with those who had not done so before agreeing that it was an important if not comfortable read.



1 November 2017. South of England's Conversation lunch

Left to right, back row: Kate Davy, Ali Albrecht, Stella Charman, Ruth Le Mesurier, Jill Hooker; front row: Maureen Gruffydd Jones, Diane Downie, Mary Withrington, Rosemary Chambers

On 14 April, Oxford City Archaeologist David Radford spoke to us in Winchester on 'Archaeology and The Modern World'. This was a fascinating and entertaining talk that taught us much about the role of the modern archaeologist, Oxford's early history and the secrets to be found under its 'basements'. David illustrated his talk with some lovely slides showing digs in Oxford, including activity beneath the new St Anne's library. His book *The Archaeology of Oxford in 20 Digs* should be out in July. We were delighted with a turnout of 28 people for this event, including friends and colleagues from other local organisations such as the Hampshire and Isle of Wight OUS and Odiham U3A.

As I write, we are preparing for our annual Chichester Theatre trip to see *The Chalk Garden* by Enid Bagnold on 9 June, have plans to visit Middle Street Synagogue in Brighton in July and will continue our historical theme at Butser Ancient Farm, Petersfield in September. We will also run two more book discussions in 2018, and host a Freshers' lunch in the Autumn.

Once again, we ended our financial year with a healthy bank balance and the Committee decided to donate to the new Access to Opportunity fund, to which we gave £600 in September. We sadly lost a couple of members this year through age and infirmity, but have recruited others so our numbers for 2018, should be between 35 and 40.

In conclusion: part of our purpose as a Branch is to promote inclusivity and diversity, and we look forward to supporting the College in broadening its appeal to gifted but less socially advantaged students in the future. We also believe that education and lifelong learning, now more than ever, have to be promoted collaboratively by all sections of society learning together and in partnership. We want to be a progressive Branch, one that will move with the times, renew itself and support St Anne's and Oxford University as a whole to meet the needs of young people who have to rise to the challenge of the modern world. But in doing so, we aim to weave the best of the past into the future and not forget the lessons that history has been teaching us.

This year's reports provided by **Ann Revill** (*Radford* 1955) Bristol and West, **Sarah Beeson-Jones** (*Beeson* 1972) Cambridge, **Jane Darnton** (*Baker* 1962) Midlands, **Clare Dryhurst** (1979) London, **David Royal** (2007) North East, **Lizzie Gent** (1976) North West, **Jackie Ingram** (1976) Oxford, **Stella Charman** (*Rees* 1975) South of England



#### MEMORABLE MOMENTS

The London Branch of the SAS has embarked on a pilot to film people recalling their time at St Anne's. So far, the stories are taken from past alumnae but we'd welcome the views of current students. The pilot is designed to capture memories about what College looked and felt like; College rules and customs they remember; what they were studying; what was important; memorable events while they were there; local haunts; friendships made, lost and maintained.

This pilot is currently being filmed by Samantha Akomeah with support from the St Anne's London Branch and the College Development Office.

If you would like to get involved with filming, video editing or being interviewed to share your memories and stories as individuals or a group, please contact us at [stannessocietylondon@gmail.com](mailto:stannessocietylondon@gmail.com)

**Samantha Akomeah** (2010)

## The sky's the limit

YAO LI



**The story of a young woman who set out to realise her own dreams and now aspires to help others do the same**

My time at Oxford and St Anne's was a turning point in my life. It opened a door for me to see a bigger world. In College, I had the opportunity to discuss diverse topics in politics, law, literature, culture and even medical science, astronomy and philosophy with different friends. These friends thought

beyond mere financially-orientated personal development and had ideas on how to cure certain types of cancer, how to extend life, how to improve the legal system and how to reform social welfare.

In my spare time, I enjoyed reading in the College library, listening to classical music in College concerts and chatted with friends in the College coffee bar. I spent an unforgettable time with lifelong friends at College balls and formal dinners. I also acted as a part-time commentator with BBC Oxford and hosted events such as the UK PhD Forum and the Oxford Chinese New Year Gala.

I got the top ranking during my undergraduate years in the Communications University of China and masters studies in Tsinghua University, and was granted the China National College Scholarships – awarded to one in a thousand students – twice. I published some academic articles in national journals in China as well as working as a part-time presenter in China Central Television (CCTV) and interning with UNESCO for six months. I also worked as an associate researcher in a Sino-US think tank and did volunteering jobs in Beijing. After graduation, I became the first graduate in Tsinghua Journalism School to continue her studies at the University of Oxford.

During my time in Oxford, I paid attention to China's social and economic development. Innovation and entrepreneurship are the impetus of the development of society and nation. Capital plays an essential role in promoting the commercialisation of scientific achievements and enhancing people's lives. I wanted to make a contribution to the evolution of my motherland and community.

On returning to China in 2016, and aspiring to help young entrepreneurs realise their dreams, I started a career in angel investment. I joined Tsing Ventures and the China Fund of Funds Alliance (CFOFA). In Tsing Ventures, I act as a partner and lead a team to invest in culture and recreation, consumption and education related start-ups. The firms I invested in included, among others: Chasestone Capital, Zeapa Media, Qiyueqicheng, and Coookie9.

I acted as a judge and tutor in the finals of the 2017 China College Student Internet+Innovation and Entrepreneurship Competition, which was organised by China's Ministry of Education and is the most authoritative entrepreneurship contest for Chinese college students. I also acted as a judge and tutor for the 2017 Beijing Capital Culture and Innovation Investment and Financing Roadshow, the second and third Tsinghua University Alumni Innovation and

Entrepreneurship Contest, the 2016 Sino-US Innovation and Entrepreneurship Competition (Atlanta, USA), the 2017 Seeking China's Entrepreneurs Contest, and as a tutor at Tsingchuang Space, an incubator for young entrepreneurs at Renmin University. In the past year, I have provided thousands of hours of one-to-one advisory sessions on innovation and business to young Chinese entrepreneurs and provided angel investment/financing to some of them.

I act as a Deputy Secretary in CFOFA where I am in charge of the Private Equity FOF Alliance and have a role in establishing the China Private Securities FOF Alliance and FOF Research Centre. I represented CFOFA at meetings with China's national ministries and commissions and have also organised and hosted a series of national conferences promoting the development and cooperation of FOF and private equity industry in China. These included the 2016 and 2017 China Private Equity Summit in Beijing, the 2016 Sino-US FOF Summit in Boston and a series of meetings of FOF and other financing conferences.

In 2017, I was invited to host a number of events including the 2017 China Entrepreneur Private Equity Summit, the Third Youth Innovation and Entrepreneurship Ceremony of China National-owned Enterprises sponsored by the Communist Youth League of China and the 2017 Oxford and Cambridge Alumni Annual Conference in China. In the past two years, I've flown



*Chinese New Year celebrations in Oxford*

frequently to the US and UK, Switzerland and Germany in search of first-rank start-ups and young entrepreneurs.

My story is that of a young woman who keeps challenging and transitioning herself from first endeavouring to realise her own dreams to helping more young people to realise their entrepreneurial dreams. Professionally I transferred from journalism to finance and from private equity to FOF. I want to stimulate more young people and support them with angel financing and advice. In the future, I hope to establish a foundation with the aim of financing scientific research benefiting human development and education, building a think tank to conduct independent research on social affairs and organising volunteering teams to assist

young people in underdeveloped areas around the world.

I would like to support St Anne's students and alumnae who want to run or are already running a start-up. I am happy to be contacted via email for any related enquiries, such as how to write a business plan, how to build a team, how to develop a business model, etc. For those who are interested in running businesses in China and other regions in Asia, I am able to provide information and resources. Most importantly, I would like to invest in some of them and assist them during their initial period.

**Yao Li** (2013) can be contacted at [Yaoli\\_oxford@163.com](mailto:Yaoli_oxford@163.com)

## Making music

JOSHUA ASOKAN

**The Sri Lankan conductor, pianist, and composer – also student – who won the Oxfordshire Concerto Competition continues to spread his talents around the world**

Coming from Sri Lanka, where progress in Western art music is limited, the sheer vibrancy of the music scene here in Oxford was a surreal experience for me. I began playing the piano by ear from a very young age, but I started taking lessons much later. Having sat my ABRSM (The Associated Board of the Royal Schools of Music) piano exams, including diplomas in performance and teaching, I performed as a concerto soloist in 2014 with the Symphony Orchestra of Sri Lanka. Since arriving in the UK, I regularly commute to London for piano lessons with Graham Caskie and I have enjoyed preparing for and performing at the recent Oxfordshire Concerto Competition. Winning the competition has given me the opportunity to perform a piano concerto and to give a recital at the Sheldonian Theatre in 2019.

I try hard to balance my piano playing with conducting, which I'm equally passionate about. Although St Anne's College does not have a chapel choir, the St Anne's Camerata, a string orchestra comprising professionals, students, and sixth formers, functions in a similar capacity. As the Senior



Joshua Asokan

Conducting Scholar of the College, I assist with conducting this orchestra, studying with Dr John Traill. I also direct my own group Ensemble Reis and the student-run College orchestra. Over the past two years, I have been fortunate to conduct professional orchestras and choirs in Estonia, Italy, the Czech Republic, Kenya, Sri Lanka and here in the UK. I have also had the opportunity to take part in conducting masterclasses with leading figures in the industry. After my time at Oxford, I very much hope to be able to further my studies in conducting.

I also enjoy writing my own music and in 2015, I was selected to represent Sri Lanka as a Commonwealth Composer for the CHOGM conference in Malta. I continue to compose in Oxford and I will be teaching composition as a tutor for the Sound and Music Summer School 2018.

I'm really grateful to my tutors Professor Martyn Harry, Dr John Traill and Dr Alex Buckle for their continued support and I have been touched by the encouragement given to me by the Principal of the College and the wider St Anne's community.

Joshua Asokan (2016)



The St Anne's Camerata, Joshua on piano, practise with Alberto Sanna (Plumer Visiting Fellow and St Anne's alumnus, 2005) in advance of their trip to Kenya

## Making space for others

TOM MITTY

**Activity over the past year has been dominated by charitable fund-raising for a variety of causes – but there has been plenty of fun in the process**

Led by a new Principal and with the new Library firmly cemented into College life, the new crop of first year students was able to enjoy their first few weeks at St Anne's to the full with the College at its best.

Motions passed through the JCR this year have had a distinctly charitable, equality and access-oriented outlook. We have donated to SolidariTee, a campaign raising money to provide legal representation for refugees; a campaign to save turtles in Lampedusa; and Student Action for Refugees. At the same time, our BME rep Ramani Chandramohan passed a motion to implement a racial awareness workshop in next year's Freshers' week and Kir West-Hunter, our equalities rep, has led a programme entitled 'desexualising the female form through art'. A unanimous motion was also passed to extend the ambit of the living wage.

The JCR committee has also worked hard to fulfil its various roles. Lydia Higman built Tortellini, the College tortoise, a fantastic new hutch over the vacation. Freya Thorpe, our arts rep, organised a busy arts week, which saw several film screenings, and events such as 'Pimms and Plays'. The



Staff, students and fellows take part in the Oxford Town and Gown

equalities committee ran a week oriented at raising awareness of the issues facing minority groups. Dougal Main ran a number of open mic nights in the bar, as well as a comedy night involving performers from Jericho Comedy. Our entertainment reps have continued to throw a number of bops throughout the year.

Our biggest project this term has been to raise money for Target Oxbridge, an initiative that guides students with black African and Caribbean heritage through the Oxbridge application process (See over). It aims to help students reach their potential and to increase the diversity of the student body. We have held concerts, tournaments, an auction of promises, international food fairs and a crowdfunding campaign.

Outside JCR-led initiatives, the student body has had real success this year. The College's

crowdfunding platform has proved incredibly useful, having successfully raised sufficient funds to send four geology students on a mapping project to Greenland, and the St Anne's Camerata on a tour to Kenya. We have also been successful in sport – the St Anne's men's football team and the joint St Anne's-St John's women's football team were both the inaugural winners of the Hassan's cup. Our sports rep, Juliette Westbrook, organised staff, students and fellows to take part in the Oxford Town and Gown in May. A fantastic discussion on entrepreneurship organised by Pranay Shah was highly commended by attendees from across Oxford.

Tom Mitty (2016) JCR President

## A change is going to come

### Target Oxbridge aims to improve access and admission of black African and Caribbean heritage students to Oxford

Target Oxbridge is an access programme that helps students with black African and Caribbean heritage to gain places at Oxbridge. The programme is run and delivered by Rare, a for-profit social enterprise dedicated to creating a more equal society.

Aimed at year 12 school students, Target Oxbridge provides:

- Contact with black or minority ethnic graduates to help identify aims and ambitions
- Advice on choices for higher education
- Guidance on the UCAS application process
- Critical theory discussions and interview practice
- Structured Oxbridge interview practice, test preparation sessions with trained markers/assessors and revision workshops
- One-on-one mentoring.

Students selected onto the programme will already have demonstrated their academic potential, having scored 5A\*-A at GCSE. Since launching in 2012, it has helped 81 students secure offers. This year, thanks to unprecedented demand, the universities are funding 115 extra places, taking the number



Target Oxbridge visit to Oxford. Credit: John Cairns

of fully funded students on the course from 45 in 2017 to 160.

### Ramani Chandramohan, JCR Black and Ethnic Minorities Representative, adds:

I firmly believe that Oxford must be as accessible and welcoming a place as possible for students from BME backgrounds, especially those who are black students. Target Oxbridge is a fantastic programme because of the way it provides prospective students with invaluable help and guidance from BME mentors at Oxbridge. The programme helps to give those students the confidence to apply here and promotes a positive cycle of increased diversity at universities that can often seem closed off to BME communities.

At St Anne's, I have promoted discussions around the issues that BME students face at

university through arranging a talk by Sarah Atayero about the challenges of working in mental health as a black woman and through introducing compulsory race awareness workshops for future Freshers' Weeks. I feel I have also strengthened the ties between the BME students here through organising BMEals and formal swaps with BME students at other colleges.

In Trinity term, I helped to raise funds for Target Oxbridge by putting together a food fair with our International Students' Rep Yoonji Lee. The event involved students from college who cooked and sold food from their home cultures. This sense of celebrating and sharing in our diversity is why St Anne's as a College is especially excited and proud to support for Target Oxbridge.

Ramani Chandramohan (2016)

## In pursuit of change

### St Anne's newly published Purpose reaffirms its commitment to be a diverse and inclusive community, the home of choice for the brightest and most ambitious students, including those from under-represented groups

On 23 May, the University of Oxford published its first Annual Admissions Statistical Report, drawing together data about undergraduate admissions for the University as a whole, and for individual colleges and subjects. The report presents undergraduate admissions statistics for Oxford over five admissions cycles between 2013 and 2017, and also includes information for Oxford's colleges and largest courses, as well as national data on the regional distribution of Oxford's UK student admissions.

#### St Anne's statistics

- 12.6 per cent of the UK students we admitted were from areas of low progression to HE (POLAR 1 & 2) compared with a University average of 11.7 per cent.
- 60.9 per cent of our admitted UK students were from state schools, compared with a University average of 57.2 per cent.
- 55 per cent of our admitted UK

students were female compared to a 48.8 per cent university average, the highest of any College.

- Our UK undergraduate population in 2017: BME 12.6%; white 85.4%; unknown is 2%. In the University: BME 15.5% ; White 82.7% ; unknown 1.8%.
- Between 2011 and 2017, across our entire student population: BME has increased from 23.1% to 28.7%. In the University BME has increased from 20.8% to 27.7%.

#### Plans for the future

A number of areas have been flagged for improvement and we need to continue to increase the number of offers to state school and BME students. Increasing diversity is a key priority at St Anne's and the College is developing a multi-faceted plan. Our plans will accord with the College's history of making an Oxford education attractive to and possible for those who otherwise might not have seen themselves at Oxford, and is an exciting direction of travel for the College. We will especially work to increase the numbers of applications from students from under-represented groups across all subjects, and to continue increasing the diversity of our student body. We are hoping to introduce a sustained intervention programme which has been proven elsewhere to make a



June 2018: guests from Tyne and Wear and Northumberland visit St Anne's as part of a North East Residential

real difference, and Governing Body has appointed an Advisory Fellow, Tom Ilube, to support us in increasing diversity.

### St Anne's current outreach and access work

We are proud of the work already being undertaken by St Anne's and across the collegiate University, and supported by our generous donors and alumnae, to ensure that Oxford attracts talented and passionate students regardless of background. So far this academic year, we have coordinated or been involved in the delivery of over 75 different outreach events and activities with UK school-age students. Through this activity, we have engaged with students who attend over 140 different state secondary and primary schools in our link regions and

beyond. We have also supported Target Oxbridge, the UNIQ programme, and Study Days. To coincide with the University of Oxford Open Days, St Anne's College invited students from schools in the North East to take part in a residential visit to Oxford between 26 and 28 June. We transported 39 students from 25 different state schools across Tyne and Wear and Northumberland to the College, providing free accommodation and meals while they were here. Two teachers also attended, and two of our own undergraduate students, who are from the North East – Matthew Kirtley and Esme Curtis. We are very grateful to all our students, fellows and staff who support this work and are tremendous ambassadors for Oxford.

#### University figures – UK students only

The decision to publish a full account of where things stand is a major undertaking by the collegiate University, and you will be glad to see that the University collectively has been making progress in improving the mix of undergraduates who study at Oxford. Overall, the report tells a story of progress for UK students from under-represented backgrounds applying to Oxford between 2013 and 2017 with increases in the proportion from state schools and strong increases in the proportion identifying as Black and Minority Ethnic and those from socio-economically disadvantaged areas.

- The proportion from state schools has increased from 56.8 per cent to 58.2

per cent.

- The proportion identifying as Black and Minority Ethnic (BME) has risen from 13.9 per cent to 17.9 per cent.
- The proportion from socio-economically disadvantaged areas rose from 6.8 per cent to 10.6 per cent.
- The proportion from areas of low progression to higher education rose from 9.5 per cent to 12.9 per cent.
- The proportion declaring a disability rose from 5.6 per cent to 7.7 per cent.
- The mix of men and women has fluctuated, with men outnumbering women in most years but more women admitted than men in 2017.

The information was published to increase transparency on the profile of the undergraduate body at Oxford, to demonstrate that we're heading in the right direction and to encourage young people who think that Oxford is not for them to apply. There is more to do, and in parallel with the Report's publication the University announced a substantial expansion of the flagship UNIQ summer school for state school students.

