



**St Anne's  
College**  
University of Oxford

# The Ship

2020 – 2021





**St Anne's College Record 2020-21**

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**Front cover:** ©Jennifer Cassidy. The willow tree brought down by a storm in Hilary 2021.

**Back cover:** ©Helen King, the view from the Principal's Lodgings.

**Inside front cover:** ©Naomi Hoodless. Students having a socially-distanced meal in Hall, November 2020.

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## Plus ça change...

JUDITH VIDAL-HALL

**It seems, looking back over recent years, I have a tendency to repeat myself. However, I shall spare our readers this year and leave this to the more measured discourse of our contributors**

I want to begin by welcoming back two of our longest serving and most engaging contributors. Russell Taylor and his friend and creation Alex, have had a hard time this past year but in typical fashion have risen above it with their precious combination of humour and spiked comment. Interestingly, it's not the Virus that is currently giving either of them prime cause for concern.

Steve Brooking wrote for us for a number of years while serving in various capacities in that now devastated Afghanistan. As he says:

The impending US exit from Afghanistan ... is not just the end of a mission it is the end of an ideal. The prognosis for Afghanistan is bleak ... the only area of the economy that seems set to expand is drug production, again a growth industry.

No: not his current reflections but his last piece for *The Ship* written in 2012/13. From around 2009, when he started to write for us, his words have an uncomfortably prophetic feel.

It's almost exactly 300 years since Daniel Defoe wrote his *Journal of the Plague Year*. Again, his last pages offer both prophecy and warning 'to those who might suffer a similar visitation in years to come...' Those in authority in the UK appear to have taken little notice: human nature changes little but thanks to technology and the likes of those behind the Oxford-Astra Zeneca, the outlook for the coming year looks more positive than in the past 12 months. I'll leave it to our Principal and others to enlighten you on events in the past year.

Helen King, in her clear-sighted and direct way does not hide the cost, but balances this with her thanks and congratulations to all who have stood up to events with courage and fortitude. College officers from Development to Finance echo and expand in this area. Alastair Buchan, previously Head of Brexit Strategy for the University, reveals some interesting facts and figures on the joint impact of the virus and Brexit, the impact of the latter to some extent obscured by preoccupation with the former. And in our 'Oxford Letter' this year we are privileged to have the Lord Mayor of the city looking at that world outside the University, often overlooked by those within.

But what strikes me this year, possibly more forcefully than ever, is the depth and diversity of skills among our alumnae and their wide spread geographically. On the major issues of our day, from climate change to the future of the United Kingdom, from the UK's experience in dealing with past pandemics to the global challenges that lie ahead, we have our alumnae on the spot.

Apart from the wider bad news, we can't entirely avoid looking at a couple of domestic issues raised by alumnae: in particular the future of our seemingly diminishing local branches and more effective ways of keeping in touch with a younger generation. And Simone Laubscher's column on employment prospects for the current crop of graduates has a sense of realism lacking in what little media coverage of the issue there is.

As ever, I owe thanks to so many: to Daniel Mercieca for securing the outstanding careers column above; to all our contributors in college and outside; to Jess at Windrush, our printers, who has delivered on time and with style. And finally, my thanks to our Communications Manager Jay Gilbert, who has delivered with good humour and commitment.

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

## Challenges and more

HELEN KING



**The absence of contact, communication, conversation has been difficult, but there has also been a tangible sense of determination in overcoming this and in continuing to deliver to all**

I do hope that this one hundred-and-tenth edition of *The Ship* finds you and your loved ones well and thriving.

The Editor has asked us to share with you an overview of the economic and social impact on St Anne's of the last few years, the pandemic, and Brexit. The College Treasurer, John Ford, has written comprehensively and with great insight on the financial impact (pXX), so here I will try to capture my, inevitably partial, impressions of some of the social impacts.

I am writing a day after this year's A-level results were released and, once again, the figures show us that the pandemic has been regressive in its impact on inequality measured by exam grade attainment. So, although over two thirds of Oxford undergraduate UK offers were made to state school pupils, only around 10 per cent of UK offer holders who were not successful in achieving the grades required for their offer were educated at fee paying schools. The media have speculated about whether teachers in these schools were put under more pressure by parents to award top grades, but what I think is much clearer is the disparity in teaching input different applicants have received. The 'best' (probably best-resourced?) schools quickly adapted their teaching to a full time, online, live format, with staff and students all having dedicated access to suitable technology and undisturbed workspaces. Others left students to work on their own, with only email contact from teachers for periods of months. However talented and well-motivated a student is, it is difficult to imagine they can flourish academically in such circumstances, especially where their laptop or tablet has to be shared with other family members, and

their workspace is subject to constant interruptions or lack of broadband.

So, you will understand why the circumstances of every offer holder who missed their offer grades were looked into individually, and the decision whether to admit them was made by the relevant subject tutors in close liaison with the Department and Senior Tutor. Having admitted students whose sixth form education has been so significantly impacted by the pandemic, we have been and will continue to be challenged for a number of years by how we can best support this generation of students to succeed on the fast paced and exacting Oxford courses they join.

I have previously written about Opportunity Oxford, the summer bridging programme for offer holders from disadvantaged backgrounds. The online component of this has been extended to an additional 300 freshers this year as one way to help them make up for lost schooling. At St Anne's, tutors are very conscious of not assuming all first years arrive with the same knowledge and skills base. They identify those with gaps and arrange additional teaching, often providing additional paid work to post docs or doctoral students



to take this on. We're very grateful for the financial support from donors that has made this possible.

The academic impact of the pandemic has not just been gaps in schooling or the move of University and College teaching to an online format. The latter, although not ideal in some respects, has been largely successful. Many students prefer online recorded lectures with the ability to replay those bits they struggle to understand, or to pause to catch up with note taking. Tutorials, with their very small groups, have also translated fairly effectively to an online format, although tutors have found it harder to fully engage students with whom they had not already built a relationship. As a result, many tutors reverted to in person teaching wherever possible (including in the quad) in Trinity Term.