A summary of the Report is available on the homepage of the University website and via the following link:  
<http://www.ox.ac.uk/adstats>



Open Day Helpers in July 2018

Compiled by **Kate Davy**, Deputy Director of Development and Head of Communications, **Lucy Busfield**, Outreach Officer, and **Shannon McKellar-Stephen**, Senior Tutor

## Finals results: Trinity Term 2017

#### Results are shown for those students who gave permission to publish.

##### BA Biological Sciences

DoCouto-Azcarate, Andrea	1
Heard, Elizabeth	1
Maughan, Alison	2.1
Rose, Amelia	2.1

##### BA Cell and Systems Biology

Allwright, Ceri	2.1
Chalker, Florence	1

##### BA Computer Science

Crois, Ilya	3
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##### BA Economics and Management

Chou, Chunyu	2.1
Horn, Pia	2.1
Kostova, Elena	1

##### BA English and Modern Languages (FRE)

Henderson, Rebecca	2.1
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##### BA English and Modern Languages (GER)

Carter, Laura	1
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##### BA English Language and Literature - Course I

Constable-Maxwell, Olivia	2.1
Davidson, Fraser	1
Morris, Freya	2.1
Schraer, Naomi	1

##### BA Experimental Psychology

Hayes, Shannon	2.1
Horton, Rachel	1
Smith, Harriet	2.1

##### BA Geography

Cornwell, Elizabeth	2.1
Dean, Rosa	1
Godfrey, Isabelle	1
Manning, Anna	2.1
Reynolds, Iona	1

##### BA History

Glennie, Malcolm	2.1
Jaya-Wickrema, Eve	2.1
Lewis, Emily	2.1

McKellar, Laurence	1
Redmayne, Madeleine	1
Williams, Henry	2.1

##### BA History and Politics

Adeniran, Aderike	2.1
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##### BA Jurisprudence

Barker, Naomi	2.1
Beale, Samuel	2.1
Church, Thomas	2.2
Lim, Shu En Anne	2.1
Tan, Daron	1

##### BA Literae Humaniores - Course 1

Haria, Rushabh	2.2
Morrow, Matthew	1

##### BA Modern Languages (FRE and ITA)

Rogers, Madeleine	1
Tetley, Dido	2.1

##### BA Modern Languages (FRE)

Handley, Natalie	2.1
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##### BA Modern Languages (FRE) and Lings

Rees, Sairah	2.1
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##### BA Modern Languages (SPA)

Campbell, Anna	2.1
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##### BA Music

Chater, James	1
Hampton, Philippa	1
Sparkes, Sophie	1

##### BA Oriental Studies (Chinese)

Liu, Kwan Yee	1
Mayne, Victoria	2.1

##### BA Philosophy, Politics and Economics

Evans, Georgina	1
Hartridge, Ben	2.1
Low, Moira	2.1
Main, Alexander	1
Schulkind, Rudy	2.1
Solomatina, Daria	2.1

##### BA Physics

Manly, Alice	2.1
McGuinness, Conor	2.1

Milne, Brodie	2.1
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##### BA Psychology, Philosophy and Linguistics

Woodward, Natalie	2.1
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##### BFA Fine Art

Thorpe, Emilia	2.1
Wang, Tianyou	2.1

##### MBiochem Molecular and Cellular Biochemistry

Gilbride, Ciaran	2.1
Mitchell, Stanley	2.1
Wayrojpitak, Worada	2.1

##### MChem Chemistry

Haigh, Alexandra	2.1
Sterling, Alistair	1

##### MEarthSci Earth Sciences

Haworth, Caroline	2.1
Jamieson, Andrew	2.1
Rees, William	2.1
Theaker, Christopher	1
Visana, Shital	2.1
Wright, Lachlan	2.1

##### Medicine - Preclinical (3yr)

Al-Aidarous, Sumaiyah	2.1
Davies, Jessica	2.1
Moore, Charlotte	2.1
Tupper, Phoebe	1

##### MEng Engineering Science

Gungor, Nur	2.1
Luo, Xini	2.2
Tam, Hiu Fung Howard	2.1
Vauvelle, Andre	2.1

##### MEng Materials Science

Byrne, Nicholas	2.1
Forssberg, Axel	2.1
Liu, Shiyun	2.1
Robson, Matthew	2.1

##### MMath Mathematics

Khu, Boon Tat Daren	1
Morrill, James	1

##### MMath Mathematics and Statistics

Chee, Chong	1
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Shi, Yilin	2.1
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##### MMathCompSci Mathematics and Computer Science

Halgas, Lukas	2.1
Vaskevicius, Tomas	1

##### MPhys Physics

Martin, Nora	1
Watts, Matthew	2.1
Zwolinski, Sam	2.1

##### Dip Legal Studies

Esser, Joyce	
Heimann, Lukas	

##### Medicine – Clinical

Dobbin, Bethany	
Waters, Samuel	

##### Medicine - Graduate Entry

Drysdale, Henry	
Yacaman Aristizabal, Maria	



## A new lease of life

JAMES EDWARDS

**The MCR is as busy as ever, much of its activity, it seems, focused round varieties of eating and drinking**

St Anne's has always been forward-looking, but with a new academic year came a new lease of life: a new Principal, a state of the art library and abundant talk of the future with the 2025 Conversation. The postgraduate body saw its fair share of change too, courtesy of a totally refurbished common room, for which we extend our thanks to last year's committee. With a fresh new space for our students, the MCR has flourished with a renewed vigour to offer the best possible support for all Stanners to achieve their academic and personal potential.

A case in point is our academic officer Virginia, who has worked tirelessly to provide travel grants to students to further their research outside Oxford, secured funding for our own thriving academic journal STAAR and organised a graduate symposium in Trinity term for any and all to present their research.

No one has made better use of our new common room than our social secretaries, who have outdone themselves this year. From wine and cheese to crêpes and cider, from second desserts after formal to second-guessing your neighbour at the termly murder mystery dinner, Kendra, Sam, Ali and

Ben have provided countless unforgettable evenings. They also epitomise the St Anne's openness to the wider university, with more joint events than ever before, from exchange dinners to joint bar crawls or 'liquid lounge' (Magdalen's name for happy hour) sessions.

Amidst the high-intensity, and sometimes stressful, challenge of studying at Oxford a key aim of the MCR is to provide support to students and the opportunity to relax, unwind and socialise. Along with our sports rep Giuliana's regular yoga sessions, our welfare officers Mimi and Guillaume have organised regular welfare teas and the now termly Great St Anne's Bake Off. Together with Hillary and Anna, our women's and LGBTQ+ officers, our welfare officers provide personal help on any issue within the MCR.

Graduate life at St Anne's is a dynamic experience. While a graduate student's life is often said to be focused around his or her respective faculty or department, at St Anne's we find that many of our personal connections and social interactions emerge from our own diverse, international and interdisciplinary MCR. This sense of community grows as much from the organised events as from the informal moments: conversations over dinner, solidarity in late-night library sessions, the shared struggle of a 3am fire alarm (who

knew burnt toast could ignite a friendship). We are proud Stanners, and for this we are eternally grateful to St Anne's and to all who make our experiences here possible: porters, librarians, catering, maintenance, cleaning, administrative and academic staff. Last, but certainly not least, we would like to thank our much-loved Principal, Helen King, who in a short space of time, has made herself an indispensable part of College life.

**James Edwards** (2017) *MCR President*



*MCR Murder Mystery dinner*

## Graduate degrees 2017-2018

**Bachelor of Civil Law**  
Misra, Shivani

**Bachelor of Philosophy**  
Vanrie, Wim

**Doctor of Philosophy**  
Ahmadov, Farid  
Alexopoulou, Zoi  
Alsolami, Reem  
Bouisseau, Anais  
Bradley, Leanne  
Chen, Yu-Chen  
Chigudu, Simukai  
Connally, Emily  
Dihal, Kanta  
Du, Xian  
Flatten, Lucas  
Franchino, Allegra  
Fung, Ella  
Galli, Lucia  
Haniffa, Muhammad Rashaan  
Hicks, Edward  
Hong, Zuliang  
Jansen, Friso  
Jozwik, Jan  
Kom Samo, Yves-Laurent  
Lenc, Karel  
Li, Dongli  
Li, Yang  
McGonegle, David  
Mendoza Smith, Rodrigo  
Moulds, Alison  
Nixon, Sophie  
O'Donnell, Johanna  
Pellaroque, Alba  
Ryan, Natasha  
Saunders, Alex  
Scaber, Jakub  
Scott, Jacob  
Siddique, Abu Bakr  
Sun, Chuang  
Thomson, Stuart

Vuorinen, Aini  
Willman, Christopher

**Magister Juris**  
Fasia, Eirini

**Master of Business Administration**  
Agrawal, Nitisha  
Chigora, Rutendo  
Gates, Allie  
Ghorpade, Gautam  
Gupta, Niyati  
Nungo, Ana  
Zwain, Adam

**Master of Fine Art**  
Ansell, Christopher

**Master of Philosophy**  
McInerney, Lucy  
Soddu, Riccardo  
Walsh, Alison  
Zhao, Fudie

**Master of Public Policy**  
Gourisankar, Sai  
Khayat, Lama  
Kong, Ka wai  
Mikadze, Maria  
Podesta ornes, Gabriel

**Master of Science**  
Agrawal, Nitin  
Auf, Afaf  
Bellars, Carolyn  
Bothra, Amit  
Burke, Kezia  
Cartyle, James  
Comastri, Chiara  
Da Silva Loayza, Mariana  
Dec, Marcin  
Delano, Ladi  
Ding, Wenjun  
Duan, Haiwen

Eagle, Andrew  
Eichert, Nicole  
Heaver, Toby  
Hennig, Marcus  
Houben, Joost  
Huang, Lulu  
James, Izzy  
Javid, Hamad  
Jimoh, Jimoh  
Junker, Alexa  
Lababidi, Rassin  
Lee, Joseph  
Leung, Kal  
Liu, Xuelian  
Mahlanza, Londeka  
Manders, Colin  
Maqbool, Shama  
Mathur, Mahima  
Matthews, Ian  
Meachon, Emily  
Muzyk, Alyssa  
Ow, Lorraine  
Phillips, Danton  
Pilbeam, Victoria  
Powell, Miles  
Püttmann, Friedrich Clemens  
Raabe, Sandro  
Ravassard, Giulia  
Rochau, Denis  
Rothschild, Viola  
Russell, Alex  
Sakamoto, Aya  
Schultz, Emily  
Wang, Ludi  
Wang, Bowen  
Wang, Keji  
Welihindha, Angelo  
Wemanya, Amos  
Wright, Lucy  
Zvobgo, Luckson

**Master of Studies**  
Albiston, Rose

Amari, Clare  
Ariano, Raffaele  
Asquez, Ryan  
Bartlett, Robert  
Beck, Lukas  
Browne, Francesco  
Chang, Cindy  
Chapman, Louise  
Eirinberg, Rachel  
Evans, Florence  
Fecteau, Ariane  
Minden, Gabriela  
Nyiri, Jesse  
Rajpopat, Rishi  
Sachs, Carolin  
Smythe, Emily  
Steiner, Ellie  
Stennett, Tom

**Master of Studies by Research**  
Forni, Federico

**Postgraduate Certificate of Education**  
Furze, Emmalees  
Maly, Anna  
Mead-Herbert, Madeleine  
Premkumar, Vithya  
Pringle, Ciara  
Printer, Izzy  
Shah, Priyank  
Thompson, Hugh  
Villacarlos, Eric

**Professional Graduate Certificate in Education**  
Holifield, David  
Nemeth, Dorottya

**Synthetic Biology (EPSRC & BBSRC CDT) Collab**  
Hayes, Clarmyra

## Governing Body 2018

### Principal

- **Ms Helen King** (2017)

### Fellows

- **Professor Johannes Abeler**, Associate Professor Tutorial Fellow in Economics (2011)
- **Professor Jo-Anne Baird**, Professorial Fellow in Educational Studies (2011)
- **Professor Dmitry Belyaev**, Associate Professor Tutorial Fellow in Mathematics (2011)
- **Professor Andrew Briggs**, Professorial Fellow in Materials Science (2003)
- **Professor Robert Chard**, Associate Professor Tutorial Fellow in Oriental Studies – Chinese (1990)
- **Professor Helen Christian**, Associate Professor Tutorial Fellow in Medical Sciences (2000)
- **Professor Alan Cocks**, Professorial Fellow in Engineering Science (2005)
- **Professor Roger Crisp**, Associate Professor Tutorial Fellow in Philosophy (1991)
- **Professor Gareth Davies**, Associate Professor Tutorial Fellow in History (2000)
- **Professor Charlotte Deane**, Supernumerary Fellow in Bioinformatics (2015)
- **Professor Peter Donnelly**, Professorial Fellow in Statistical Science (1996)
- **Professor Roger Firth**, Professorial Fellow in Educational Studies (2010)
- **Professor Bent Flyvbjerg**, Professorial Fellow in Management Studies (2009)
- **Mr John Ford**, Treasurer (2016)
- **Ms Julia Foster**, Director of Development (2014)
- **Mr Peter Ghosh**, Associate Professor Tutorial Fellow in History (1981)
- **Professor Andrew Goodwin**, Associate Professor Tutorial Fellow in Chemistry (2009)
- **Dr Imogen Gould**, Associate Professor Tutorial Fellow in Jurisprudence (2009)
- **Siân Grønlie**, Associate Professor Tutorial Fellow in English (2006)
- **Professor Chris Grovenor**, Associate Professor Tutorial Fellow in Materials Science (1990)
- **Professor Todd Hall**, Associate Professor Tutorial Fellow in Politics (International Relations) (2012)
- **Professor Ben Hamby**, Associate Professor Tutorial Fellow in Mathematics (2000)
- **Professor Neville Harnew**, Associate Professor

Tutorial Fellow in Physics (1989)

- **Professor David Harris**, Supernumerary Fellow in Biochemistry (1984)
- **Professor Martyn Harry**, Associate Professor Tutorial Fellow in Music (2008)
- **Professor Geraldine Hazbun**, Associate Professor Tutorial Fellow in Modern Languages: Spanish (2005)
- **Professor Chris Holmes**, Professorial Fellow in Biostatistics in Genomics (2015)
- **Professor Howard Hotson**, Associate Professor Tutorial Fellow in History (2005)
- **Professor Patrick Irwin**, Acting Vice-Principal & Associate Professor Tutorial Fellow in Physics (1996)
- **Professor Peter Jeavons**, Associate Professor Tutorial Fellow in Computer Science (1999)
- **Professor Freya Johnston**, Associate Professor Tutorial Fellow in English (2007)
- **Dr Samina Khan**, Supernumerary Fellow, Director of UG Admissions & Outreach, University of Oxford (2015)
- **Dr Jonathan Katz**, Stipendiary Lecturer in Literae Humaniores: Classics (2017)
- **Dr Andrew Klevan**, Associate Professor Non-Tutorial Fellow in Film Aesthetics (2007)
- **Professor Elias Koutsoupas**, Supernumerary Fellow in Computer Science (2015)
- **Professor Liora Lazarus**, Associate Professor Tutorial Fellow in Jurisprudence (Law) (2000)
- **Professor Matthew Leigh**, Associate Professor Tutorial Fellow in Literae Humaniores (1997)
- **Professor Terence Lyons**, Professorial Fellow in Mathematics (2000)
- **Professor Neil MacFarlane**, Professorial Fellow in International Relations (1996)
- **Professor Patrick McGuinness**, Associate Professor Tutorial Fellow in Modern Languages: French (1998)
- **Dr Shannon McKellar Stephen**, Senior Tutor (2015)
- **Professor Victoria Murphy**, Supernumerary Fellow in Educational Studies (2015)
- **Professor David Murray**, Associate Professor Tutorial Fellow in Engineering Science (1989)
- **Dr Graham Nelson**, Supernumerary Fellow and Lecturer in Mathematics (2007)
- **Dr Terry O'Shaughnessy**, Tutorial Fellow in

Economics (2002)

- **Professor Simon Park**, Associate Professor Tutorial Fellow in Modern Languages: Portuguese (2017)
- **Professor Don Porcelli**, Associate Professor Tutorial Fellow in Earth Sciences (2003)
- **Professor David Pyle**, Supernumerary Fellow in Earth Sciences (2006)
- **Professor Roger Reed**, Supernumerary Fellow in Engineering and Materials Science (2013)
- **Professor Matthew Reynolds**, Associate Professor Tutorial Fellow in English (1997)
- **Dr Patricia Rice**, Supernumerary Fellow in Economics (2015)
- **Professor Stuart Robinson**, Associate Professor Tutorial Fellow in Earth Sciences (2016)
- **Professor Alex Rogers**, Associate Professor Tutorial Fellow in Computer Science (2015)
- **Professor Budimir Rosic**, Associate Professor Tutorial Fellow in Engineering Science (2009)
- **Professor Tim Schwanen**, Associate Professor Tutorial Fellow in Geography (2015)
- **Professor Sally Shuttleworth**, Professorial Fellow in English (2005)
- **Professor Francis Szele**, Associate Professor Tutorial Fellow in Medical Sciences (2007)
- **Professor Antonios Tzanakopoulos**, Associate Professor Tutorial Fellow in Jurisprudence (2012)
- **Professor Paresh Vyas**, Professorial Fellow in Medical Sciences (2009)
- **Professor Sarah Waters**, Associate Professor Tutorial Fellow in Mathematics (2007)
- **Professor Kate Watkins**, Associate Professor Tutorial Fellow in Experimental Psychology (2006)
- **Ms Clare White**, Librarian (2016)
- **Professor Peter Wilshaw**, Associate Professor Tutorial Fellow in Materials Science (1996)
- **Professor Sarah Wordsworth**, Supernumerary Fellow in Population Health (2014)
- **Professor Yaacov Yadgar**, Professorial Fellow in Israel Studies (2017)

Profiles for all St Anne's Fellows are available on the College website.

## College news

### An update on some of the latest College news

#### Oxford-Weidenfeld Translation Prize

The winner of the 2018 Oxford-Weidenfeld Translation Prize was **Lisa Dillman** for **Andrés Barba's *Such Small Hands* (Portobello Books)**. Lisa Dillman was announced as the winner at the prizegiving and dinner at St Anne's on Saturday 9 June 2018. This was the crowning event of Oxford Translation Day, which boasted a varied programme of talks, workshops and readings. This year's judges of the Oxford-Weidenfeld Translation Prize were the academics Kasia Szymanska, Simon Park, Jessica Stacey and Adriana X. Jacobs (Chair).