However, what I have heard from students more consistently is how many of them struggled with the lack of structure and extracurricular activities when working from home, as they nearly all did in Trinity '20 and Hilary Term '21. As I met the first years in a small open-sided marquee last term, so many told me that they had found it hard in Hilary Term to motivate themselves to work (or even get out of bed) when they woke day after day in their childhood bedroom with few opportunities to live the University life they had experienced

a taste of in Michaelmas Term. This has affected all year groups and we have seen a sharp increase in the number of students seeking to suspend their studies, and in those seeking support from our welfare team, who have been working tremendously hard.

Another common theme from my meetings with first years was that they wanted to get to know more people at St Anne's, especially in their year group. Their first term had been subject to the legislative requirement only to mix indoors with other members of their household. Consultation and common sense led to the Bursary 'bubbling' students as far as possible in subject groups of no more than 8, so that they could support each other academically as well as emotionally through their so-important first term, which all too often included one or more 14-day periods of isolation. Most households reported close friendships and supportive environments, but as restrictions were lifted this in itself created real or imagined barriers to forming new friendships across the year group and subjects. The newly-elected first year JCR Committee members worked hard towards the end of Trinity Term to try to break down these barriers with a range of activities, and we will continue to encourage this year group to mix freely in the way that previous years have.

The first year students are, like any year group, hugely diverse in their backgrounds, nationalities, interests and identities. What they share is that their life opportunities as young adults have been limited by the pandemic. Those who took gap years had their plans for travel and adventure thwarted and were more likely to have spent their time working in Tesco's or helping siblings with home schooling. Those who had turned 18 since March had no experience of night clubs, music festivals and many other 'inductions' to adult life. We saw a divide between those eager to make up for lost time and those who wanted to manage the risks of Covid infection and isolation more cautiously. Occasionally, these different approaches within the same household bubble required us to rearrange groupings, but largely they were resolved internally. I was particularly impressed by the maturity and sensitivity of some households who jointly resolved to limit their interactions to protect the health of members who chose to disclose their vulnerabilities.

Of course, students are not the only members of College to be affected. Fellows, tutors, and staff are all social beings too. The pressures on parents with school-age children were particularly acute, especially for tutors who are single parents or with multiple children, including some with special

educational needs and/or with partners fully occupied as key workers, including in the NHS. In some cases, the juggling of family needs and the additional work involved with online or blended teaching across different time zones, meant that teaching workloads had to be adjusted. Again, paying for extra teaching resource was key to this. What I fear proved impossible was enabling academics effectively to continue their research at the usual levels of intensity, and this undoubtedly will have had a disproportionate impact on the publication records of those who are parents and, if history is a predictor, of mothers in particular.

Domestic and administrative staff also experienced the impact of changed ways of working, with increased workloads in some cases and the use of furlough in others where the absence of students, conferences and events meant their work was less. Knowing staff as individuals, managers were able to work to support those who were anxious about coming onto the College site, and those who felt isolated working from home. When the furlough scheme was changed nationally to allow for more flexibility, this was tremendously helpful in being able to maintain better contact with all staff, if more complex for accurate record keeping by HR and Treasury. We have definitely seen the mental health of some staff deteriorate

as a result of the pandemic, others have been kept from their families overseas for many months – just as many of our international students have been. We have done our utmost to ensure everyone in need received personal and professional help, including via the employee assistance scheme funded by the College.

This overview, I realise, has focussed on the challenges and difficulties we have experienced, which maybe are not so different from those felt in every home and workplace. However, it would be an inaccurate account if I did not also highlight the selflessness, hard work, creativity and strengthened sense of community that have grown from tackling challenges and difficulties together. Many of these have been pandemic-related (eg moving outreach and admissions activity online), but others have arisen from world events, such as the murder of George Floyd, which provoked an outpouring of strong feeling within the St Anne's community as elsewhere

The absence of informal contact and conversation, over lunch, or coffee, or seeing people in the corridor, or at lectures and events has, of course, been difficult, but there has also been a tangible sense of determination and solidarity in continuing to deliver our purpose as a community, and an

increased sense of joy when we do meet, whether by arrangement or accident. An unanticipated bonus has been the increased access to College events as members of St Anne's across the world and across generations have met online in higher numbers than ever before. And what has been quite overwhelming has been the near universal response as new challenges have arisen. When told of difficulties, the JCR and MCR Committees, Governing Body Fellows, early-career academics, staff, our fantastic team of College Officers and alumnae, all have simply responded by asking, 'What can we do to help?' That is what gives us confidence for the future, however shrouded in uncertainty it seems. Whatever the longer term social, health and academic impacts of this period in the history of St Anne's, our values of being collaborative, down to earth, supportive and forward-looking will make the difference to those most affected now, and enable the community to continue to build on our proud legacy in the years to come.

Thank you for your unwavering support of St Anne's. We look forward to a year that continues to renew and strengthen the College's connection with its members past and present.

**Helen King** *Principal*

# In Memoriam? Afghanistan 2001-2021

STEVE BROOKING

**Could it all have been managed a lot better? Would it all have ended differently? Was it a failed experiment in 'state-building'? Our Afghan correspondent has some interesting answers**

Past readers of *The Ship* will be aware that I have spent most of the past 20 years in Afghanistan; sadly Kabul holds the dubious distinction of the being the city in which I have lived the longest period of my life. I was the first British official into Afghanistan post '9/11' and stayed in a variety of roles from UK Government to private business to Afghan Government to the United Nations. For most of the past six years I have been the main point of contact between the UN and the Taliban Political Commission based in Doha during negotiations there.

Now all the plans for a negotiated and stable transition to a more inclusive government have unravelled at an unforeseen speed. As I write this, at the end of August, we are seeing scenes of chaos and death at Kabul Airport and also at some land border-crossings as Afghans scramble to leave the country, fearful of what the future holds and in search of a better life abroad.

Could it all have been managed a lot better? For sure. Would it all have ended differently? Up to a point. Was it a failed experiment in 'state-building'? Yes: because it was never consistently approached with that aim in mind. We also have to ask can one impose a certain (western) set of values on a culture that may not be completely willing to accept them?

In the past few weeks, even though the direction in which the 'Republic' was heading was already clear, I had been discussing with various Afghans – Government, Taliban and others – the question: 'At what point did failure become inevitable?' There was no one point of failure, no one pivotal moment. Many people pointed to the failure to include the Taliban into the negotiations back in Bonn in December 2001, a point also subsequently made by the then UN-lead negotiator Lakhdar Brahimi. But in December 2001 there was still fighting and the Taliban, although clearly about to lose, had no clear leadership that could have been invited. It was also clear that the United States was opposed to their inclusion: this was to be a 'victory' and a political settlement that gave the spoils of victory to the winners. Even in the following months and years, the US and their close allies in Afghanistan opposed

moves to reach out to the conservative religious elements, particularly southern Pashtuns, who felt marginalised by the new government; tribal rivalries in the south served only to accentuate the differences. With US eyes 'off the ball' in Afghanistan and focused on Iraq, the Taliban, with some external help, were able to rebuild and regroup. Failures in state-building, massive corruption, poor governance, insensitive foreign dealings led to a rise in their support across the country.

In the more recent past, a key moment was when the US opted to de-link their agreement with the Taliban from any intra-Afghan negotiations and settlement. They had initially taken the line that 'nothing is agreed until everything is agreed' but then President Trump decided that their own troop withdrawal should not be conditional on the Afghans reaching, or even starting to reach, an agreement on sharing power. This meant that the Taliban knew that time was on their side and they could slow-roll their negotiations with the government until the foreign troops had left. Once newly-elected President Biden made the withdrawal timetable explicit, the Taliban knew they had basically won. American generals, however, remained convinced that with only a couple of thousand US

troops, plus over 10,000 contractors and some airpower, they could prevent a Taliban takeover. Biden, however, was adamant he did not want a 'forever war'. Costs and casualties were now manageable in the view of the military (indeed the 13 military killed in one day in the evacuation were the most military lives lost in one month since 2013) and with 38,000 troops remaining in South Korea since the Armistice there in 1953, some have questioned the notion of what counts as 'forever'...

The sudden collapse of the Afghan Armed forces was a surprise even to those who had foreseen that they were never going to hold out for very long, but the Afghans have long had a tradition, exploited by US money in Autumn 2001, of siding with the likely winner. Switches in allegiances were thus common. The soldiers were certainly undermined by some of their leaders, including the Commander in Chief and President, who suddenly fled the country without allowing the possibility of a transition, but many had been unpaid and under-resourced for months because of corruption and bad practices.

Are the Afghans right to fear the Taliban and to be fleeing, or trying to flee, the country? Only time will tell. What is clear is that there are different factions in the Taliban who hold differing views on the future of the country. How their internal discussions play out will be key. There are some who see continued international

recognition, and the concomitant aid and development money, as important and worth making some concessions to achieve; others want a 'pure Islamic' form of government and see any concessions on human rights – including democracy, women's rights, minority rights etc – as a sell-out. To that extent it is 'wait and see' time.

However, it is worth remembering that not 'all the gains of the past 20 years' much touted by western policy makers and politicians, are actually completely true. More girls were in education and poverty had reduced during the first decade after 2001, but those figures were already in decline in more recent years. Some Afghans became incredibly rich, but many became poorer. There were more freedoms for women and girls in some parts of the country, but by no means all, and gender-based violence and discrimination was widespread and with impunity, as were other criminal activities such as narcotics and corruption.