#### Tortellini wins Tortoise Race

Following a poor performance in 2017 and some bullying from the bigger tortoises, St Anne's College tortoise, Tortellini (middle in



*The Queen's Flowers in the new Library roof garden*

the picture above), raced to victory in the annual Corpus Christi Tortoise Race on 27 May 2018.

#### The Queen's Flowers

During the refurbishment of the Dining Hall, the Queen's Flowers were removed and a number of alumnae have asked what happened to them. A new location has been found in the roof garden of the new Library.

If you would like to view them when next in College, please ask at the Lodge or contact [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) in advance or your visit.

**Tom Ilube CBE** has been elected as an Advisory Fellow by Governing Body. He will focus on diversity and support St Anne's in developing its position in under-represented communities.

Keep up to date with the latest news by signing up to our email news list, following us on social media, or checking the news pages of the College website.

## Fellows' news, honours, appointments and publications

In 2017, **Professor Martyn Harry**, Tutorial Fellow in Music, was commissioned by the Alban Berg Ensemble to do a compositional reworking of Alban Berg's *Bruchstücke aus "Wozzeck"* for only seven players - flute, clarinet, piano and string quartet - with support from the Alban Berg Foundation. On Thursday 10 May its world premiere took place at the opening concert of the first-ever annual "Bergfrühling" (Berg Spring) chamber music festival in the composer's home town of Kärnten in the south of Austria. The piece received its Viennese premiere at Musikverein on Saturday 19 May.

**Professor Patrick Irwin**, Physics Fellow and Acting Vice-Principal, along with other global collaborators has spectroscopically dissected the infrared light from Uranus captured by the eight-meter Gemini North telescope on Hawaii's Maunakea. They found hydrogen sulphide, the odiferous gas that most people avoid, in Uranus's cloud tops. The long-sought evidence is published in the journal *Nature Astronomy*. Astronomers have long debated the composition of these clouds and these results could help to shed light on how the outer planets formed as differences between Uranus and Jupiter and Saturn are analysed.

**Professor Matthew Leigh**, Professor, Fellow and Tutor of Classical Languages, has been invited to give the Battle Lecture at the University of Texas at Austin in September 2018.

**Dr Beth Mortimer**, Junior Research Fellow in Zoology

A new Oxford University collaboration with Save The Elephants, has shown that elephant behaviour can be determined in a new way: through the vibrations they create. The findings of the study, published in the journal *Current Biology*, offer a new way to detect elephants and discern their behaviour without having them in sight. It also has the potential to provide real-time information on elephant distress and poaching threats in remote locations.

Researchers from the University's Department of Zoology and Earth Sciences worked together with Save The Elephants to develop an innovative way of classifying elephant behaviours by monitoring the tremors that their movements send through the ground.

To capture the information, the two lead scientists, Dr Beth Mortimer of the

Universities of Oxford and Bristol, and Professor Tarje Nissen-Meyer, along with Masters student Mr William Rees (who was an undergraduate at St Anne's) and Dr Paula Koelemeijer, used small sensors called 'geophones' to measure the ground-based vibrations generated by elephants in Kenya's Samburu National Reserve. The study relied on the application of cutting-edge seismological techniques, commonly used to study earthquakes.

**Professor Matthew Reynolds**, Fellow and Tutor in English Language and Literature

The Oxford Comparative Criticism and Translation research centre (OCCT) is collaborating with the humanities research centres of the universities of Chile, Western Cape and California (Irvine) to form a Global Humanities Institute funded by the Mellon Foundation. The topic being investigated is 'The Challenges of Translation'.

Poems written by school students as part of OCCT's AHRC-funded 'Prismatic Translation' project at Oxford Spire Academy have been included in the collection *England: Poems from a School*, edited by Kate Clanchy and published by Picador.

## Alumnae news



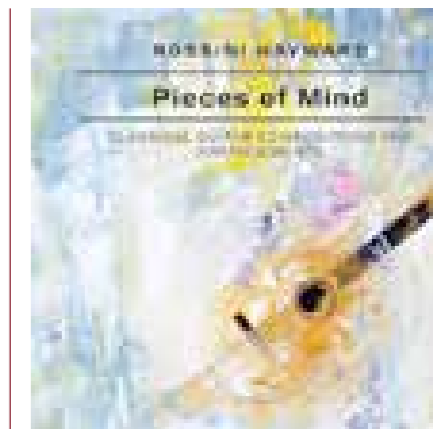
**Roma Agrawal** (2001) was awarded an MBE for services to engineering in the Queen's Birthday Honours 2018. Roma has designed bridges, skyscrapers and sculptures with signature architects over her thirteen year career. She spent six years working on The Shard, the tallest building in Western Europe, and designed the foundations and the 'Spire'. Outside work, Roma promotes engineering, scientific and technical careers to young people and particularly to under-represented groups

such as women. Her book *BUILT*, which aims to make people look at our structure and cities with a new perspective, was released earlier this year to critical praise.

Find out more at <http://www.romatheengineer.com/>.



**Judith Bernstein** (*Bernie* 1975) was awarded an OBE for public service in the Queen's Birthday Honours 2018. Judith is joint Head of Coroners, Burials, Cremation and Inquiries Policy at Ministry of Justice.



**Rossini Hayward's** (2001) first CD *Pieces of Mind* (*Classical Guitar Compositions and Arrangements*) has now been released.

As the name suggests, it is a CD of her own compositions and arrangements including music from the Renaissance, arrangements of folk songs, some classical and romantic pastiches in the style of Beethoven, Sor, Wagner, and more!

**Mercia MacDermott** (*Adshead* 1945) received the Bulgarian 'Order of the Golden Age' on the occasion of her ninetieth birthday. This is the highest honour that Bulgaria can bestow for services in the field of culture. This is in recognition of her books on Bulgarian history written over the past half century.

**Margaret (Meg) Peacock** (*Bennett* 1948) won the 2005 Cholmondeley Award for 'distinction in poetry'.

**Helen Robb** (2010) is currently at the University of Pennsylvania working on a Masters of Public Administration funded by the Thouron Award. The Thouron Award is a graduate exchange program between the United Kingdom and the University of Pennsylvania, offering a life-changing opportunity for exceptional students. Its funding provides generous scholarships for postgraduate study abroad, and recipients join a stimulating community of international scholars and Thouron alumni.

**Christian Smith** (*Carnegy* 1951) was awarded an OBE – she is co-founder of the Landmark Trust.

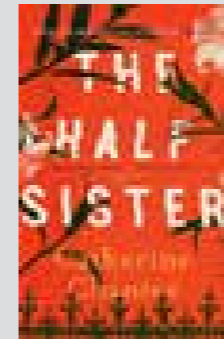
**Julian Yates** (1987), a scholar of mediaeval and Renaissance British literature, has been appointed H Fletcher Brown Professor of English at the University of Delaware effective 1 April 2018. The H Fletcher Brown Professorship was established through the estate of H Fletcher Brown, who served on the University of Delaware Board of Trustees and received an honorary Doctor of Science degree in 1930.

Julian Yates' most recent book, *Of Sheep, Oranges, and Yeast: A Multispecies Impression*, won the 2017 Michelle Kendrick Memorial Book Prize from the Society for Literature, Science and Arts, which praised its success in bringing together animal

studies, plant studies, eco-theory and biopolitics in new and fascinating ways. He is the author of some 40 essays on mediaeval and Renaissance literature and culture, questions of ecology, the post-human and literary theory. He is currently working on two projects: a book on Shakespeare's dramaturgy and contemporary ecologies of refuge titled *Cosmopolitical Shakespeares* and a study of the legacies of Noah's Ark in contemporary accounts of global warming with Jeffrey Jerome Cohen titled *Noah's Arkive: Towards an Ecology of Refuge*.



*The St Anne's alumnae section in the Library. Plenty of room for expansion so please do keep sending us copies of your publications.*

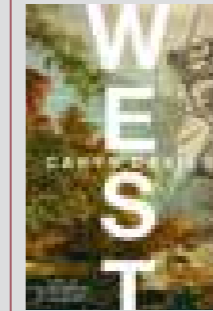


**Catherine Chanter's** (1977) haunting first novel *The Well*, published by Canongate, is set in a near-future Britain where it has not rained for two years, the drought bringing social unrest to the

entire country. The only place remaining inexplicably fertile is The Well, Mark and Ruth's country home. *The Well* was a Richard & Judy book club pick, was long-listed for the CWA John Creasey (new blood) dagger in 2015 and has sold in 12 countries. Catherine's second novel is *The Half-Sister* (Canongate, 2018) a compelling portrayal of a family imprisoned by the past and their struggle to find the words that will release them.

Catherine has written for BBC Radio 4 and has had short stories and poetry published in a wide range of anthologies and publications. She has a Masters, with distinction, in Creative Writing from Oxford Brookes University. Besides being an author, Catherine has led education provision within the NHS for young people with significant mental health problems and currently works for One-Eighty, an Oxford charity that seeks to engage excluded and vulnerable children and teenagers in learning.

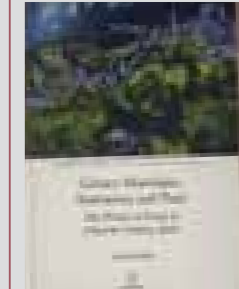
**Hilda Coppola** (*Caffery* 1951) Translator of *Immagini del Salento* (Images of Salento) by Fernando E Coppola (Edizioni Grifo, 2017)



**Carys Davies** (*Bowen-Jones* 1978) is the author of a novel, *West* (Granta Books, 2018), and two collections of short stories, *Some New Ambush* and *The Redemption of Galen*

*Pike*, which won the 2015 Frank O'Connor International Short Story Award and the 2015 Jerwood Fiction Uncovered Prize. *West* is a spellbinding and timeless epic-in-miniature, an eerie parable of early frontier life and an electric monument to possibility. When widowed mule breeder Cy Bellman reads in the newspaper that colossal ancient bones have been discovered in a Kentucky swamp, he sets out from his small Pennsylvania farm to see for himself if the rumours are true: that the giant monsters are still alive and roam the uncharted wilderness beyond the Mississippi River. Promising to return within two years, he leaves behind his daughter, Bess, to the tender mercies of his taciturn sister, Julie. With only a barnyard full of miserable animals and her dead mother's gold ring to call her own, Bess fills lonely days tracing her father's route on maps at the subscription library in town and shrinking from the ominous attentions paid to her and her aunt by their neighbour and sometimes yard hand, Elmer

Jackson. Bellman, meanwhile, ventures farther and farther from home, across the harsh and alien landscapes of the West in reckless pursuit of the unknown.



**Gisèle Earle** (1964) *Gómez Manrique, Statesman and Poet: The Practice of Poetry in Fifteenth-Century Spain* (Legenda, 2018)

After Oxford Gisèle Earle taught French and Spanish in a variety of secondary schools, including Headington School, Oxford. On retirement, while studying for an MA in Spanish and Latin American Studies at King's College, London, she became interested in the literature of fifteenth-century Spain and returned to King's to write a doctoral thesis on the fifteenth-century poet, Gómez Manrique. This has now been published as *Gómez Manrique, Statesman and Poet: The Practice of Poetry in Fifteenth-Century Spain* (Legenda, 2018). Gómez Manrique has long rested in the shadow of his more famous nephew, Jorge, but he deserves to be better known. His long and active life as a soldier, statesman and diplomat is reflected in his large and varied corpus of work. This study focuses on the social, economic and political context in which the poet lived and draws comparisons with some other poets who were his contemporaries.



**Susan Foreman** (Kremer 1957) After Oxford Susan had a succession of jobs – advertising copywriter, Librarian at Reading University and the Board of Trade, before becoming

Publications Officer at the Department of Trade and Industry (DTI) and later Librarian of the Office of Fair Trading. In 1985, she wrote an Illustrated history of the Board of Trade for the Bicentenary in 1986, *Shoes and Ships and Sealing-Wax: an Illustrated History of the Board of Trade 1786-1986*. Later came other books on Whitehall, notably *From Palace to Power: an Illustrated History of Whitehall* (1995), and later with Diana Wolfen she worked on courses for helping women returners get back to work. Susan has documented Felix Aprahamian's remarkable life in music, including a full transcript of his detailed 1930s musical diary, for which she wrestled with over 200 pages of closely written manuscript original. This book was jointly produced with Susan's husband Dr Lewis Foreman. Among other books they also wrote *London: a Musical Gazetteer* (Yale, 2005).

**Devaki Jain** (1959) has published *The Journey of a Southern Feminist* (Sage and Yoda Press, 2018), a collection of her writings and lectures related to the women's movement in India and elsewhere in the



South (see p.43). It is a journey over four decades and presents important interventions in the design of development policy both national and international. Devaki is the Founder and

a former Director of the Institute of Social Studies Trust, New Delhi, India. She was previously a lecturer at the University of Delhi, a member of the South Commission, founding member of Development Alternatives with Women for a New Era (DAWN) and member of the Advisory Council of the intergovernmental NAM Institute for the Empowerment of Women in Kuala Lumpur. In 2006, she was presented by the President of India with the Padma Bhushan Award for exceptional and distinguished service.

**Annabel Leventon** (1961) is an actress, singer and writer. She first won a scholarship to St Anne's and paid her way through her studies by singing with a dance band. Nominated as 'Actress of the Year' for her lead role in the original London production of rock musical *Hair!* she went on to form, with fellow actresses Gaye



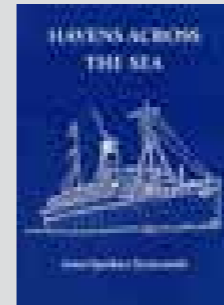
Brown and Diane Langton, the first and only three-girl rock group in England, Rock Bottom. Since then she has played many times in the West End, including in *Jeffrey Bernard Is Unwell* (with Peter O'Toole), *The Dresser*, (directed by Sir Peter Hall) and *Noel and Gertie*. She has also had many TV and film roles such as *M Butterfly* (directed by David Cronenberg) and *The Rocky Horror Picture Show*. *The Real Rock Follies: The Great Girl-band Rip-off of 1976* is the true story of how an unknown girl band created a rock juggernaut and had it snatched away. They battled for justice against the big boys, stood up against betrayal, theft, and treachery and lived to tell the tale – just (see p46).



**Joyce Plotnikoff** (1972) *Intermediaries in the Criminal Justice System: Improving Communication for Vulnerable Witnesses and Defendants*. Edited by Joyce Plotnikoff and Richard Woolfson (Policy Press, 2015)

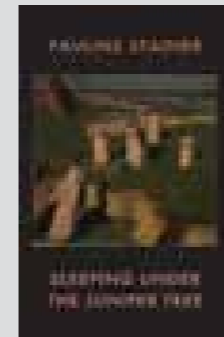
**Faith Raven** (Hugh-Smith 1949) *Ardtornish: Its Houses, Families and Friends, 1830-1930*, (Ardtornish Publishing, 2018)

**Ann Spokes Symonds** (Spokes 1944) has published an updated version of *Havens Across the Sea* (Robert Boyd Publications, 2015), an account of the evacuation of a



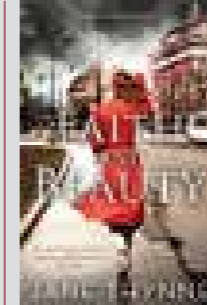
party of Oxford children and mothers to Canada and the United States in July 1940 and their stay with families there in the years which followed. It is composed

of recollection and contemporary material contributed by those who made the journey.



**Pauline Stainer** (Rogers 1963) is a poet 'working at the margins of the sacred' conveying sensations 'with an economy of means that is breathtaking ... her poems are not mere artefacts, they have an

organic life of their own' (John Burnside). As in all her books, the luminous poems of her ninth collection *Sleeping under the Juniper Tree* (Bloodaxe, 2017) are minimal but highly charged, with the presences and hauntings, sensing the spirit incarnate in every part of the living world. Pauline has published eight other books with Bloodaxe, including *The Lady and the Hare: New and Selected Poems* (2003), *Crossing the Snowline* (2008) and *Tiger Facing the Most* (2013).



**Jane Thynne** (1980) *Faith and Beauty* (Simon and Schuster, 2015) is set in Berlin in 1939, the fourth story in the series featuring the Anglo-German actress Clara Vine. As soldiers muster on the streets,

spies circle in the shadows and Lotti Franke, a young woman from the Faith and Beauty Society – the elite finishing school for Nazi girls – is found in a shallow grave.

Clara Vine has been offered the most ambitious part she has ever played. And in her more secret life, British Intelligence has recalled her to London to probe reports that the Nazis and the Soviet Union are planning to make a pact. Then Clara hears of Lotti's death and is determined to discover what happened to her. But what she uncovers is something of infinite value to the Nazi regime – the object that led to Lotti's murder – and she herself is in danger.

The first in the Clara Vine series, *Black Roses*, became a number one Kindle bestseller. In the UK the series is published by Simon & Schuster; in the US and Canada the series is published by Random House. The novels have been translated into French, German, Greek, Turkish and Italian. As well as writing books, Jane now freelances as a journalist, writing for British magazines and newspapers, and also appears as a

broadcaster on Sky News and Radio 4. She has been a guest reader at the Arvon Foundation and has sat on the broadcasting committee of the Society of Authors. Jane has three children and lives in London.

**Sarah Turvey** (1973) *Prison Reading Groups: Annual Review 2016* (2017) Sarah Turvey read English Literature for her BA and MPhil (1973 – 1979) and taught for 30 years at the University of Roehampton. In 1999 she and her colleague Jenny Hartley created Prison Reading Groups (PRG) to set up, fund and facilitate reading groups in prisons. PRG now supports over 40 groups in more than 30 prisons nationwide, run by volunteers with help from the prison librarian. The groups are voluntary and informal with the emphasis on critical sociability and the pleasures of reading and book talk. Becoming a reader is about choice and where possible members decide themselves what they will read. The result is an ambitious and eclectic mix of fiction and non-fiction, classics and current books with a buzz. For prisoners it's a chance to feel connected: with each other, the outside world and themselves. As one member put it: 'It's the most grownup discussion I have in prison.' [www.prison-reading-groups.org.uk](http://www.prison-reading-groups.org.uk)

**Joan Shenton** (1961) In 1981 Joan founded Meditel Productions, an independent production company specialising in science and medical controversies, and has produced over 150 programmes for network television.