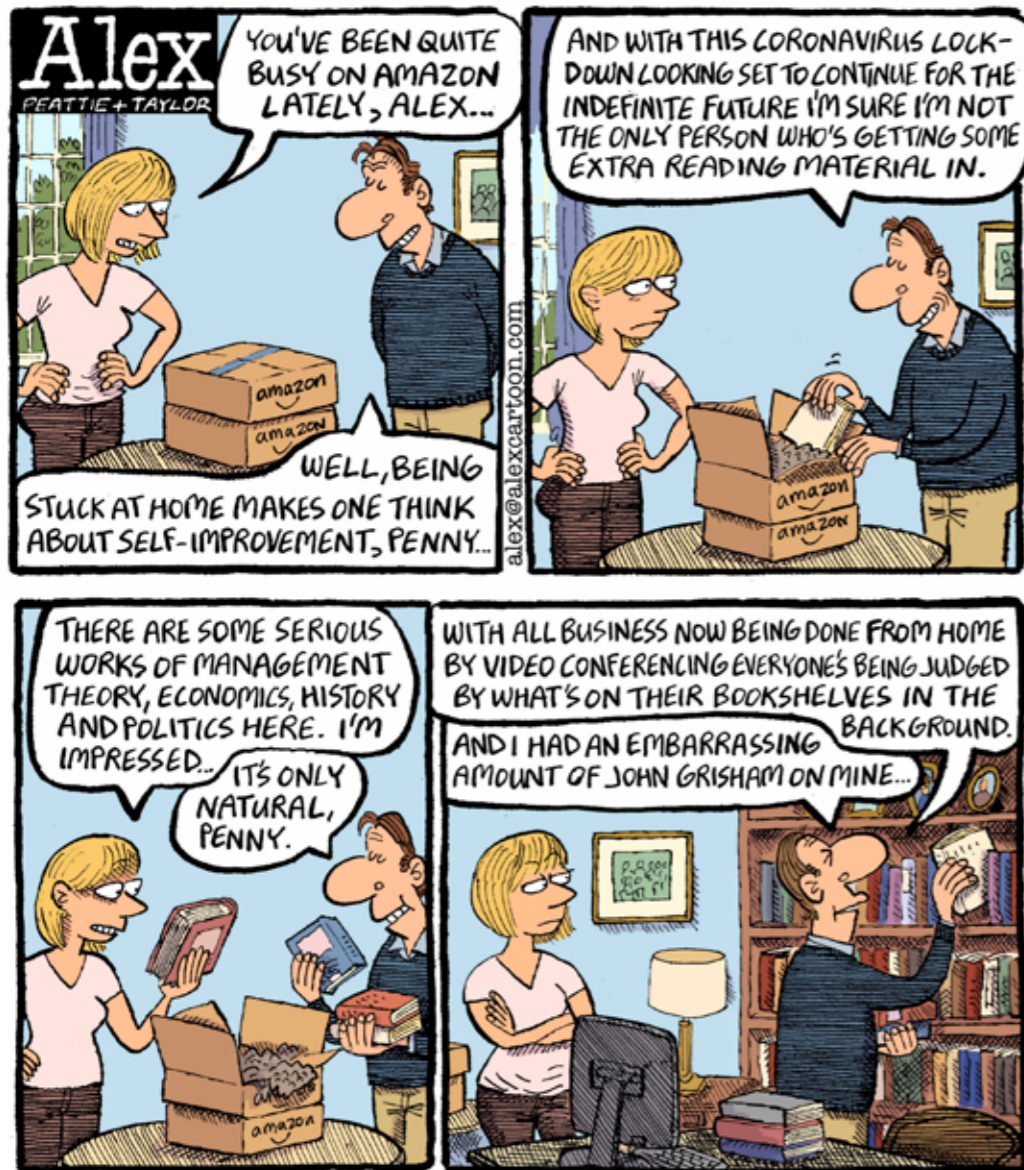
Most of those fleeing the Taliban claiming they will be persecuted and killed are really seeking better economic opportunities and a better life outside Afghanistan and one cannot blame them for that. Some people are certainly at risk, but many not so. One regional Ambassador told me even his gardener had claimed his life was in danger so he had arranged for him to get a visa

to a neighbouring country, only for it to be rejected with the comment that the gardener wanted a visa for the United States. The poorly-managed evacuation has undoubtedly airlifted many people who were at zero risk, some of whom may even pose a threat to wherever they end up, and left behind a few in genuine danger. It should not have been so.

And what of my own future? That is also unclear. I was out of the country at the time the capital fell and am writing this from Pakistan, waiting to go back into Kabul when the first flight happens or maybe even by road. Both the Taliban and United Nations have asked me to go back to help with liaison and I will do so. In the longer term there will certainly be a UN presence, as there was in the 1990s when the Taliban ran the country. The UN is committed to a policy of 'stay and deliver' and the current problems are only exacerbating the existing humanitarian crisis in the country. The World Food Programme, UNICEF, WHO, and the agencies dealing with issues such as displaced people and refugees, have not stopped working and will be even busier for the next few months; irrespective of who is running the country, the UN and many NGOs and charities will be trying to help the most needy Afghan people.

**Steve Brooking** (1982) returned to Afghanistan in August as liaison with the Taliban





© Charles Peattie and Russell Taylor. This cartoon appeared in The Daily Telegraph

## I am Sixty, Going on Seventy

RUSSELL TAYLOR

**We welcome back our own cartoonist-columnist with a surprising confession: I have several reasons to thank Covid. In my day job as a newspaper cartoonist the pandemic has been a godsend. Just as Brexit had played itself out and there seemed nothing on the satirical horizon, along came an absolute gift to writers like me**

A few years ago (in fact, come to think of it about a dozen years ago: time passes quickly these days) I attended my first, and to date only, gaudy at the college, a thirtieth anniversary reunion dinner for those of us who had matriculated in 1979. I was a little apprehensive about attending the event and had parked my wife and daughter in an Italian restaurant in Summertown, telling them to save a place for me in case I needed to beat a rapid retreat. But the gaudy bash was a surprisingly pleasant occasion: all my contemporaries had aged reasonably well and were still recognisable as their undergraduate selves. Most had had children and careers, but no one seemed to have got stratospherically rich (which was gratifying). It being 30 years since matriculation we were all about to turn 50. Fifty was exactly how old my dad was

when he delivered me to 4 Bevington Road back in 1979 and it seemed an impossibly ancient and remote age to me back then, but today it doesn't seem so old. Fifty is the new 40, which in turn is the new 30, which means that if you continue the regression you can be pretty much any age you like.

Roger Crisp, whom I remember as a fellow undergraduate in the first year of male admissions to the college (now that's another story for another edition of *The Ship*) hosted the dinner. He is now, apparently, Professor of Moral Philosophy at the college. You can tell you're getting old when Professors of Moral Philosophy start to look young. The lady who taught the subject to me back in the early-1980s certainly didn't resemble him, and I'm sure she didn't play guitar in a R&B band when she was an undergraduate. Having presided affably over the evening Roger left us with some chilling parting words, words that are still etched in my brain today. He said: 'Don't let's leave it another 30 years or we'll all be 80.' Eighty... Now that was a scary thought. 'How terribly strange to be 70,' wrote the 26-year-old Paul Simon in his song Old Friends back in 1968. He will be 80 in October this year.