Meditel has won seven television awards and was the first independent company ever to win a Royal Television Society Award (RSM International Current Affairs Journalism Award - for *Aids*

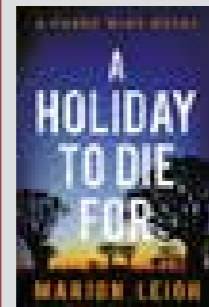
*the Unheard Voices* aired on Channel 4 ('Dispatches', 1988). The research from these programmes led to her book *Positively False – Exposing the myths around HIV and AIDS* (IB Tauris, 1998). In 2015, the book was republished as a paperback and e-book in a sixteenth anniversary edition with 20 updates from scientists and writers. Find out more at [www.positivelyfalsesmovie.com](http://www.positivelyfalsesmovie.com) and on p.89.



**Jenny Uglow** (*Crowther* 1966) Jenny Uglow's most recent book, *Mr Lear: A Life of Art and Nonsense* (Faber & Faber 2017) was shortlisted for Waterstone's Book of the Year and won the

Harvey Darton Prize and the Hawthornden Prize for 2018. Her other books include biographies of Elizabeth Gaskell, William Hogarth, Thomas Bewick and Sarah Losh, Victorian architect and visionary, as well as the award-winning group study, *The*

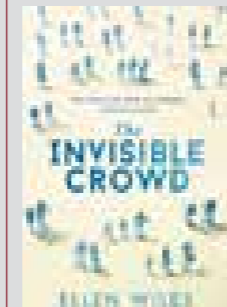
*Lunar Men: The Friends who Made the Future* and the panoramic *In These Times: Living in Britain through Napoleon's Wars, 1793-1815*. Jenny was awarded an OBE in 2008 and was Chair of the Royal Society of Literature 2014-2016. Married to Steve Uglow, Emeritus Professor of Criminal Law at the University of Kent, she lives in Canterbury and Borrowdale, and has four grown up children and seven grandchildren.



**Frances Ware known as Marion Leigh** (1968) Marion Leigh was born in Birmingham, England. After receiving her MA in Modern Languages from the University of Oxford, she worked

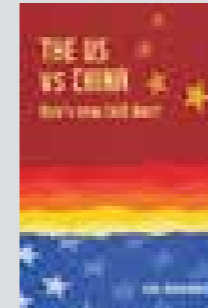
for a year as a volunteer in Indonesia before moving to Canada where she enjoyed a successful career as a financial and legal translator. Marion divides her time between Europe and North America. She loves boating and living close to the water. In addition to the Petra Minx novels, she has published two e-books: a collection of risqué poetry entitled *To Love Sex and Cunning Linguistics*, and *Rosie Aims High*, a children's story about a racoon. *The Politician's Daughter* is the first book in Marion Leigh's series of adventure thrillers featuring Marine Unit Sergeant Petra Minx of the Royal Canadian Mounted Police. The second novel in the series, *Dead Man's Legacy*, was

published in 2015. *A Holiday to Die For* has just been released.



**Ellen Wiles** (2000) is a novelist. Inspired by a case she worked on as a barrister and voluntary work with refugees, her debut novel, *The Invisible Crowd* (Harper Collins, 2017)

dives behind the immigration headlines to explore an asylum seeker's experience in the UK. Her first book, *Saffron Shadows and Salvaged Scripts: Literary Life in Myanmar Under Censorship and in Transition* (Columbia University Press, 2015) combines new translations of Burmese literature and interviews with the writers. Since being awarded the Gibbs Prize for Music at Oxford, Ellen has gained two Masters degrees: the first in Human Rights Law from UCL and the second in Creative Writing from Royal Holloway, which she studied for alongside her work as a barrister. Having left the law to focus on writing, Ellen is currently doing a literary anthropology PhD researching live literature alongside her fiction writing, and directs an experimental live literature project called Ark involving collaborations with music and other art forms. She still plays the flute, though mostly these days to entertain her two toddlers (see p.48).



**Jude Woodward** (1972) After Oxford Jude worked in journalism then in various roles in politics, including as an advisor to the Mayor of London from 2000-2008. In this capacity she

was responsible for the London offices in Beijing and Shanghai. After 2008, she regularly lectured in the business school at Shanghai Jiao Tong University and at other Chinese institutions. Her book, *The US vs China: Asia's new Cold War*, grew out of her study of Chinese politics and foreign policy in this period. China's rise is already tearing up the established contours of post-1945 international relations. The global changes underway are throwing up fundamental questions: can US hegemony prevail? Are the US and China caught in a contemporary 'Thucydides trap' that will inevitably lead to war? Does China's rise threaten the stability of Asia? In this accessible yet rigorous book, Jude challenges conventional preconceptions about the implications of China's rise and suggests that with US global influence declining, China offers hope for the future.

## Sacrificial Virgins

JOAN SHENTON

**The documentary series *Sacrificial Virgins* won Best of Festival award for its international investigative journalism at Australia's Watchdog Film Festival**

The documentary film trilogy, *Sacrificial Virgins*, which investigates widespread global concerns over the safety of the controversial HPV (Human Papilloma Virus commonly found in women's cervixes) vaccines Gardasil and Cervarix, was doubly honoured in March this year with awards for investigative journalism at the Watchdog Film Festival in Brisbane, Australia.

As well as the Best of the Festival award, *Sacrificial Virgins* also won the Watchdog Spirit Award in recognition of the investigation 'in search of truth and justice' by film-maker Joan Shenton and her colleagues, notably director Andi Reiss and film editor Ollie Richards.

Festival founder and director James Hyams, himself an investigative journalist, said:

*Shenton's thorough, transnational investigation in search of truth and justice deserves recognition and thus the Watchdog Film Festival has awarded her and her team the Watchdog Spirit Award. Individuals such as Ms Shenton and her team play a very important role in identifying and*

*documenting questionable practices within institutions with the hope of increasing accountability and initiating changes for the betterment of society.*

Hyams added:

*Joan Shenton's documentary questions the safety of the HPV vaccine by illustrating that many individuals correlate the onset of a disability or the death of their daughter with the vaccine. Shenton questions medical professionals about the methodology of the HPV clinical trials and develops a case that further scientific research needs to be conducted to alleviate growing concern about the risks and benefits of the HPV vaccine.*

Shenton herself adds that investigative film making, often done in the shadow of powerful commercial and political concerns that don't want you to be heard, can be lonely and sometimes a little frightening. Professional appreciation, especially of such a calibre, touches our hearts, not least when we are told the awards include Best of the Festival.

These awards go not only to us as film-makers but to the families of the medical victims we filmed, who every day are battling against extraordinary odds to make better lives for their disabled daughters



Joan Shenton with Director, Andi Reiss, and Editor, Ollie Richards

and, in some cases, to find justice for the daughters who are no longer with them.

The films establish that there is no evidence that the HPV vaccines Gardasil and Cervarix, in guarding against HPV, will also protect against future onsets of cervical cancer. While the HPV vaccine is proven to be able to prevent HPV infection, there is no scientific evidence that HPV actually causes such cancers. In almost all cases the infection

does not produce symptoms and clears up without treatment or complications. However, the films demonstrate plenty of evidence that, after receiving the vaccines, countless young women worldwide have experienced life-changing neurological damage. Yet these vaccines are pushed on to whole populations in many countries through national vaccination programmes. The important thing now is to stop the vaccination programmes until further research into the

long-term effects is evaluated.

Our hope is that *Sacrificial Virgins* helps the combined efforts of campaigning and legal action in getting these drugs taken off the market until independent, ethically conducted research shows that the benefits properly outweigh the risks.

**Joan Shenton** (1961) *Sacrificial Virgins* is on YouTube as a trilogy at <http://bit.ly/SV-playlist>

## Gaudy and Alumni Weekend 2018

### 14 – 16 September 2018

All St Anne's alumnae are warmly invited to the annual Gaudy on 14-16 September 2018 timed to coincide with the Oxford University Alumni Weekend ([https://www.alumni.ox.ac.uk/alumni\\_home](https://www.alumni.ox.ac.uk/alumni_home)). We hope you can join us at some of the St Anne's events over the weekend and take the opportunity to meet old friends and fellow alumnae. Accommodation is available in College for alumnae and their guests (due to limited ensuite availability there is only one guest per person in the first instance) on a first come, first served basis for the nights of Friday 14 and Saturday 15 September.

### Saturday 15 September

**From 11.30am Gaudy Registration and tea, coffee and pastries**

**12.00pm Founding Fellows' Lecture:** 'The Doorway to Wisdom: The Intersection of Language and Education'

**Speakers:** Professor Jo-Anne Baird and Professor Victoria Murphy

The saying 'knowledge of language is the doorway to wisdom' is attributed to Roger Bacon. In this presentation we will discuss research and evidence which illustrates how perceptive Bacon was in understanding the important relationship between knowledge of language and learning more generally. We will present the argument for the importance

of developing good oral language and communication skills in the early years of education, and provide evidence for the critical relationship between language and literacy development. We will then discuss the growing number of children in schools around the world who are multilingual and how education needs to adapt to best serve their needs, which in turn will benefit monolingual children. We will then turn to how we assess knowledge and skills in education and in particular how we assess literacy skills. We will talk about the strengths and limitations of international assessment schemes such as PIRLS (Progress in International Reading Literacy Study) and how these schemes are used and abused in developing educational policy. Bacon may not have realised just how accurate he was.

**1.00pm Plumer Society Lunch (invitation only) OR Buffet Lunch**

**2.30pm Gaudy Seminar:** Unprecedented change, explosive creativity: 2018 from the perspective of 1500

**Speaker:** Professor Howard Hotson

**3.30pm Meet the Principal and Family Afternoon Tea**

All St Anne's alumnae and their families are invited to meet the College's Principal, Helen King, while enjoying afternoon tea in the beautiful Dining Hall. There will be family entertainment suitable for all ages.

### 5.00 – 6.00pm Annual General Meeting of the St Anne's Society (formerly known as the Association of Senior Members)

Agenda

1. Welcome & apologies
2. Minutes of the AGM 2017
3. Matters arising
4. Report of the President of the SAS
5. Committee
6. SAS Committee Matters
7. Financial report
8. Regional Branch updates
9. AOB
10. Date of next meeting

### 7.00 – 7.30pm Pre-dinner Drinks Reception

### 7.30 – 9.30pm Dinner

### Sunday 16 September

### 10.30 – 11.30am Gaudy Service

The **St Anne's Supporters' Day** will take place from 12 noon on Sunday 16 September. All donors and volunteers should have received a separate invitation to this event.

To book your place at this event, please book online at <http://tinyurl.com/gaudyweekend2018>. If you have any queries please contact the Development Office at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk).

# The Ship: We want your feedback

Please let us know what you think of this issue of *The Ship*. We would be delighted to hear what you have enjoyed or where you think we could improve the publication. Is there a feature you would like us to include, or is there a way in which you think we could develop the content? We would welcome your comments to ensure that *The Ship* continues to reflect the interests of our alumnae. You are welcome to include your name and matriculation year below or remain anonymous. If you prefer to email your comments, please do so to [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)

Form with multiple dotted lines for text input.

## Personal news for *The Ship* 2018/19

Fill in your news in the sections below, so that we can update your friends in next year's edition of *The Ship*, or alternatively email: [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)

Form with a header 'Personal news, honours, appointments, and/or publications' and multiple dotted lines for text input.

## 'Class Notes' for *The Ship* 2018/19

Please complete and return to the Development Office, St Anne's College, Oxford, OX2 6HS, or email [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)

Form with fields: Full name, Former name, Matriculation year, Subject, Address, Email, Tel. Includes a checkbox for contact preferences and a note about data security.

# St Anne's College Privacy Notice (Abridged) Alumnae, Donors and Supporters, Published 21 May 2018

**Over the past few months, you are sure to have been inundated with emails asking you to update your preferences, to opt in and to view revised privacy notices. Along with every other organisation in the UK, we also need to share our updated privacy notice with you. We're sorry that we've needed to take up six pages with this but we want you to be aware of how we use your data and to make sure we are totally transparent about what we do.**

**If you would like a larger print version of the notice (or the unabridged version) you can view this on our website at <https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice> or get in touch with us by telephone, post or email and we'll be very happy to send you a copy of this.**

Throughout its history, St Anne's College has relied upon alumnae, friends and benefactors to help realise its mission of learning and advancement. The colleges, permanent private halls, academic departments, faculties, schools, research institutes, gardens, museums, and libraries that make up the collegiate University of Oxford, are committed to maintaining your confidence

and trust with respect to your privacy. Our principles are simple – we will be transparent about what data we are collecting about you, where that data comes from, how we use the information we hold about you, the legal rights you have, and the choices you make.

### About this privacy notice

The purpose of this privacy notice is to explain how St Anne's College ("we", "our", "us") hold and use personal data about alumnae, donors and supporters ("you"), and how we use it for the purposes of fundraising and alumni and supporter relations.

### What we do

St Anne's College's Alumnae Relations and Development team exists to establish and develop lifelong relationships with and amongst our alumnae, donors and supporters. We're here to help you stay connected with each other, with St Anne's College and with the University of Oxford. Our communications with you will include the news, research developments, events, exhibitions, collections and resources, reunions, volunteering opportunities, fundraising priorities and progress updates that are important to you.

As a registered charity, St Anne's College relies on the generous support of our

alumnae and friends who contribute in so many ways to make St Anne's the inclusive and thriving community it is. We fundraise to ensure that, thanks to the incredible generosity of our donors, St Anne's College can continue to enable our students to make the most of their time at College, supporting what is for many of our students a life-changing experience. By giving towards areas ranging from bursaries to travel grants, from graduate development scholarships to tutorial teaching, or the development of new buildings such as our milestone project, the new Library and Academic Centre, you help to secure the future of St Anne's. The generosity of our alumnae and friends touches every aspect of student life.

The overarching purpose of collecting and processing your data is to provide you with the best possible experience of being an alumnus/alumna, donor, or supporter. It also enables us to ensure that any approaches we make to ask for your support of our alumnae relations or fundraising goals are respectful, professional, and relevant to you.

### Information we collect

We collect information from you in three ways: directly from you during your ongoing relationship with us or with the University



and other Oxford colleges participating in our shared relationship management system (DARS); from publicly accessible sources; and/or from third parties providing us with services or acting on our behalf. The amount of data we collect and hold depends on the frequency and nature of your engagement with us. Information may be gathered across the lifetime of our relationship with you and from many different forms of interaction.

We may hold and process the following types of personal data:

Biographical information, which may include: your name, contact details, date of birth, gender, marital status, partner and family details; information about your study at Oxford and elsewhere; awards received; involvement in sports teams, clubs and societies; professional qualifications, employment details, career history; your interests and accolades; profile pictures from publicly accessible sources (where copyright allows) and links to your public social media presence (e.g. LinkedIn, Twitter).

Details of our ongoing relationship and your engagement with us, which may include: records of your interactions with us (e.g. correspondence, notes of meetings or conversations); communications you have received from us and your communication preferences; fundraising activities in which you have been included; benefits or services provided to you; volunteer work you have undertaken or offers of voluntary support you have made; data obtained through cookies

and similar technologies such as pixels, tags, web beacons, and other identifiers; your attendance (and that of your guests) on visits to, or at, events across the collegiate University, including details of payments made and photographs, audio and video recordings in which you may be included; your connections to other alumni, students, staff, friends, donors and supporters, or groups and networks.

Information about your giving, which may include: current and past donations and pledges, projects supported and related documentation (e.g. correspondence, gift agreements, notes of meetings, plans for future activities), as well as the financial information required to process your gifts; indications of your intent to leave a legacy; records of membership of societies or groups related to your giving; your relationship to Friends and Patrons groups or relevant trusts, foundations or corporations.

Information relating to your willingness or financial capacity to support our charitable objectives, where it is given to us by you or publicly reported, which may include: notes on our understanding of your likely philanthropic interests and of particular projects we think may be of interest to you; information about your giving or volunteering with other charitable organisations; information about earnings and assets or publicly reported estimates of wealth; personal recommendations, where made by other supporters, that you may be willing and

able to provide support; and any estimate we may make regarding the potential scale of your support on the basis of this information.

**Sensitive personal data, which may include:**

- **Health information, including any medical conditions** - we may use health information provided by you so we can make reasonable adjustments to improve the service we are able to offer you (e.g. dietary requirements, provision of disabled parking). With your permission, we may also hold health data to ensure our engagement with you is based on a suitable understanding of, and care and respect for, your particular circumstances.
- **Criminal convictions, offences and allegations of criminal activity** - we may use publicly accessible information concerning criminal convictions and offences or allegations of criminal activity, including money laundering or bribery offences, to carry out due diligence on donors or prospective donors in line with our policy on the acceptance of gifts.
- **Race or ethnicity, religious beliefs, sexual orientation, political opinions** - we do not seek to obtain these categories of sensitive data. However, they may sometimes be inferred from other data we hold, for example, your relationships, society memberships, job

titles, donations to specific causes or interests.

**How we use your data**

Your personal data are used by us for the following purposes:

For alumnae and supporter engagement: to manage our ongoing relationship with you and to provide a record of your interactions and contributions to College and University life; to run our programme of alumnae events and to tell you about other events, lectures and seminars across the collegiate University; to keep you up to date with news from St Anne's College, your department, and other areas in which you may have shown an interest; to provide and/or promote alumnae benefits and services; to let you know of volunteer opportunities; to provide the best possible user experience when you interact with our digital communications and platforms; to accept and process revenue (e.g. for events); to collect feedback and manage complaints; and to undertake surveys and market research.

For all fundraising and donor stewardship: to accept, process, acknowledge and steward gifts, and to inform you of the impact of your giving; to ensure our fundraising efforts are conducted as efficiently as possible and our approaches to potential donors are respectful, professional, and made, as far as possible, based on evidence and an understanding of what may interest you.

In support of alumnae and supporter

engagement and fundraising, we may create classifications and groupings (through manual and automated analyses) to help shape and direct our activities.

**For fundraising for major gifts:** in addition to analysing data shared with us, we may use publicly accessible information and recommendations from staff and supporters to identify individuals we believe may have the interest and financial capacity to make a major gift. Where we have reason to think a potential donor may possess an interest and financial capacity to donate, we may research and collate additional information from sources in the public domain to substantiate this. This would typically relate to a potential donor's interests, in so far as they may coincide with our work, their philanthropic activity, financial capacity and networks. We may undertake this research ourselves or use the services of a third-party partner. This new information may be added to the record of a donor or potential donor. Information may be collated into a briefing or profile in order to assist the planning of an approach to a potential donor to discuss that individual's interest in our work and in supporting it. Where this activity is being undertaken for a new contact with whom we have no previous relationship, we will provide the individual with this privacy notice as part of our initial engagement. We may also carry out due diligence on potential donors using publicly accessible information in order to comply with our policy on the acceptance of gifts, and to fulfil our legal responsibilities.

**For internal reporting and governance:** for these purposes we will use only the data required and, unless necessary, we will use anonymised or pseudonymised data.