I mention all this age-obsessive stuff because last year I turned 60 (which is the new 50 etc. etc.). Yet this was far from the traumatic experience I had expected, for which I have Covid-19 to thank. Actually I have several reasons to thank Covid. In my day job as a newspaper cartoonist the pandemic has been a godsend. Just as Brexit had played itself out and there seemed nothing on the satirical horizon, along came an absolute gift to writers like me. The professional middle class people whose lifestyles I parody for a living were suddenly forced to work from home, fighting with their Fortnite-addicted kids for the home broadband and pissing off their wives just by being around the house.

But Covid drives a hard bargain. In return for selling my soul in exchange for a few easy gags I got the disease. Not the version whereby you feel a bit under the weather for a week or so and tell your friends about how you're sure you must have had it, but it was a while back and you didn't get tested at the time. No, this was the real McCoy. I spent four-and-a-half weeks in hospital, which was not a fun experience, not least because the ward was in lockdown and I wasn't

allowed any visitors. The only people I saw for a month were nurses and the occasional doctor. Not that I have anything against nurses and doctors. They are for the most part charming, knowledgeable, dedicated and worthy people, but you can have too much of their company. Plus they were all wearing masks. The respiratory specialist who looked after me actually gave me a sheet of laminated A4 with photos of herself and her colleagues unmasked, just so I could know what they looked like in real life.

The intensive care people hung around the ward like vultures trying to tempt me into their lair: selling ICU to me as if it were an upmarket hotel (you get more dedicated staff care, more comfortable beds etc). I think their having to tout for business was just because the NHS had over-prepared for a tsunami of Coronavirus infections that didn't quite materialize. The Covid ward I was in was half empty and many of the nurses had been commandeered from other departments and were now starting to drift back to dermatology and paediatrics. Medical students had been allowed to bypass their finals and were thrown straight onto the wards. (Great, I thought, so not only do I have an unknown disease, but I'm going to be treated by an unqualified doctor).

To make things worse the version of

Covid that I had was so unusual (to the extent that the doctors had any idea what was usual and unusual about this disease they'd never seen before) that my specialist told me that one day medical papers would be written about me. Oddly I wasn't that excited about this (presumably posthumous) honour. Probably to their disappointment I managed to pull through, but getting myself discharged wasn't straightforward. Hospitals are very easy places to get into, but very difficult to get out of. With my sixtieth birthday rapidly approaching I pleaded compassion and mercy. I couldn't face the thought of spending it on the ward. I was finally allowed to check out the day before my Big Day.

This is why my sixtieth was not the traumatic experience it could otherwise have been. Firstly, I was thankful just to be alive. The nominal tally of how many years I'd been around for seemed immaterial in comparison. I'd be happy to clock up as many more as possible. Secondly, I was relieved not to be in the hospital. Having a bunch of bemused medics singing Happy Birthday with a candle atop an NHS sandwich just wouldn't have been the same.

The first thing I did on my sixtieth birthday was to apply for my Senior Citizens Travel Card. Now this is something that many of my

contemporaries seem not to have got round to. I suspect they are in denial. Some of them have recently started walking everywhere, supposedly for the health benefits, or for environmental reasons, or perhaps because they are fearful of taking public transport while the pandemic lasts. But I wonder if it isn't an excuse to avoid getting their free bus pass ('I walk everywhere, I don't need one') and having to tacitly admit their age. They probably imagine that when you tap your card against the reader on the bus or at the tube station a klaxon will go off and a large sign will illuminate above your head with flashing arrows pointing at you saying 'old person'.

Of course what I hadn't reckoned with in getting my travel pass was that due to a combination of Long Covid (yes, I've got it, but that's definitely something for a future edition of *The Ship*) and ongoing lockdowns, I wouldn't have any opportunity to go anywhere and use the blasted thing. But I'm hoping it'll come in handy one day. If Covid, climate change and any other cataclysms that might come along in the meantime spare humanity – and presuming I'm still around – I'll definitely use my card to get along to that 2039 gaudy, when I (and hopefully Roger) will be about to turn 80. Anyone else up for it?

**Russell Taylor** MBE (1979)

## A Tale of Two Pandemics

DIANE ACKERLEY

**'It was the spring of hope, it was the winter of despair'**

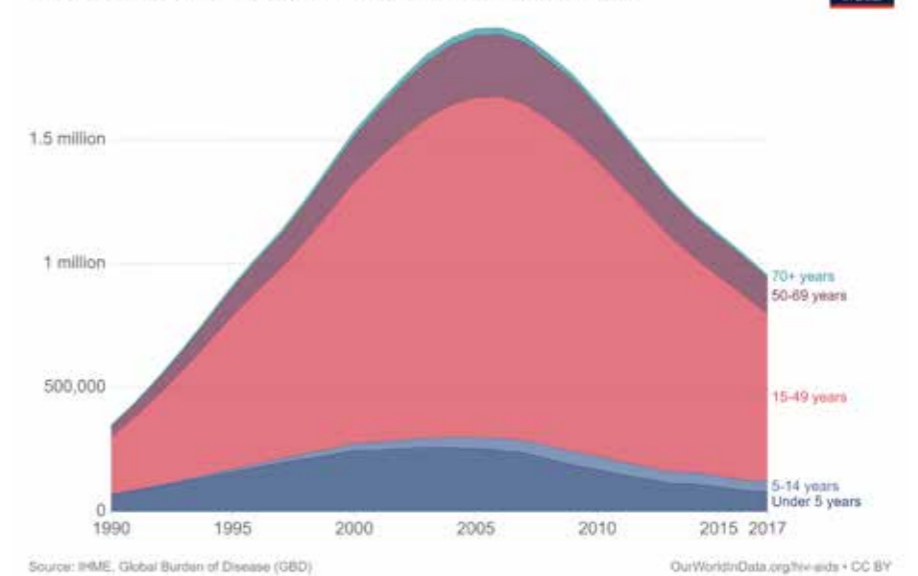
*Charles Dickens, A Tale of Two Cities, Recalled to Life.*

AIDS started as a disease of minority groups and now infects millions of people globally. Covid-19 arrived less than two years ago. Both diseases are viral pandemics, but why are their effects so different?