**In our external communications:** with your permission, we may publish your name in an online directory or in donor listings, or we may work with you to create press releases or case studies for inclusion in print or digital publications.

**When and how we share your data**  
We may need to share your personal data within the collegiate University of Oxford or with third-parties working on our behalf. We will only do this in appropriate circumstances, by secure means, and with the relevant data sharing agreements in place. We do not, and will not, sell your data.

Third parties will only process your personal data on our instructions, for specified purposes, and where they have agreed to treat your data confidentially and to keep it secure. We do not allow our third-party service providers to use your personal data for their own purposes nor to keep your data after the processing is complete. All our third-party service providers are required to take appropriate security measures to protect your personal information in line with our policies. Whenever your information is shared, we will always seek to share the minimum amount of information necessary to fulfil the purpose, this includes the use of anonymised or pseudonymised data where that is sufficient.

**Your data may be shared in the following ways:**

With the colleges, permanent private halls, academic departments, faculties, schools, research institutes, gardens, museums, and libraries that make up the collegiate University of Oxford where it is necessary in order to carry out any of the purposes listed in this privacy notice. For example, where the University is coordinating with one or more colleges to organise shared events to which you are invited; to manage and coordinate relationship management activities with you; to ensure your contact information is up-to-date; or to distribute to your college any gifts received via the University’s payment methods.

We may also share relevant data, in appropriate circumstances, with University Sports Clubs and Societies where you are (or were) a member of that club or society.

Within the collegiate University of Oxford via our shared relationship management system DARS (Development and Alumni Relations System), which stores and shares data across participating University departments, colleges and permanent private halls. Our objective in doing so is to improve our mutual understanding of the multiple relationships you have across the collegiate University; we believe this understanding is crucial for us to be able to provide you with the best possible experience.

St Anne’s College uses DARS and is therefore a “joint data controller” of your

personal data together with the University of Oxford and other college participants. This means that if you have questions about your data you can either contact the University or your college and we will liaise as appropriate to respond to your query. A list of participating colleges, including the University, can be found at: <https://www.alumniweb.ox.ac.uk/oao/joint-data-controllers>

With organisations or individuals affiliated to St Anne’s College who volunteer their support, for example, volunteers offering their expertise serving on boards or committees; or with recognised University or college alumni groups when they are hosting or helping to organise an event to which you are invited. In all cases we only share relevant data, in appropriate circumstances, by secure means, and with the relevant data sharing agreements in place. A list of recognised alumni groups can be found at: <https://www.alumni.ox.ac.uk/alumni-groups>.

With partner organisations that enable tax efficient giving to St Anne’s College including Americans for Oxford, Inc. (AFO), Swiss Friends of Oxford (SFOU) and the German Friends of Oxford University. We may share data with these organisations where it relates specifically to donations you have made, or have pledged to make, via these organisations.

With third-party organisations engaged by St Anne’s College to provide services which include but are not limited to: mailing

houses, printers, event organisers or venues; organisations providing tools such as relationship- or event-management systems; databases and reporting/analysis tools; alumni networking or crowdfunding platforms; email or survey tools; payment services (e.g. direct debit, online donation processing); and organisations assisting with activities such as market research, marketing and fundraising, strategy and planning, auditing, analysis, or customer experience.

**How we protect your personal data**

St Anne’s College takes precautions to safeguard your personal information against loss, theft and misuse, unauthorized access, disclosure and destruction, through the use of appropriate administrative, physical and technical security measures.

Our shared relationship management system, DARS is hosted on infrastructure within the University of Oxford’s network and is protected by logical access controls. Access is limited to individuals who need to see and use the data to carry out their duties, and access rights are restricted according to individual job roles in order to ensure that users only see information that is relevant to them. All DARS users receive appropriate training, including training on data privacy, before being granted access.

Where you have provided us with your credit or debit card information, over the phone, or on a printed form, that data is stored securely and destroyed after your payment has been processed. Card payments are

processed via our third-party payment service providers and your credit or debit card information is not collected or stored by us.

Transfers of your data outside of the European Economic Area (EEA) - although most of the information we collect, store and process stays within the UK, some information may be transferred to countries outside of the European Economic Area (EEA). This may occur if, for example, one of our third-party partners’ servers is located in a country outside of the EEA. This may also occur where staff in our international offices access DARS.

Transfers outside of the EEA will only take place if one of the following applies:

- The country receiving the data is considered by the EU to provide an adequate level of data protection.
- The organisation receiving the data is covered by an arrangement recognised by the EU as providing an adequate standard of data protection, e.g. transfers to companies that are certified under the EU US Privacy Shield.
- The transfer is governed by approved contractual clauses.
- The transfer has your consent.
- The transfer is necessary for the performance of a contract with you or to take steps requested by you prior to entering into that contract.

- The transfer is necessary for the performance of a contract with another person, which is in your interests.
- The transfer is necessary in order to protect your vital interests or of those of other persons, where you or other persons are incapable of giving consent.
- The transfer is necessary for the exercise of legal claims.
- The transfer is necessary for important reasons of public interest.

**How long we keep your data**

St Anne’s College considers its relationship with alumnae, donors and supporters to be lifelong and we will retain much of your data indefinitely unless you request otherwise. When determining how long we should retain your personal data we take into consideration our legal obligations and tax or accounting rules. When we no longer need to retain personal information, we ensure it is securely disposed of.

**The legal basis for processing your data**

- We will only use your personal data where the law allows us to do so. Most commonly, we rely on the following legal bases for processing your personal data:
- Where we have a **legitimate interest** to do so for purposes listed within this privacy notice. Where this is used as

the basis for our processing, we have carefully considered each of the ways we process your data to ensure we carry out our activities with a focus on the interests of our alumnae, donors and supporters, and in the most efficient and effective way.

- Where we need to **perform the contract** we have entered into with you (e.g. registering for an event, making a donation).
- Where we are required to **comply with our legal obligations** (e.g. Gift Aid reclaim; statutory returns to government bodies).
- Where your consent is required, for example where sensitive personal data is recorded.

Change of purpose - we will only process your personal data for the purposes for which we collected it, unless we reasonably consider that we need to use it for another related reason and that reason is compatible with the original purpose. If we need to use your data for an unrelated purpose, we will seek your consent to use it for that new purpose.

**Your legal rights and choices in connection with your personal data**

Under certain circumstances, by law you have the right to:

- **Request access to your personal data** (commonly known as a “subject

access request”). This enables you to receive a copy of your data and to check that we are lawfully processing it.

- **Request correction of your data.** This enables you to ask us to correct any incomplete or inaccurate information we hold about you.
- **Request erasure of your data.** This enables you to ask us to delete or remove your data where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your data where you have exercised your right to object to processing (see below).
- **Object to processing of your data** where we are processing it to meet our public interest tasks or legitimate interests (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your data for direct marketing purposes.
- **Request the restriction of processing of your data.** This enables you to ask us to suspend the processing of your data, for example if you want us to establish its accuracy or the reason for processing it.
- **Request the transfer of your data to another party.**

Depending on the circumstances and the nature of your request it may not be possible for us to do what you have asked, for example, where there is a statutory or contractual requirement for us to process your data and it would not be possible to fulfil our legal obligations if we were to stop. However, where you have consented to the processing, you can withdraw your consent at any time by contacting us using the details below. In this event, we will stop the processing as soon as we can. If you choose to withdraw consent it will not invalidate past processing.

If you want to exercise any of the rights described above or are dissatisfied with the way we have used your information, please contact us at [dataprotection@st-annes.ox.ac.uk](mailto:dataprotection@st-annes.ox.ac.uk). We will seek to deal with your request without undue delay and in any event in accordance with the requirements of the GDPR. Please note that we may keep a record of your communications to help us resolve any issues which you raise.

If you remain dissatisfied, you have the right to lodge a complaint with the Information Commissioner’s Office at: <https://ico.org.uk/concerns/>

#### Contact us

If you have any questions about this privacy notice or about how we are using your personal data, or if you want to provide updates to your data, make any changes to your communication preferences or exercise

any of your rights as outlined above, please contact us:

St Anne’s College Development Office  
St Anne’s College  
Woodstock Road  
Oxford  
OX2 6HS  
Email: [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk)

University Development and Alumni Relations  
Database Team  
University of Oxford Development Office  
University Offices, Wellington Square  
Oxford, OX1 2JD  
United Kingdom

Email: [database@devoff.ox.ac.uk](mailto:database@devoff.ox.ac.uk)  
Phone: +44 (0)1865 611530  
*If possible, please quote your Alumni Number.*

If you have registered with Oxford Alumni Online, either via the central University Alumni Office or via your college, you can update your communication preferences at any time at: <https://www.alumni.ox.ac.uk/account>

#### Changes to this Privacy Notice

This privacy notice was last updated on 21 May 2018. We reserve the right to update this privacy notice at any time. For the full length version of our privacy notice, please go to: <https://www.alumniweb.ox.ac.uk/st-annes/privacy-notice> or ask us to send you a copy.

## In memoriam

**Pamela Alwyn** (*Jackson* 1943) 25 June 2018

**Elizabeth Andrew** (*Bayley* 1954) 13 January 2018

**Peggy Attlee** (*Brennan* 1937) 17 April 2018

**Audrey Beatty** (*Cocker* 1944) 30 July 2017

**Anne Beesley** (*Collins* 1947) 5 November 2017

**Mary Bellhouse** (1976) 1 April 2017

**Catherine Berrington** (*Llewellyn Smith* 1953) 23 April 2018

**Janice Broun** (*Watson* 1952) 26 November 2017

**Margaret Brown** (1965) 26 March 2018

**Helen Burgers** (*Nardell* 1963) 8 February 2018

**Felicity Clarke** (1971) 27 June 2018

**Elizabeth Deeble** (1968) 17 January 2018

**Elizabeth Delaney** (*Carrigan* 1956) 21 February 2018

**Janet Drury** (*Jenkins* 1949) 1 December 2017

**Charlotte Elvey** (*Beresford* 1963) 5 June 2016

**Elizabeth Fowler** (*Burley* 1957) 7 September 2017

**Pamela Gauntlett** (*Jackman* 1959) 3 January 2018

**Betty Gegg** (*O’Donnell* 1926) 1 July 2017

**Sheila Green** (*Philpott* 1950) 28 September 2017

**Miriam Griffin** (*Dressler* 1957) 16 May 2018

**Gillian Harrison** (*Morgan* 1954) 15 August 2017

**Michael Harrison** 12 June 2017

**Margaret Harvey** (*Brooker* 1938) 10 August 2017

**Louise Hastings** (*Braham* 1954) 12 September 2017

**Patricia Heidelberger** (*Boshell* 1942) 8 June 2018

**Luise Hercus** (*Schwarzschild* 1943) 15 April 2018

**Alison Hewitt** (*Jones* 1987) 11 September 2017

**Joan Houliham** (1944) 8 January 2018

**Patricia Ingham** (*Corless* 1949) 18 November 2017

**Blair Kenney** (*Brumley* 1955) 2 October 2017

**Sandra Landy** (*Oglivie* 1957) 11 May 2018

**Emily Letemendia** (1972) 19 July 2017

**Joel Lewis** (2015) 27 April 2018

**Amy Lim** (1966) 11 December 2017

**Lesley Maddock** (1941) 12 October 2017

**Vera Magne** (*Lisicky* 1956) 8 September 2017

**Marjorie Maslen** (*Jones* 1948) 17 April 2018

**Jean Lindsay McEwan** (*Ogilvy* 1940) 5 September 2017

**Barbara Mitchell** (*Davies* 1941) 12 October 2017

**Alison Norman** (1952) 17 June 2018

**Kathleen Osman** (*Priestley* 1932) 9 February 2018

**Margaret Ovens** (*Wilkie* 1950) 24 April 2018

**Diana Peeler** (*Wynne* 1953) 18 May 2018

**Patricia Pettit** (*Litt* 1947) 19 February 2018

**Madeleine Read** (*Dowdall* 1976) 25 October 2017

**Ann Richardson** (1952) 19 July 2017

**Pat Round** (*Church* 1951) 29 March 2017

**Betty Rutson** (1955) 9 August 2016

**Audrey Salters** (*Still* 1957) 17 September 2017

**Joan Scott** (1957) 23 April 2018

**Maureen Smith** (*Storey* 1944) 14 January 2018

**Josephine Snaith** (*Chislett* 1954) 28 May 2018

**Clemency Stanes** (*Geddes* 1941) 6 August 2017

**Ann Streeten** (*Palmer* 1968) 10 April 2018

**Anne Treisman** (*Taylor* 1957) 9 February 2018

**Rosemary Tyldesley** (*Poole* 1950) 9 June 2017

**Christina Walter** (*Chipperfield* 1954) 10 March 2018

**Jean Warburton** (*Turner* 1948) 1 December 2017

**Grizel Watts** (*Budge* 1941) 19 November 2017

**Barbara Weaver** (1943) 4 June 2017

**Joan Wright** (1969) 5 July 2017

Please note that some dates are approximate as no exact date was provided when College was notified.

## St Anne's Student, Joel Lewis

The Principal, Fellows, students and staff of St Anne's College, Oxford, share with great sadness, news of the death of Joel Lewis, a third year Computer Science student from Croydon on 27 April 2018. The College has expressed our deepest condolences to his family and continues to do all it can to support them and Joel's College friends at this very difficult time.

Close friends, tutors and the Principal attended Joel's funeral in Croydon. Joel's family and London friends travelled to Oxford on Tuesday 22 May to a memorial service in the University Church of St Mary the Virgin. This was followed by refreshments and much informal sharing of memories and music in the Dining Hall at St Anne's College. A large number of students, staff and fellows attended from the College, the Computer Science Department and the University's Taekwondo Club. Music at the service was provided by members of St Anne's Camerata and singers from the College performed a specially arranged version of the Christian song 'From the Inside Out', requested by Joel's family.

On behalf of all at St Anne's College, our thanks go to The Revd Dr William Lamb and the University Church of St Mary the Virgin for their assistance. We would also like to thank the University Counselling Service, our Dean of Welfare, College nurse, Dean, Assistant Deans and peer supporters who made themselves available to all in need, and to the whole of the College community who came together in support of each other in the finest traditions of St Anne's.

**In memoriam  
Joel Lewis (2015)  
21 March 1997 – 27 April 2018**

Joel Lewis was a loving and much loved son, brother and friend, known to those in Oxford as a member of St Anne's College, a member of the Computer Science Department and the University's Taekwondo Club.

Joel's wide interests and interest in others, touched all he met and our community here in Oxford is richer for having known him, and poorer for having lost him. Fellow students, tutors and College staff have shared their memories of Joel; of him playing the piano in the JCR, joining in late night ice hockey, unexpectedly discovering a fellow ukulele player, catching up with friends to play music into the night, of his humility, enthusiasm and strength when sparring in taekwondo and the furious and brilliant way he engaged in online gaming. Words that are repeatedly used when talking about Joel are humour, fun, inspiration, positivity, energy and joy.

Joel attended Sedgheill High School, where he obtained excellent GCSEs and in 2013 he was recognised at the House of Commons with a London Schools and the Black Child Academic Achievement Award. He gained entry to the sixth form at St Olave's Grammar School where he committed himself to his studies with a determination to get into the best University he could. Obtaining a place at the University of Oxford was something he described as 'a lifelong dream come true'.

There is no doubt that Joel had an promising future ahead of him. His tutors describe how he was a pleasure to teach and particularly thrived in tutorials, which played to his strength and preference for learning with and from others. As well as his academic abilities and interests, he had successfully completed a Danson Internship at Global Data in 2017 where he had left an outstanding impression and would have been welcomed back. For the summer of 2018 Joel had secured and was excited about a prestigious internship with Amazon. His other interests included being a talented musician and, despite starting as a beginner at University, competing in a very successful University of Oxford Taekwondo team, winning two half blues.

Even more importantly, Joel had an abundance of good humour, enthusiasm, kindness, determination, sense of fun, and fantastic and loving support from his family and friends.

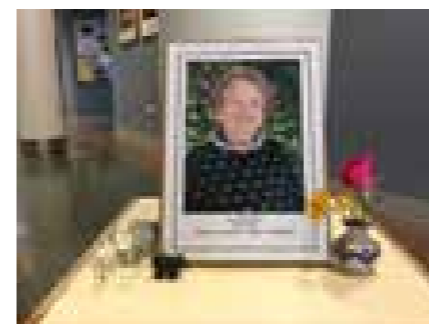
St Anne's College was Joel's home and his community in Oxford. Our heartfelt condolences are with his parents, Elizabeth and Robert, Joel's family, his church family and friends.

Joel's life has been far too short but we are determined to treasure our memories of Joel's character, talents and achievements and to celebrate his life, remembering him with laughter as well as tears.

**Based on a tribute given by Helen King, Principal, at Joel's Memorial Service**

## Fellows

**In memoriam  
Dr Luise Anna Hercus,  
(Schwarzschild 1943)**



**Member of the Order of Australia (AM),  
Fellow of the Australian Academy of the  
Humanities (FAHA)  
19 January 1926 – 15 April 2018**

Luise Hercus died on Sunday 15 April after a short illness. She was born on 16 January 1926 in Munich, Germany. In 1938 the family fled to England, where Luise learned English. In 1943, she gained entrance to the Society of Home-Students where she achieved first-class honours in Romance languages, specialising in mediaeval French. She was appointed as tutor in French philology, becoming a Founding Fellow of St Anne's College. She became interested in Indo-Aryan languages, studying Sanskrit and Middle Indo-Aryan Prakrit dialects, and

became the first female Boden Scholar of Sanskrit, in which she gained first-class honours in 1948. In 1955, she married an Australian physicist Graham Hercus. They lived in Melbourne, where their son Iain was born in 1957. Jobs for Sanskrit specialists were scarce, and so Luise taught Sanskrit, unpaid, at the University of Melbourne, and continued to write articles on Indo-Aryan languages. From 1962, she turned her great energy and skills to documenting Australian aboriginal languages, place-names, songs and traditions, especially from Victoria, New South Wales and South Australia. This meant getting her husband to drive her and Iain on weekends and in his annual leave through South-East Australia, seeking Aboriginal people who might be willing to discuss their languages. Collaborating with specialists in other fields became a lifelong practice for Luise and she was brilliant at it. Everything interested her, from Aboriginal traditions, to contact history, to grammar, to kinship structure, to how to prepare grass witchetty grubs.

In 1969, her first major publication on Australian languages appeared: the two volume book *Victorian Languages: a late survey*. It contains information provided by the last rememberers of at least 10 Victorian languages. In the same year she was

appointed as senior lecturer in Sanskrit at ANU.

When her husband contracted cancer, she nursed him until he died in 1974. This was a grievous blow, but she bought a farm near Canberra and learned new skills such as welding and wool-classing. She continued to follow her passion for understanding Australian languages. Over a period of 50 years, she made over 1,000 hours of sound recordings that cover over 56 languages and dialects, and published many articles and several grammars and dictionaries. For many languages, her recordings and analyses are the main records of the languages; many indigenous groups have found this material enormously valuable. From the start, Luise's gratitude and sense of responsibility towards the people who taught her their languages shone through her work. She worked tirelessly with the Australian Institute of Aboriginal and Torres Strait Islander Studies to ensure the safe archiving of the material.

In 1991, Luise retired from the Sanskrit department. She threw herself even more wholeheartedly into the study of Aboriginal languages, going on more field trips, repatriating material, assisting with language revival projects, with site-mapping, with native title claims. In her late-sixties, she took up the study of Wirangu and published

a grammar of it. She was working on Aboriginal languages until a few weeks before her death. She is survived by her son Iain Hercus, her daughter-in-law Anne-Mari Siiteri, her sister Dora and nieces and nephews.

### Jane Simpson

#### Publications

Gara, Tom, (2016). Chapter 2 'Luise Hercus' research in the Lake Eyre Basin, 1965-2005' in *Language, Land and Song: Studies in Honour of Luise Hercus*, eds. Peter K Austin, Harold Koch and Jane Simpson. London: EL Publishing.  
<http://www.elpublishing.org/PID/2002>

Hercus, Luise A (2008). 'Listening to the last speakers' in *Encountering Aboriginal Languages: Studies in the History of Australian Linguistics*, ed. William McGregor, pp163-178. Canberra: Pacific Linguistics.

White, Isobel M (1990). *Introduction to Language and History: Essays in Honour of Luise A Hercus*, eds. Peter Austin, Robert MW Dixon, Tom Dutton and Isobel M White, pp1-11. Canberra: Pacific Linguistics

#### In memoriam

### Barbara Mitchell (Tutor in Ancient History from 1949 to 1989)

**10 October 1923 – 12 October 2017**

Barbara Mitchell tutored generations of students between 1949 and 1989. In 1949 she became a College lecturer teaching Latin prelims in Modern Languages, History

and English. In 1955, with three children under seven years old, she became Lecturer in Ancient History and a member of the Ancient History sub-faculty. She was appointed to a CUF lectureship in 1959 and a supernumerary fellowship at St Anne's in 1965.

Barbara's father was a talented mathematician from Wrexham, whose undergraduate career at Jesus College was interrupted by World War I. He taught maths at the Deacon's School, Peterborough, while Barbara became a pupil at Peterborough County Grammar School for Girls, where she was a prefect and excelled both academically and in sport - at tennis and hockey. Barbara shared two of her main qualities with her father, modesty and precision. Both high achievers, they never drew attention to themselves.

Barbara won a state scholarship to Somerville College in 1942 and read Literae Humaniores, interrupted by two terms teaching in Manchester in 1945. She graduated with firsts in Mods and Greats in 1947. A month after finals, she married David Mitchell, then in his first year as Worcester College's philosophy tutor. They had four children, Stephen (1948), Charles (1950), Nicholas (1952) and Corinna (1959).

Family life centred round the house at 7 Beaumont Street, owned by Worcester College, which was at the intersection of David and Barbara's domestic and academic activities. After she began teaching for St

Anne's, Barbara held her tutorials in the study on the first floor, only occasionally interrupted by errant children. The front door was never locked. From time to time random strangers drifted in off the street; David would appear with a student or colleague in tow. Saturday lunch-time became a joyous institution, which clinched Barbara's reputation for kindness, warmth and generosity. David's extrovert, ebullient style contrasted with Barbara's personal reserve. During this time Barbara established close friendships with the Worcester tutors in her own subjects, the Anglo-Saxon historian James Campbell, and above all the ancient historian Martin Frederiksen. Her relationship with St Anne's, especially in the 1960s, was not uncomplicated. She was not one of the small circle of Founding Fellows, and in the College she was an outsider to the Literae Humaniores group that was tightly controlled by her immediate colleagues Margaret Hubbard and Gwynneth Matthews. The tensions eased in the later years of her long career.

Academically she established her reputation as a Greek historian, lecturing on Greece and Persia and on the Sophists, but tutoring St Anne's pupils across the full spectrum of Greek and Roman History. Her key publications looked to the edges of the Greek world and to the external relations of communities, Samos and Cyrene, which were confronted by the might of the Persian empire. She published less than she might have done and regretted not having written

a book. Omitting a DPhil had not been an impediment to her career, but she had not had the solid research time needed to lay the foundations of an original monograph. The unwritten study would probably have been about the Greek colonization of Libya, especially Cyrene, a topic she returned to in print as late as 2000.

Her own lucid written prose aimed to convey *multum in parvo*, but her historical interests were anything but narrow. Pupils testify to the range of new bibliography that they were urged to explore. One, on the brink of finals, remembers being pressed to read at least a few pages of Geoffrey De Ste Croix's then new book, *The Class Struggle in the Ancient Greek World*. Barbara herself had strong socialist views as a schoolgirl, and a life-long sense of social justice. She had an abiding interest in Anglo-Saxon history, particularly Bede, which sprang from her Latin tutoring, and the last substantial piece of academic work among her papers for a 2003 seminar series, was on the Synods of Aachen and the role of Benedictine monasticism in Merovingian Europe. She was always an enthusiastic and adventurous traveller: in Europe with a young family; world-wide in the 1980s and 1990s; but above all in the Near East, to Turkey, Syria and Iran.

After David's death in 1997 her life refocused on other family members, after her second son Charles' wife died in March 2000. They had four young children, and Barbara spent much of the next three years helping to bring

them up. Her time and love were given unstintingly. She was no longer academically active after 2004 and after a health crisis in 2011 began to show increasing signs of vascular dementia, which largely confined her to the family house in Bainton Road, where she was supported by a series of excellent carers. The home remained a hub of family life. Visitors and company were always welcome, her gentle character was unchanged, and she was sociable and welcoming to the last.

### Stephen Mitchell

#### In memoriam

### Betty Rutson (1955) Tutor and Fellow in French

**29 October 1935 – 9 August 2016**



Members of St Anne's and Betty Rutson's family unveiled a memorial bench in a College garden.

When Betty retired in 2000, we held an event to celebrate her forty years of teaching at St Anne's. The Dining Hall was filled with ex-students and their families, and there were children everywhere. It seemed to me then, a new tutor to St Anne's and Betty's recently-appointed colleague, to symbolise not just

the powerful affection in which she was held across generations, but the nurturing atmosphere which she created over her four decades in College.

There was something paradoxical about Betty; or rather, those of us who knew her realised that our first impressions were deceptive ones. I won't hide the fact that, to begin with, she terrified me. She was formal, firm and fierce. For the first term, I was 'Dr McGuinness' and she was 'Miss Rutson'. Her French was grammatically impeccable, but then again, so was her English. It was thanks to Betty that I discovered (while discussing Prelims translations) what a 'costermonger' was, and it was also thanks to Betty (while going through the exam regulations) that the word 'contumacious' was introduced to me. For a time, I feared it might become part of my everyday vocabulary.

But like everyone else who came to know Betty, things soon changed, and behind that stern façade was someone capable of the most extraordinary and selfless warmth. When I say that she cared about students, I don't just mean that she cared about their performance in exams, or what they got in their essays and translations. I mean that she cared about them as people, and that there was nothing she wouldn't do for them (this is not an exaggeration, as many readers will know). I have spoken to many of Betty's former students over the years, and all have their stories to tell about how

Betty helped them through the kinds of grave crises of mind, confidence or health, through bereavements and personal tragedies, in the days when welfare was barely on the radar of universities. Her students will all have their own experiences of this, but so do I, so do her colleagues, and so indeed does anyone with whom she interacted in College, as she did, with no sense of hierarchy or superiority.

Her fearsomely retentive memory, which could so easily have been used to nurture grudges or to invoke people's shortcomings, was instead used to remember people's birthdays and the birthdays of their husbands or wives, the names of her students, their achievements, their personalities and even their precise years at St Anne's. She had a generous mind, because she always thought the best of people, which meant, naturally, people wanted to measure up.

I was moved when, at the recent ceremony to scatter her ashes outside the room she occupied for so long, her nephews spoke of the Betty Rutson that we too knew. I recognised the person they spoke of: caring, kind and quick-minded, and capable of some of the driest wit available. When we talk in brochures or prospectuses, or at development events, of what makes the college system special, and what makes the collegial community a unique environment in which to grow, we mean that people like Betty have helped to make it so.

**Patrick McGuinness**

## Alumnae and friends

### In memoriam

**Lady Elizabeth Andrew OBE**

**(Bailey 1954)**

**23 February 1935 – 13 January 2018**



Elizabeth was born in Barbados. She came to England in 1939 and a few years later attended Putney High School where she became head girl. In 1954, she went to St Anne's and read modern history. This was followed by a year at the Sarah Lawrence Liberal Arts College in New York. After returning to England she married Robert Andrew, a civil servant (later Sir

Robert, hence Elizabeth's title). They lived in Wimbledon and had two sons, Chris and John. After the boys had started school Elizabeth embarked on her main career as a psychotherapist, which she pursued for nearly 20 years. On retirement she joined Prisoners' Education Trust, becoming chairman of the charity and greatly expanding its work, enabling large numbers of prisoners to acquire qualifications and secure employment on release, thus reducing re-offending. For this she was awarded the OBE in 2000. She had many other interests, including music, gardening and five young grandchildren. She is greatly missed by her family and friends.

### Robert Andrew

### In memoriam

**Elizabeth Ann Deeble (1968)**

**19 July 1950 – 17 January 2018**



My partner Liz Deeble was born in Halifax to Eric Douglas Deeble (Merton 1934) and Eileen Stuart Deeble (née Davison). In 1954, a brother, Richard, was born. The family moved to Hull where they remained for some years before relocating to Leeds. After studying at Roundhay Girls High School, Liz gained a place at St Anne's where she graduated with a degree in PPP. She then went on to further study at Queens University Belfast obtaining an MSc. in 1973.

After a short spell of working in the Civil Service, Liz began her career as a Clinical Psychologist in the NHS working with adults with mental health difficulties. For some years she was based in hospitals in South London and Surrey but, in 1991, she got a position working in Barnet and it was after this move that I met her. She subsequently obtained a post at Goodmayes Hospital, Redbridge and, having completed a course run by the Department of Clinical Psychology at Warneford Hospital, she specialized in Cognitive Behavioural Therapy until her retirement.

Liz was a very caring person and strongly believed in giving something back to society. Having struggled with an eating disorder herself from her teenage years into her twenties, Liz had been very much involved in Anorexic Aid, later the Eating Disorders Association (now BEAT). Additionally, for some years she was a trustee for the Women's Therapy Centre in North London. On retirement Liz still felt that she wanted to

be useful and initially managed to combine this with her love of the outdoors by volunteering for the National Trust, clearing scrub and unwanted vegetation from Dunstable Downs. She had to give this up as her arthritis increased but, having joined a local Age UK health walk, she found herself a new role as one of the assistant walk leaders. She also took an interest in news from St Anne's, and was keen to offer support to the student body via the Development Office.

Liz had a passion for walking, an interest we both shared. One of our first holidays together was a winter walking course in Scotland. She later told me that when she invited me to join her she hadn't really expected me to accept – although I am not sure either of us would have knowingly opted to try and eat snow encrusted sandwiches on the top of Cairngorm in a near white out. However, we survived the experience and went on to enjoy treks in Nepal, Peru and Tibet as well as walking holidays in Great Britain and Europe.

Following the change in the law, we were able to register a civil partnership in 2006 and continued to share many diverse activities – these included a memorable trip on a Thames sailing barge, exploring archaeological or historic sites, going to concerts, theatre and exhibitions but above all enjoying the varied landscapes and places of Great Britain.

We had always shared an interest in polar exploration and last year had booked a trip to go to Antarctica in November. Sadly, throughout the latter part of 2017, Liz began to experience increasing pain in her ribs and back so much so that, just before our due departure, we had to cancel the trip. At the beginning of December, Liz was admitted to hospital where she was diagnosed as having Plasma Cell Leukaemia. She responded well to chemotherapy but because of her weakened immune system she contracted both flu and pneumonia. With the Yorkshire grit that made her such a determined character, she fought against these but was unable to withstand contracting a second round of pneumonia.

Liz made and maintained friendships throughout her life as was evidenced at her funeral, which was attended by those who had known her for many years both socially and through work, and by those whom she had only got to know more recently.

Her brother predeceased her in 1975 whilst a student at Merton.

### Judith Tucker

**In memoriam**  
**Rev Charlotte Evanthia Elvey**  
**(Beresford 1963)**  
**19 October 1944 – 5 June 2016**



Charlotte's love of literature and drama stretched through her life, from being an avid reader as a young child through to her final career as an Anglican priest. She is remembered by fellow pupils at King Alfred's School, London for many performances in school plays, in particular as Lady Macbeth and St Joan. She kept up acting through her years at Oxford and in 2015 enjoyed a fiftieth anniversary reunion at a Mad Hatter's Tea Party held at Christ Church. Her time at St Anne's strengthened and deepened her love of literature. She particularly remembered the inspirational teaching of Dorothy Bednarowska.

After graduating from Oxford, Charlotte completed a PGCE at Bristol University and embarked on her first career as a secondary school teacher. Her first teaching post was at Stockwell Manor, a large South London comprehensive school. This was followed by appointment as Head of English at Clapham County School where she is fondly remembered for her production of *The Owl and the Pussy Cat*. It was during her early teaching years that she met and married Ian Elvey in 1972.

The birth of Charlotte and Ian's two daughters – Rebecca in 1976 and Katharine in 1979 – provided a career break during which she completed an OU Diploma in Reading Development. Charlotte then moved into teaching Adult Literacy at Southwark College for Further Education. During this period she became involved in St Peter's Ecumenical Community, Dulwich, which had been set up by a small Benedictine off-shoot of Worth Abbey. Here she started leading occasional meditations while gaining from the daily cycle of prayer.

This led to exploring the possibilities of ordination and she was accepted for training on the Southwark Ordination course to become ordained amongst the first batch of women priests into the Church of England. Sadly, a diagnosis of breast cancer at the start of her training meant a year's postponement. However, she remained determined and was finally ordained in 1994 at the age of 50, bringing into her ministry her

many teaching skills, her experience of life and an understanding of some of the challenges for a woman with cancer. She served her first curacy at St Bartholomew's Church, Sydenham. In 1998, she moved to a Local Ecumenical Partnership, Christ Church with St Philip, Worcester Park, in the London Borough of Sutton, to serve as Vicar in a shared ministry with Methodist Ministers until her retirement in 2014.

This role proved to be her true vocation in every sense. She brought to it her personal faith, insights from other faiths, her passion for ecumenism, her teaching skills and her love of performing the church's rituals and liturgy. She is remembered by her parishioners as a personal mentor and friend, an inspirational spiritual leader and a great teller of stories and recalled poetry. She was particularly concerned to support other women in finding their place in the life of the church.

Prayer and meditation lay at the heart of Charlotte's ministry. She regularly attended annual retreats at Begbroke Priory, Oxfordshire and longer silent retreats at St Bueno's. Specifically she engaged with Ignation Spirituality and took up further training to practise as a Spiritual Director.

Charlotte and Ian fulfilled a long-held dream to move to Shrewsbury after her retirement. Charlotte wholeheartedly embraced this new beginning. She enjoyed planning a new garden, exploring the delights of Shropshire and singing in a local choir. She continued as

a Spiritual Director and was licensed to officiate at St George's Church, Shrewsbury in 2015 during the last year before her death.

Charlotte faced cancer three times during her life: first was breast cancer in 1988, and then a second time in 2009, but in November 2015 she was diagnosed with secondary cancers which proved to be beyond treatment. There were then months of determined resistance, with a continued appetite for what life had to offer and times of great joy after the birth of a granddaughter and namesake, Evanthia. She died on 5 June 2016. She is survived by her husband Ian and her daughters Rebecca and Katharine.

**Ian Elvey**  
**In memoriam**  
**Elizabeth Fowler (Burley 1957)**  
**15 November 1933 – 7 September 2017**



Elizabeth Fowler played a small but noteworthy role in post-war British archaeology, but will be remembered at least as much for the lasting impact and example of her life for her family and the Quaker community in and around Welwyn Garden City.

She was born in London in 1933 and attended Welwyn Garden City's Sherrardswood School, where she already displayed the thoughtfulness, assiduousness and attention to detail that would characterise her life.

From somewhere came a wish to study archaeology, then still a relatively young academic discipline and not one heavily populated by women, and she won a place to do so at Edinburgh University. She flourished there, later identifying this as probably the happiest time of her life, and conceiving an abiding love of Scotland in general and Edinburgh in particular.

She had already embarked on graduate work in Edinburgh when she met Peter Fowler, then still an undergraduate at Oxford and a fellow proto-archaeologist, and she transferred her graduate studies – and her Carnegie Scholarship – to St Anne's, joining the MCR in 1957. I remember her recalling fellow St Anne's students at the time, returning reeling from philosophy tutorials with Iris Murdoch. She was supervised by Christopher Hawkes, at what had not yet formally become the Institute of Archaeology

on Beaumont Street. It was through Elizabeth that her younger sister, Rosalind, married Hawkes' son Nicolas. Elizabeth was awarded her B.Litt. in 1962, three years after her marriage. She often favoured jewellery reminiscent of the 'Celtic Dark Age' originals that were the subject of her thesis.

With a professional position in archaeology apparently not an option, despite the fact that her thesis generated several published papers, she made the first of the professional reinventions that would mark her life, and started to teach history in Wiltshire. She remembered just crossing paths at Cranborne Chase School with the young Harrison Birtwistle, then Director of Music there.

As so often for women of her generation and background, motherhood interrupted her career, but for many years, with three young daughters, she taught what were then called extra-mural classes, now, adult education classes, in archaeology and history at Bristol University. For many summers, on site, she also meticulously recorded the finds from her husband's excavations, as well as playing her part in keeping the diggers and their children fed and watered. She also developed indexing skills, indexing not only books by her husband but also, in later life, around a decade's worth of the Quaker weekly *The Friend* and around 20 years' worth of the *Proceedings of the Society of Antiquaries of Scotland* (of which she was a member for over 50 years).