AIDS was first described in June 1981, the year I qualified as a doctor. New cases peaked in the late-1990s at 3 million per year and it currently infects 1/150 people in the world: 76 million have been infected of whom 33 million have died. Many of those who die are working age adults or young children. HIV passed to humans from chimps in Africa in the early 1920s.

Covid-19 was first described in December 2019 in China, where a virus originating in bats had passed to humans that autumn. As I write in August 2021 there have been 200 million known cases of which 4.25 million (c1/2,000 of world population) have died. Death rates are much higher in older people. There are about half a million new cases a day at present –

Deaths from HIV/AIDS, by age, World, 1990 to 2017



1/1,500 people are currently known to be infected.

### TRANSMISSION

Viruses need host cells to reproduce. They can survive for some time in the environment, but to replicate they need to hijack the machinery of a host's cell.

HIV passes from human to human in fluids – there has to be close physical contact or an injection. SARS-CoV-2

spreads in the air – it's exhaled by the infected person and inhaled by the new host. You need only to share the same space and not even at the same time: one person exhaling a lot of virus particles can infect many others within a short period.

### PREVENTION OF TRANSMISSION

The physical methods of preventing HIV transmission are condoms, clean



needles/syringes and voluntary male medical circumcision. For SARS-CoV-2 prevention calls for ventilation, masks to catch exhaled virus, PPE to protect carers, surface cleaning and hand washing to stop the virus being transferred from objects to the nose, mouth and eyes.

People living with HIV/AIDS can move freely in society without infecting others. People suffering from Covid-19 need to be in isolation for about ten days to halt viral spread.

HIV has a complex replication pathway

in the host cell – each step is a target for a different drug. Anti-Retroviral Treatment (ART) prevents infection before (PrEP) or after exposure (PEP) to HIV. Women treated with ART during pregnancy and breast-feeding will not pass HIV to their child.

People living with HIV treated with long-term ART, who have undetectable levels of virus in their blood, are not infectious when having sex (U=U: Undetectable is Untransmittable).

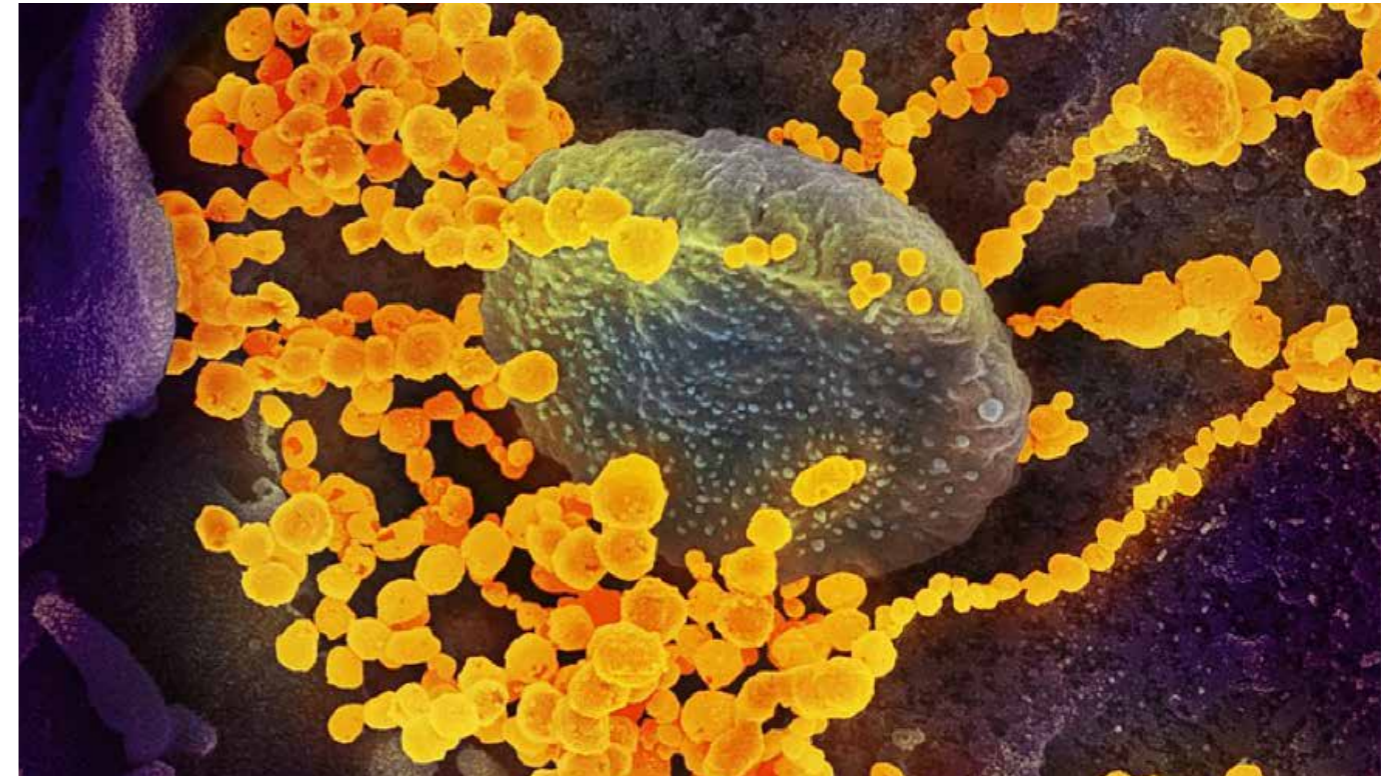
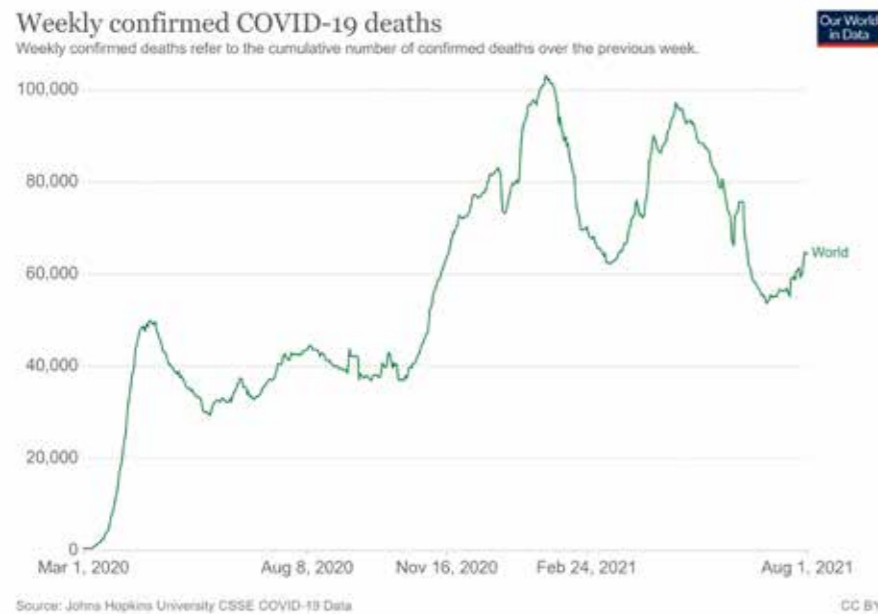
People who have been fully vaccinated against Covid-19 can become infected