After the family moved to St Albans in 1979 she reinvented herself successively as an editor, at the monthly magazine *Popular Archaeology*; an AO-level examiner; an editor, again, at *The Friend*; and an administrator at the Friends World Committee for Consultation, the body responsible for liaison among Quaker communities worldwide and for the Quaker Offices at the United Nations in Geneva and New York.

With Quaker elements in her family background, and having joined the Society of Friends while at Edinburgh, her life as a Quaker became increasingly important to her. She was an Elder at St Albans and then Welwyn Garden City Meeting, after she decided in 2004 to move back to the town where she grew up. She became a mainstay of the local Quaker community, undertaking significant administrative duties of the kind that often fall to those who take the 'if it's worth doing, it's worth doing properly' approach to life; and unfailingly offering sometimes robust but always kind and thoughtful counsel to local meetings and their members and attenders and their children.

In St Albans, as a volunteer she had come effectively to run the local Oxfam shop; and in Welwyn Garden City she remained active and generous with her time locally, being involved at various points with groups for Sherrardswood School alumni, the United Nations Association, local history, music and horticulture. Music and gardens were

sources of pleasure, along with her family, travel, art and books; she read widely, in popular history, science, religion, economics, politics and the arts, and was taking Workers' Educational Association courses into her 80s. With a wish to improve both herself and the world that could be simultaneously straightforward and difficult, she remained an indefatigable writer of letters, signer of petitions and giver of donations to a wide variety of, in particular, development, conservation and international causes. Her international friendships, plus her position, latterly, as in effect matriarch of a much-loved but geographically dispersed extended family, meant that on her death people and messages arrived from Australia, Cambodia, Canada, France, Hong Kong, Sweden and the United States, as well as from across the UK and the local community.

At three important points, her personal life strangely intersected with the story of the archaeological investigation of the life of St Columba and his early Christian monastery on the Scottish island of Iona. She and Peter met, famously, in summer 1956 in the back of a car taking them to work on the first year of the late Charles Thomas' excavation on the island. Professor Thomas never published his excavation; but, as their marriage was disintegrating in 1988, with his blessing Elizabeth and Peter published (in the *Proceedings of the Society of Antiquaries of Scotland*) the findings from their own part of the excavation, with the statement that they 'believed but cannot prove, that we

excavated a structure where St Columba probably wrote and others honoured this fact.' Without the radiocarbon dating that had still been an experimental technique in the late 1950s, this was met with scepticism. But, in what was to prove Elizabeth's last summer, in 2017 a new research team at the University of Glasgow released the results of radiocarbon dating now undertaken on samples retrieved from Professor Thomas' garage, which proved that the Iona structure was contemporaneous with Columba. She knew before her death, following a sudden short illness, that the Glasgow team now regard the evidence as 'compelling': that the structure she helped excavate 60 years earlier was indeed Columba's writing cell.

**Brigid Fowler** - (PPE, 1988)

**In memoriam**  
**Miriam Griffin (Dressler 1957)**  
**6 June 1935 – 16 May 2018**



Miriam made significant contributions to Roman history, especially to early imperial

history and to philosophy in the Roman republic and empire.

She was the author of major studies of Seneca (1976) and of Nero (1984), and together with Jonathan Barnes produced two volumes of collected studies on Roman Philosophy *Philosophia Togata i and ii*.

Further works on Roman history and philosophy followed in her retirement, and a volume of her collected papers will appear in June from Oxford University Press, entitled *Politics and Philosophy at Rome*.

Miriam came to Oxford as a Fulbright scholar, after studying at Barnard College and Harvard University, and gained a DPhil in Roman history.

From 1967 until 2002 she was Fellow and Tutor in Ancient History, loved and respected by many generations of Somerville undergraduates in Classics and in ancient and modern history.

As an Emeritus Fellow Miriam continued to publish important scholarly works as well as to undertake occasional teaching for the College and to supervise graduate students.

On Miriam's retirement former pupils Gillian Clark and Tessa Rajak brought out a volume of essays in her honour, *Philosophy and Power in the Graeco-Roman World*. Miriam, who died on May 16, is survived by her husband Jasper Griffin, daughters Julia, Miranda and Tamara, and a granddaughter.

**Somerville College**



**In memoriam**  
**Gillian Cundall Harrison (Morgan 1954)**  
**1 January 1936 – 15 August 2017**

Gillian Cundall was born in 1936 in Edgware, then a town in the county of Middlesex but later a suburb of London. She passed the eleven-plus examination and went to Woodford County High School, a grammar school in Woodford Green, Essex, which she left when she was 18 to go up to St Anne's College to read English Language and Literature. At that time the College was single-sex (as were all the Oxford undergraduate colleges) and since it was also without its own halls of residence, she lived in one of the hostels run on behalf of St Anne's by an order of Anglican nuns, Springfield St Mary.

At Oxford, Gillian belonged to a number of clubs and threw herself with enthusiasm into acting for (among others) the Experimental Theatre Club. She also wrote news items for *Isis*, the undergraduate journal, interviewing among others Kenneth Tynan, the distinguished theatre critic, and George Devine, the equally notable theatre director.

Gillian went down in 1957 and found her way into several of the newly established independent television companies. Those were the days when almost all television was live, and consequently very nerve-wracking. However, there were compensations: while working for Anglia Television in Norwich she met her husband, Michael, and together they moved to live and work at ABC Television in Teddington. Two children, a boy and a girl, followed.

For the next 11 years Gillian combined raising a family with acting as a personal assistant to Robert Bolt, the playwright and film-maker. Then in 1983 she undertook work for the Foreign Office and became involved in a department which invited distinguished foreign visitors to the UK to learn about various aspects of British life – MPs, editors, trade union leaders, the occasional Prime Minister. Her job was to devise a programme of visits for these people and decide whom they should meet, to escort them to appointments and generally look after them. Some could be rather grand and demanded an elaborate protocol; others had never been out of their country before



and found Britain overwhelming.

From there she moved to become a Government Press Officer, first at the Home Office and then at the Department of Transport. Both posts involved advising ministers on press relations for a variety of subjects, as well as communicating directly with journalists when crises of one sort or another arose.

By the time Gillian came to the end of her time at the Department of Transport she was also responsible for some of the department's publicity campaigns.

Gillian retired in 1995 and she and her husband moved from Surrey to Abingdon, just outside Oxford. Much of her time was spent finding out about the history of her mediaeval house and the buildings of Abingdon itself, one of the oldest towns in England. Gillian had six grandchildren. Her son, Mark, is a professional photographer and her daughter, Briony, read English and subsequently worked in publishing and publicity. She is now at Oxford's History faculty.

**Michael Harrison**

**In memoriam**

**Marjorie Maslen (Jones 1948)**  
**20 February 1930 – 17 April 2018**



On 17 April, 2018, Marjorie Maslen passed away peacefully at the Otago Community Hospice with family at her side; aged 88 years. Dearly loved and loving wife of Keith for 50 years, loved mother and mother-in-law of Ian and Polly (United Kingdom), Lesley and Ashok (Christchurch), David and Olga (Philadelphia), Ceiddwen and Kevin (Wellington), loved grandmother of Iris Kahurangi and Shizue, Chantal, Anya and Donald, Meghna and Tanyi; Maya, Alexandre and Diana; and Dylan, loved great-grandmother of Sasha, and Jack; Luca; Ruby, Liam and Vaidehi. A service to celebrate Marjorie's life was held in Hope and Sons Chapel on Friday 20 April 2018.



**In memoriam**

**Jean Lindsay McEwan (Ogilvy 1940)**  
**21 April 1922 – 5 September 2017**

Jean Lindsay Ogilvy was born in Manchester, where she grew up attending local schools and attending the Presbyterian Church. The daughter of a Scotsman, she always delighted in holidays in Scotland. She shared with her sister Alison a love of painting. Her brother Angus (Jock) read Physics at Cambridge but Jean always said Cambridge was a cold place and Oxford much friendlier. On leaving school she joined the Oxford Society of Home-Students and was afterwards a loyal member and lifelong supporter of St Anne's.

Jean read History. She always spoke at home with affection and respect of her tutor Marjorie Reeves and retained a love of history, combined with keen interests in pre-history and geology. Another tutor, at Magdalen, was AJP Taylor, who taught her

how to avoid nonsense and how to write essays: say what you mean to say, say it, say what you said. This good advice was passed on.

The war involved her in air-raid duties in North Oxford and took a sad toll in Manchester where the family house was destroyed by bombing, leaving her with shrapnel permanently in her legs. After taking her degree, Jean worked at Bletchley Park; her duties there were never discussed because top-secret. In 1945, she married a fellow Mancunian and Oxford history student, Richard Keith McEwan, who had returned from the army (three times badly wounded) to finish his degree. They were living in digs in Oxford when Neil was born. Alan and Malcolm were born when Keith was a history master teaching at grammar schools in the Midlands. He became a headmaster and later principal of a sixth-form college in the Manchester area.

Jean was a loving mother, and a carer for her parents, an aunt and later for her sister Alison. She was a magistrate for many years. She was active, and a chairman, in the Women's Citizens. She helped in the direction of an old people's home. She was a keen amateur painter. She was a loyal member of the United Reformed Church, especially enjoying helping with summer schools for local children.

In retirement, she and Keith made many trips to Scotland, where she painted, and also, for the first time, to France, Switzerland and Italy.

She maintained her interests in history, art and geology, reading widely. She remained a devoted alumna of St Anne's, keeping in touch with old friends, always reading *The Ship*, attending Gaudies for as long as possible and speaking to the very end of her plans to do so again. She nursed Keith at home for the last two years of his life. She lived in the house, in Urmston, Manchester, for as long as she could, moving into a nearby care-home for the last period of her life, always cheerfully greeting family and friends. She died peacefully on 5 September 2017.

Jean is survived by her three sons, her granddaughter Lindsay (Jean had been Lindsay to some friends), daughter of Alan and Pauline, and three great grand-children, Matthew (in his first year of Physics at Manchester University), Samuel and Victoria.

**Neil McEwan**

**In memoriam**

**Madeleine Read (Dowdall 1976)**  
**29 October 1957 – 25 October 2017**



My friendship with Maddie (as she was always known) started through administrative happenstance on our first day at St Anne's in October 1976, at the allocation of tutorial partners. The conversation that began that day grew over time to become like a golden thread running through nearly every interest and concern of my adult life.

Maddie died from cancer last October, two weeks shy of her sixtieth birthday. She was first diagnosed in 2000 and after treatment went into remission for 10 years. Throughout her illness, which returned for the third time in 2014, she conducted herself with her usual grace, good humour and courage, fully engaged with the people and events around her. Just months before she died, she and her husband had been in Lebanon visiting their daughter Claire, who was there with the BBC.

At her funeral the church was packed with family, friends from childhood onwards, members of her church community and colleagues from GCHQ where she spent most of her career. Many of us there felt that Maddie was our special friend and were surprised to find others felt that way too.

Central to Maddie's life was her Roman Catholic faith. She came up to Oxford from St Maur's Convent and St George's College, both in Weybridge in Surrey. At St Anne's she read English under the steely, though warm, guidance of her personal tutor Mrs Bednarowska, with whom she kept in touch until Mrs Bed's death in 2003 – a relationship

deepened by their shared faith, and also their forensic, sometimes spiky, intelligence.

From St Anne's, Maddie joined GCHQ in Cheltenham where she met and married Lindsay and emigrated to his native Australia. There she worked for the equivalent service for seven years, before returning to Cheltenham after the birth of their first child.

Now the four pillars of Maddie's life were in place: her faith, her family, her work and her friendships. All were hugely important to her, though some were, for the most part, private passions. She never proselytised or even particularly spoke about her faith, apart from with those who shared it. Our conversation only turned that way when my own atheism was challenged by life events. From then on, discussing spiritual matters with Maddie, with her usual grounded insight and rare intelligence, was a joy.

Her faith was most of all practical. She was very active in her church community where she co-founded and ran youth outreach programmes; wrote the lyrics for the primary school's annual musical shows; and since her retirement, founded a charity promoting educational opportunities for children in a sister parish in Uganda.

By its very nature, Maddie's work was a closed book to her friends, but when it crossed into a more public domain, her thoughts and experiences were always interesting and enlightening. What we now know about her career is that it spanned

highly technological roles, planning and policy, and intelligence production. She rose to lead the organisation's press office and its HR department, amongst others, and became only the second female civil servant in GCHQ's history to sit on the board.

Throughout their lives together, Maddie was supported by the love of her husband Lindsay, who survives her, along with their three children, Claire, Rachel and Joe.

**Isabel Manweiler (O'Keeffe 1976)**

**In memoriam  
Christina Ellen Walter  
(Chipperfield 1954)**

**31 July 1935 – 10 March 2018**



My mother was born Christina Ellen Chipperfield in St Thomas's Hospital, London, in 1935, to Walter, an engineer, and

Agnes. When war broke out four years later, the family, now including my mother's younger brother Alan, moved to Harpenden, where my mother attended St Albans High School. The family returned to London in September 1945, and Christina went to Blackheath High School, where she excelled both academically and at sport, and won numerous prizes.

In 1954 she went up to St Anne's College to study Geography. She loved her time at Oxford and enjoyed sport alongside her studies, including playing lacrosse for the University. On graduation she went to Jordanhill Teacher Training College, now part of Strathclyde University, in Glasgow, an experience she described as both interesting and challenging. She then taught at Wymondham College in Norfolk, perhaps the largest state boarding and day school in the country at the time, before going on to teach at Notting Hill and Ealing High School for seven years.

Needing a change, she moved to work in the Maps Office of the Ministry of Housing and Local Government, a job she found stimulating and demanding. It was there that she met Peter Walter, a widower and Edinburgh Geography graduate, whom she married in 1968. The following year they moved to the East Midlands with Peter's two daughters. In 1972, I was born.

My mother returned to work five years later, working for a local engineering company in a

clerical capacity. Peter had to retire from the Civil Service in 1985, rather earlier than he wanted, and so my mother decided to give up work in 1988. They enjoyed a very active retirement together. Both volunteered at the National Trust's Calke Abbey in Derbyshire, my mother clocking up 25 years of service. She also worked for the Citizens Advice Bureau in Coalville, Leicestershire for some 15 years, at a time when the local coal mining industry had closed and the area faced innumerable social problems.

During their retirement, my parents also enjoyed many holidays at home and abroad as well as time with their daughters and their families. My mother sang with a local choir, Charnwood Voices, for nearly 30 years, and after she was widowed in 2016, at the age of 81, took up classes in Latin, Greek and Technology with the University of the Third Age, U3A. She retained a sharp mind, and sharp wit, to the end of her life.

Before she died, my mother described herself as having led an 'uneventful life'. But in truth her life touched so many people, through her work and voluntary work, her many friendships and her care for her daughters, grandchildren and great-grandchildren. She was held in high regard by all those who knew her and remember her for her keen mind, her wit and sense of fun, her generosity, her compassion and her deep integrity.

**Isabel Walter** (St-John's, 1990 Geography)

**In memoriam**

**Michael Harrison, friend of St Anne's  
26 March 1970 – 12 June 2017**

Mike was a special, loving man. He left us too early. His devotion to work and family was inspirational. A thoughtful and intelligent man he worshipped his daughter Hannah. Greatly missed, loved always; daughter Hannah, wife, Dorothy. Passed away suddenly on 12 June.

**Dot Harrison**



*The Ship: stained glass panel in the Hartland House Library created by Dr Hazel Rossotti*

## Plumer Society

**The Plumer Society has been founded to acknowledge and thank those who inform the College of their decision to include a gift to St Anne's in their will. Some members have asked not to be listed.**

Alphey, Nina: 2005  
 Austin, Michel  
 Baker, Ruth (*Gibbon*): 1955  
 Bannister, Jean (*Taylor*): 1958  
 Beeby, Valerie: 1952  
 Belden, Hilary: 1966  
 Bennett, Eric  
 Bennett, Phyllis (*Thompson*): 1974  
 Biggs, Lynn (*Perrin*): 1972  
 Blake, Richard (*Condon*): 1980  
 Boggis, Margaret: 1940  
 Breward, Christopher: 1991  
 Burton, Frances (*Heveningham Pughe*): 1960  
 Burt, Audrey (*Waite*): 1942  
 Bush, Julia (*Hainton*): 1967  
 Bynoe, Geraldine (*Robinson*): 1969  
 Carter, Elise (*Palmer*): 1942  
 Chadd, Linda: 1967  
 Chesterfield, Jane: 1977  
 Colling, Mike: 1979  
 Coe, Kathryn (*Spink*): 1972  
 Cosh, Mary: 1946  
 Cox, Frances (*Ware*): 1968  
 Cragoe, Elizabeth (*Elmer*): 1950  
 Crane, Meg (*Begley*): 1965  
 Crawford, Michèle

Darnton, Jane (*Baker*): 1962  
 Davies, Jane (*Baxendale*): 1970  
 Deech, Ruth (*Fraenkel*): 1962  
 Donald, Margaret: 1950  
 Dowdall, Deb: 1974  
 Dyne, Sonia (*Heath*): 1953  
 Ellis, Susanne (*Barber*): 1964  
 Evans, Elaine (*Trevithick*): 1953  
 Evans, Lesley (*Kruse*): 1962  
 Everest-Phillips, Anne (*Everest*): 1950  
 Finmore, Judith: 1959  
 Fisher, Sophia (*Hibbard*): 1966  
 Fleming, Joan (*Newman*): 1957  
 Flint, Joy (*Parker*): 1942  
 Foreman, Susan (*Kremer*): 1957  
 Forster, Helen: 1946  
 Foster, Tony: 1980  
 Fox, Clemency: 1956  
 Frank, Tessa (*Hoar*): 1951  
 Gardam, Tim  
 Glynne, Dilys: 1948  
 Grange, Natasha (*Cross*): 1982  
 Greenway, Ann (*Denerley*): 1959  
 Grocock, Anne: 1965  
 Halcrow, Elizabeth: 1948  
 Hale, Barbara: 1948  
 Hall, Kathleen: 1941  
 Hallaway, Mary: 1950  
 Hamilton, Susan (*Pacey-Day*): 1965  
 Hampton, Kate: 1977  
 Hensman, Barbara (*Hawley*): 1956  
 High, Lucy (*Martin*): 2004

Hilton, Catherine: 1965  
 Home, Anna: 1956  
 Honoré, Deborah (*Duncan*): 1948  
 Hudson, Julie: 1975  
 Hunt, Ann (*Siddell*): 1963  
 Huzzey, Clem  
 Huzzey, Christine  
 Hyde, Caroline: 1988  
 Jack, Susan: 1970  
 James, Cherry (*Lucas*): 1977  
 Jarman, Richard: 1989  
 Jay, Elisabeth (*Aldis*): 1966  
 Jessiman, Maureen (*Smith*): 1953  
 Johnstone, Harry: 1957  
 Jones, Elizabeth (*Smith*): 1962  
 Julian, Celia (*Whitworth*): 1964  
 Kenna, Stephanie (*Hamilton*): 1968  
 Khan, Yasmin: 1991  
 Kielich, Christina: 1970  
 King, Fiona: 1980  
 Kingdon, Janet: 1976  
 Kirk-Wilson, Ruth (*Matthews*): 1963  
 Lacey, Juliet (*Aykroyd*): 1962  
 Larkins, Fay (*Rees*): 1953  
 Lawless, Sally (*Freeston*): 1971  
 Leckie, Liz (*O'Donnell*): 1981  
 Lewis, Keri: 1947  
 Lloyd, Peter: 1983  
 Mann, Paul: 1988  
 Marks, Winifred: 1944  
 Mason, Rosemary (*Childe*): 1958  
 Massey, Lili (*Glaser*): 1967

McCracken, Gabrielle (*Chavasse*): 1954  
 McDonnell, Marie-Louise (*Phillips*): 1971  
 Moore, Anne (*Slocombe*): 1955  
 Mottershead, Ann (*Roberts*): 1977  
 Moughton, Elizabeth (*Parr*): 1951  
 Munro, Rob: 1982  
 Murdin, Lesley (*Milburn*): 1961  
 Newlands, Elizabeth (*Raworth*): 1960  
 Newton, Clare (*Little*): 1970  
 Nixon, Gill  
 O'Donnell, Claire: 1977  
 O'Flynn, Hazel (*Brewster*): 1946  
 O'Sullivan, Helen: 1969  
 Orsten, Elisabeth: 1953  
 Packer, Sally (*Sellick*): 1964  
 Pattisson, John: 1952  
 Paul, Helen: 1994  
 Perriam, Wendy (*Brech*): 1958  
 Pickles, Jane (*Wilson*): 1953  
 Pomfret, Carole (*Pearson*): 1979  
 Preston, Barbara (*Haygarth*): 1957  
 Revill, Ann (*Radford*): 1955  
 Reynolds, Sian (*France*): 1958  
 Robinson, Crispin: 1979  
 Rossotti, Hazel: 1948  
 Rowe, Barbara: 1942  
 Sheather, Judith (*Hall*): 1962  
 Shenton, Joan: 1961  
 Simon, Jane (*Holmes*): 1973  
 Skelton, Judy: 1965  
 Smith, David: 1974  
 Speirs, Christine (*Fox*): 1947  
 Spokes Symonds, Ann (*Spokes*): 1944  
 Stanton, Mandy (*Beech*): 1981  
 Stoddart, Frances (*Devereux*): 1955  
 Tayeb, Monir: 1976

Thirlwell, Angela (*Goldman*): 1966  
 Thomas, Stella-Maria: 1977  
 Thompson, Jean: 1942  
 Tindall-Shepherd, Wendy (*Dunn*): 1963  
 Tjoa, Carole (*Chinn*): 1965  
 Tricker, Marilyn (*Poole*): 1964  
 Turner, Kathryn (*Davison*): 1972  
 Turner, Clare (*Griffiths*): 1986  
 Twamley, Delia\*  
 Wagner, Rosemary: 1964  
 Wells, Yvonne (*Lehmann*): 1944  
 Wheeler, Heather: 1958  
 Whitby, Joy (*Field*): 1949  
 Willetts, Maria (*Ferreras*): 1974  
 Wright, Lynne: 1970  
 Yates, Sue (*Crawshaw*): 1967  
 Young, Margaret (*Tucker*): 1949

\*Delia Twamley is leaving a legacy to St Anne's College from her late mother's estate (Phyllis Wray-Bliss, 1920).

### Legacies

Leaving a gift in your will gives you the opportunity to make a lasting impact and help to provide vital funding for the College. The Plumer Society was founded to acknowledge those who inform us of their decision to make a bequest to St Anne's. Members will be invited to a Plumer Society event every two years, which allows us to thank our legators for their commitment. If you would like further information about legacies, please contact

**legacy@st-annes.ox.ac.uk.**

### Legators 2016-17

Aldworth, Elizabeth: 1940  
 Barlow (Finn), Maureen: 1950  
 Gordon (Landau), Sylvia: 1948  
 Hardcastle, Margaret: 1954  
 Horsfall, Jean: 1942  
 Kennard (Walter), Therese: 1942  
 King (Haines), Dorothea: 1933  
 Orr (Stones), Joy: 1944  
 Pountney, Rosemary: 1969



Eleanor Plumer

## Donations to College, 2016 - 2017

### Thank you

The Principal and Fellows acknowledge with deep gratitude all alumnae and friends for their gifts. At this point in *The Ship*, we usually include a list of those who made a donation to St Anne's in the previous financial year. As many of you will have seen, there have been a number of changes to data protection regulations – we've already had a fantastic response to our update form, and we'd love to hear from more of you to make sure that we are communicating with you as you would like.

We've also been advised that we need your explicit permission to include you in this list – at present we only have this for a very small percentage of donors. If you should have been listed, we have included further details with your copy of *The Ship* about how you can confirm this. All 2016/17 donors who opt in will be included in the 2018/19 edition of *The Ship*.

**A total of £2,07m was gifted by St Anne's alumnae, parents and friends between 1 August 2016 and 31 July 2017, to the following funds:**

Annual Fund (greatest current College need): £1.27m  
 Access to Opportunity £10.5k  
 Crowdfunding £5k  
 General Purposes £824k

Outreach Group: Access Fund £14.5k  
 Student Support Fund £365k  
 Student Support Fund (Accommodation) £525  
 Student Support Fund (Bursaries) £44k  
 Student Support Fund (Graduate Scholarships) £1.6k  
 Student Support Fund (Outreach and Access) £5k  
 Student Support Fund (Teaching) £335  
 Student Support Fund (Library/IT) £900

### Student Bursaries and Scholarships

1990s Campaign Fund £20k  
 ASM Graduate Bursary £500  
 Bursary Fund £8.8k  
 Delbridge Bursary Fund £460  
 Dorothy Bednarowska Bursary Fund £245  
 English Henson Geography Prize £625  
 GDST Bursary Scheme £1k  
 Geography Scholarship £50k  
 Graduate Development Scheme £745  
 Hardship Fund £3k  
 Jeremy Orr Bursary Fund £30k  
 Jim Stanfield Memorial Fund £912  
 Marianne Fillenz Memorial Fund £1.9k  
 Marjorie Reeves Memorial Fund £1.2k  
 Sarah McCabe Bursary Fund £250  
 The 1979-1989 Endowed Bursary Fund £125  
 Tim Gardam Student Welfare Fund £50k  
 Year of 1955 Bursary Fund £60  
 Year of 1962 Bursary £450

### Student Accommodation and Buildings

Front of College £288k  
 Kitchen Circle of Names £1.2k  
 Nursery Fund £1.4k

### Teaching Support

Classics Fellowship £760  
 Drama JRF £14.5k  
 English Appeal £125  
 Gabriele Taylor Fellowship in Philosophy £6k  
 Mathematics Fellowship £4.2k  
 Music Fund £120k  
 Post Doctoral Research Fellowship £15k  
 Centre for Personalised Medicine £90k  
 OCCT £2.4k

### Library Provision

Library Fund £4k  
 PPE Library £3.8k

### St Anne's College Boat Club

Student Support Fund (Boat Club) £3.7k

### Other

Access and Communications £25k  
 Incubator running costs £30k  
 Kuala Lumpur Summer School £20k  
 Weidenfeld Prize Fund £2k

Many of the fund totals are greater than the figures stated here which refer only to last year's donations.

## The impact of your support

**Your donations have gone towards supporting a wide range of areas over the past twelve months. These are just a few examples of how you have helped make a difference to those in the College community**

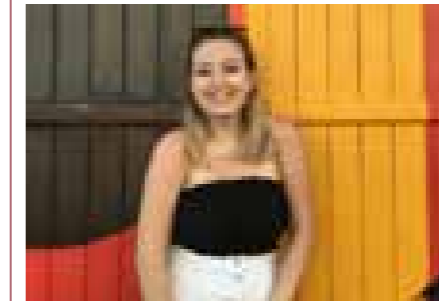
### Bursaries

Oxford awards bursaries to students on University criteria based on parental income. In 2017/18 full Oxford Bursaries were awarded by the University to students whose combined household residual income was under £16k; 35 of our students were on full bursaries, with a total of 79 students on bursaries. The total value of bursaries awarded to St Anne's students in 2017/18 was £226k. All students are admitted to St Anne's on the basis of academic potential alone. It is vital the next generation of students is not dissuaded from applying to Oxford through the fear of financial hardship. Bursaries are provided from funds including the Harold Parr Charitable Trust Bursary, the Danson Programme (that also provides over 30 internships for St Anne's students each year), and the College Annual Fund.

'As a second year Spanish and Portuguese student, this summer and the academic year after it, I am expected to begin my Year Abroad, and the money that I was given came off my battels and therefore gave me an extra £500 to put towards my travels

this summer. It has enabled me to finance spending three months in Brazil, something that I would have never dreamt I would have been able to do, and it will be an invaluable experience for improving my language skills and experiencing Portuguese Brazilian culture. I am incredibly grateful and thankful for the money I have been given as it has enabled me to take my degree to the furthest limit.'

### Katie Day



Katie Day

'I am extremely grateful to have received a bursary this year as it has really helped me financially this term. Your generosity has also enabled me to apply for a greater range of internships, as I can now do an unpaid placement without having to worry about the financial aspect of it. As the bursary funds went directly to pay my college rent this term, I have found myself able to afford a two-

week unpaid internship at a sculptor's studio in London over the summer.'

### Beatrice Colomb

### Travel Grants

St Anne's offers travel and research grants, built up over the years from endowments by many generous benefactors, for those vacation projects that enhance or support academic experience. Each year the College gives approximately £35k to students to undertake a broad range of different activities including mapping projects, language courses, research, presenting papers at conferences, and medical electives.

During the period of late June- mid August 2017 **George Willment**, with fellow St Anne's Earth Scientist Rob Paver, undertook a five-week independent geological mapping project in Kekerengu, New Zealand.

'Travel, food, car hire and all costs were significantly reduced thanks to the generosity of a variety of funds, notably through the donation of money from St Anne's as part of the undergraduate travel/research grant scheme.'



This year George is undertaking his Geology fieldwork between Porthleven and Mullion, Cornwall.

Ramani Chandramohan attended JACT (Joint Association of Classical Teachers) Ancient Greek Summer School at Bryanston School, Dorset

'The fortnight brought together a wonderful community of teachers, professors and students from as far afield as the US, Belgium and Turkey. We were, for all our different backgrounds, united by our interest in Ancient Greek and our determination that the Classical World be open to everyone. I am extremely grateful to St Anne's for enabling me to access this unforgettable experience, which would not have been possible without the travel grant scheme.'



Ramani Chandramohan

**The Tim Gardam Building (Library and Academic Centre)**

The new Library was officially opened by the Vice-Chancellor, Professor Louise Richardson, in October 2017. Over 500 alumnae and friends from almost every single year from 1940 to 2013 played a part in raising the £9m required to build this magnificent building in what was the College's most successful campaign ever.



Student studying in the new building

Aside from housing around 40,000 of the College's 100,000+ books and periodicals, the new building almost doubles the number of library reader spaces available, and provides group study and meeting spaces. There is a room for school outreach visits and the Centre for Personalised Medicine and Oxford Comparative Criticism and Translation are both housed on the top floor.

All alumnae are welcome to visit the new (and the old) Library.

'The Library lets in a lot of natural light, which makes it a wonderful environment in which

to work. The computers and facilities are ergonomically designed, which makes it a comfortable experience for the long hours I often have to put in as a research student.'

**Current student**

'The addition of the new Library has provided College with so many plusses, it is difficult to summarise them all! The impressive architecture and quality of light in the seminar rooms is often commented on and the roof garden provides a sanctuary for students, staff and conference guests alike, one organisation recently commented on the space as being a 'wellness garden' which descriptively fits the feel of the area.'

**Lisa Killick, Deputy Bursar**

'The Library for me is a much-needed and very desirable working space. The dedicated office for Visiting Fellows and JRFs is beautifully situated on the top floor with a view of the roof garden and spires to the south of the College. The space is quiet and allows me time to focus on my projects within the College, which is invaluable.'

**Dr Beth Mortimer, Drapers' Company JRF in Zoology**

**Oxford Comparative Criticism and Translation (OCCT)**

Oxford Comparative Criticism and Translation is a centre based in The Oxford Research Centre in the Humanities and St. Anne's College. It brings together experts in the fields of English, Modern Languages, Oriental Studies, Classics, Music, Visual Art, Film,

Philosophy, and History. Find out more at [www.occt.ox.ac.uk](http://www.occt.ox.ac.uk).

'I am extremely grateful for the funding provided by Maria Willetts and Jane Aitken. OCCT has not only informed my own research through the running of important and varied events, but has also offered me the opportunity to publish and engage with an extensive network of academics and graduate students who work in the field of comparative literature and translation studies.'

**Eleni Phillipou, OCCT**

**Crowdfunding**

We have run a number of successful crowdfunding campaigns this year which have allowed our students to take advantage of a number of opportunities that would have been otherwise out of reach. Two Earth Scientists are spending nine weeks of the summer geologically mapping an area of South Greenland; five of our musicians spent 10 days on an outreach tour in Nairobi and our MCR committee raised money for St Anne's Academic Review (STAAR).

'A heartfelt THANK YOU to all the contributors who donated to our



The Camerata trip to Nairobi combined music with outreach

crowdfunding campaign @ReachfortheSTAAR. Thanks to your generosity we raised £1,105, which we will invest wisely in order to make our STAAR rise higher and higher.'

**STAAR Editors**

**Legacies**

Legacy income is vital to St Anne's. Between 2011 and 2016, £4.75 million was received in legacy gifts. Each bequest, however big or small, made a lasting contribution.

26% Has directly supported our students including through bursaries and hardship grants



60% Has helped maintain teaching and the tutorial system



14% Has improved infrastructure and facilities



'The legacy of Mary Kearsley, St Anne's first mathematics Fellow, helped create the St Anne's

Mathematical Sciences Fund. Through the generosity of former mathematicians a total of over £500k was raised, providing an income of £20k per year. Around half the annual income goes towards teaching and helps fund a tutorial fellowship, helping ensure the future of mathematical sciences at St Anne's. The other half provides support for students, enhancing their learning experience and giving them opportunities to make the most of their time at Oxford.'

**Professor Ben Hambly, Tutorial Fellow in Applied Mathematics, St Anne's College**

## Exclusive benefits for alumnae

### Visit St Anne's



You are welcome to visit St Anne's at any time, just register with the Lodge on your way in to College. Please email: [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) if you would like a guided tour or to pop in for a cup of tea.

### Dine in College



College is delighted to be able to offer alumnae the option to dine at St Anne's at lunchtime on a Monday to Friday during term time. You are welcome to dine on up to two days per term and also to have lunch with up to three guests in the Hall between 12 and 1.30pm. Seating will be with the students and costs £8 per person. This includes two courses and coffee/tea. Book by emailing [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) or calling 01865 284517. Please provide College two business days' notice so that Development can notify Catering of additional numbers at lunch.

### 10% discount for alumnae on St Anne's accommodation



Alumnae can access a 10% discount on bed and breakfast accommodation booked via [UniversityRooms.com](http://UniversityRooms.com). There is a special promotional code for this offer and you will need to log-in or register to access this.

You can access the code, and check availability via Kate Harris ([kate.harris@st-annes.ox.ac.uk](mailto:kate.harris@st-annes.ox.ac.uk)).

Rooms are clean, comfortable and serviced daily, and whilst not equipped to four-star hotel standard, are provided with towels, toiletries, tea and coffee making facilities and free Internet access. You are also welcome to use the College Bar, subject to availability.

### The Library



All St Anne's alumnae are welcome to use the College Library for reference by arrangement with Library staff. Please contact Clare White (email: [clare.white@st-annes.ox.ac.uk](mailto:clare.white@st-annes.ox.ac.uk) or tel: 01865 274810) or Sally Speirs (email: [sally.speirs@st-annes.ox.ac.uk](mailto:sally.speirs@st-annes.ox.ac.uk) or tel: 01865 274812).

### Events at St Anne's



Interested in hosting a St Anne's reunion? St Anne's Development Office can assist you with these events. The Development Office is looking for alumnae who are interested in serving as year, decade or subject reunion champions to bring their contemporaries to the College. You are also welcome to host your own event at the College. B&B services are available in addition to facilities that can accommodate small intimate dinners to large multi-room events.

### Other benefits



As an alumna or alumnus of the University of Oxford you are entitled to other benefits including discounts at restaurants, Blackwells and Oxford University Sport, access to the Oxford and Cambridge Club, lifelong careers support, and journals access. Find out more: <https://www.alumni.ox.ac.uk/your-benefits>

Don't miss out on the benefits of staying in touch. Contact [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) with any questions or to check your communications preferences.



### Communications

Keeping in contact with our alumnae and friends is vital to all that we do at College. Even more important is that we help you keep in touch with each other after you have left St Anne's to help foster and nurture a global community of alumnae and friends of the College.

You can update your details at any time, or opt out of communications, via our alumnae area online at <https://www.alumniweb.ox.ac.uk/st-annes>, or you can get in touch with us at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk).

### Personal News

Please send personal news for The Ship 2018-2019 by email to [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) or by post to:

Development Office  
St Anne's College  
Oxford  
OX2 6HS

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[robert.nodding@st-annes.ox.ac.uk](mailto:robert.nodding@st-annes.ox.ac.uk)

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*Regular Giving and Stewardship Officer*  
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[rachel.shepherd@st-annes.ox.ac.uk](mailto:rachel.shepherd@st-annes.ox.ac.uk)

### Ali Albrecht

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### Lost alumnae

Over the years the College has lost touch with some of our alumnae. We would very much like to re-establish contact, invite them back to our events and send them our publications such as *The Ship* and *Annual Review*. Please encourage your contemporaries to contact us if they do not receive our communications and would like to be back in touch.

### Disclaimer

The views and opinions expressed in articles featured in *The Ship* are those of the authors and do not necessarily reflect the views of St Anne's College. All alumnae are welcome to contribute to *The Ship* – if you would like to write an article get in touch with us at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk).

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