with SARS-CoV-2 and pass it to other people, though this is less likely to happen than in the unvaccinated.

**THE MECHANICS OF INFECTION AND EFFECTS ON THE IMMUNE SYSTEM**

HIV enters the immune cells where it replicates sending a DNA copy of its RNA genome to integrate into the host's DNA where it will remain for the rest of that cell's life. Patients with HIV become infectious to others a few weeks after infection, and remain infectious whether they have symptoms or not. It takes about ten years to develop symptoms. Without treatment, the mortality from AIDS would be almost 100 per cent: over time, HIV infection destroys the immune cells leading to diseases that flourish without a functioning immune system such as certain cancers, unusual infections and tuberculosis. TB has been infecting humans for at least 10,000 years. It is the leading cause of death by infection, killing 1.4 million people worldwide each year of whom about 1/7 were also infected with HIV.

SARS-CoV-2 latches onto to ACE2 receptors that are widely distributed on cells in the body. Initially, the virus enters cells of the respiratory tract, replicates and then travels around the body. SARS-CoV-2 also has an RNA genome but it doesn't make a DNA copy. Patients are infectious to others from a few days after they contract



This scanning electron microscope image shows SARS-CoV-2 (round gold objects) emerging from the surface of cells cultured in the lab. SARS-CoV-2, also known as 2019-nCoV, is the virus that causes COVID-19. The virus shown was isolated from a patient in the USA. ©National Institute of Allergy and Infectious Diseases (NIAID)

SARS-CoV-2 – the most infectious period is around the time when the first symptoms develop. Some people have no symptoms but the majority have a mild or moderate illness. A few become very ill, but all who recover clear the virus from their system, usually within

two weeks. Those with more severe illness need oxygen for lung damage and anticoagulants to reduce clotting in the small blood vessels. Some patients then go on to develop an overreaction of the immune system – the cytokine storm. The use of the strong steroid

dexamethasone, which dampens down the immune system, helps to reduce death rates in the severely ill. With treatment overall mortality is less than 1 per cent.

About one tenth of people who have had Covid-19 develop long Covid, symptoms



which continue beyond the initial illness. Some of these will have persistent organ damage from the virus, others seem to have an unhelpful immune response that causes further symptoms. This disease is not yet two years old and there is still much to understand about the long-term effects of Covid-19.

#### MUTATIONS AND VARIANTS

A mutation occurs when the RNA copying enzyme makes an error. Many mutations make no difference or harm the virus but a few will make a change in the RNA that generates a change in the protein that the RNA codes for which makes that protein more effective – perhaps better at infecting cells or faster at replicating. The mutated virus will then become dominant in that person, and better at replicating in the next host too.

RNA from a selection of Covid-19 tests is sequenced – when mutations are seen the behaviour of that variant of the virus is assessed. The Delta variant appeared in India in late-2020. In the UK it went from 1/1,000 cases in April to 994/1,000 in July 2021, outperforming the Alpha variant, which had already displaced the previous variant. Darwinian evolution in action.

Delta is more transmissible, has a shorter incubation time and may infect children more easily. Common symptoms of Delta are headache, runny

nose and sore throat. This may not be recognised as Covid-19, which used to present with fever, cough and loss of smell.

SARS-CoV-2 has evolved to be more of a threat to humans, not less. As the host is most infectious just as the symptoms are starting, the mutant virus is easily passed on. There is no need for the virus to make itself less deadly – it has passed to a new host long before death occurs.

There was a pandemic of a severe respiratory disease characterised by loss of smell from 1889 to 1895 that killed 1 million people worldwide, 1/1,500 of world population – it is likely that the cause was a coronavirus originally found in cattle, which now causes a common cold. This example shows that with time this particular coronavirus did become less virulent. Possibly the virus changed, certainly humans would have developed some immunity.

In July in England, when half the population was fully vaccinated, about 1/65 people tested positive for Covid-19. High levels of infection make it more likely that a vaccine resistant mutation will occur and flourish.

HIV also generates mutations but the implications are for the individual patient. If a mutation occurs that makes the drug less effective, that variant becomes dominant in that patient and

the drug no longer works. Hence ART is always given as a combination of drugs.

#### VACCINES

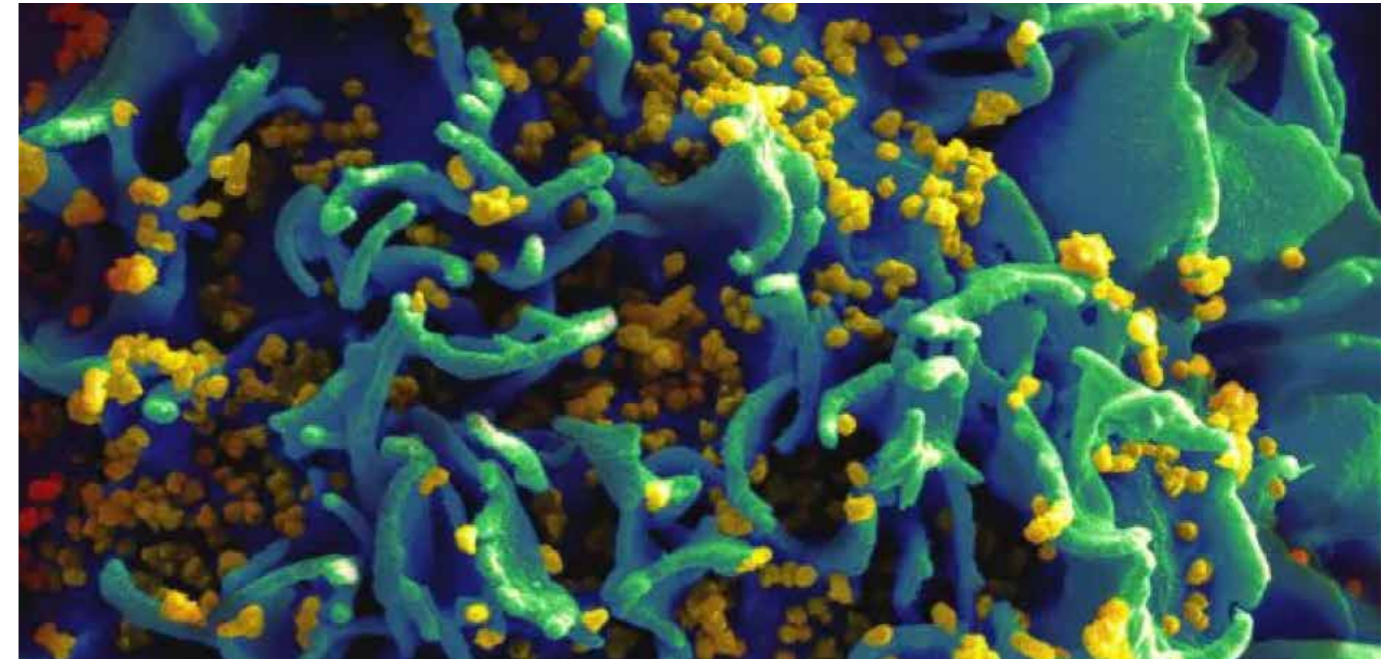
We have a fine selection of Covid-19 vaccines, all of which reduce the chances of severe illness and death. All vaccines carry a risk but the risk of the vaccine causing illness is much less than the risk from Covid-19. Vaccines are designed to induce a long-lasting immune response that will recognise the virus and mount a rapid and effective reaction to prevent the virus causing illness. Vaccines cannot prevent the virus coming into the body.

There are a few people for whom vaccines do not work well, often those with weakened immune systems due to age, disease or medication. Trials are underway to see if vaccine boosters will help, or whether protection can be given with man-made antibodies.

As yet there is no successful vaccine for HIV/AIDS. However, early diagnosis and lifelong treatment with ARTs offers a near normal lifespan. One third of people living with HIV do not access treatment.

#### TESTING

Some diseases can be diagnosed clinically, but both HIV/AIDS and Covid-19 need tests to confirm the diagnosis. For HIV/AIDS antibody testing allows diagnosis during the ten-year-long infectious asymptomatic phase



A scanning electron micrograph of an HIV-infected CD4 cell. Computer colorization helps differentiate the budding HIV virions (in yellow) as they emerge from the infected cell (in green and turquoise). ©National Institute of Allergy and Infectious Diseases (NIAID)

when ART works very well to prevent not only damage to the immune system but also infection of others. Easy to use home antibody test kits are available to encourage self-testing.

For Covid-19 there are gold standard PCR swabs that detect viral RNA – these are antigen tests. They are very sensitive and very specific. However, the RNA itself is not infectious: RNA must be packed in its viral coat to cause an

infection and RNA remnants can be detected by PCR long after whole viruses have been eliminated. Lateral flow tests can also detect the RNA. They are less sensitive because they need more virus to give a positive test: a poorly taken swab or someone with a low viral load may give a false negative result. Covid-19 antibody testing looks for evidence that the person has generated antibodies to SARS-CoV-2. The antibody levels wane with time after vaccination or infection.

The long-term memory is held in special immune cells which are much more difficult to test. With a disease that is less than two years old we don't know how long immunity will last. Currently confirmed reinfections are few.

#### EFFECTS ON SOCIETY

Viruses are only visible with an electron microscope. People need to understand how to protect themselves and others. Information and instructions have to

be clear and consistent. Society has to decide how to balance the physical, social, psychological and economic consequences of the responses to a pandemic. HIV/AIDS has less impact on society in the UK where treatment is free and prevalence is low, but a huge influence in high prevalence and less resource-rich countries such as Eswatini, where a quarter of the population is infected. In the UK, Covid-19 restrictions have had large effects on those least at risk. For example, young people are very unlikely to die from Covid-19 but have had significant disruption to their education. At the same time, working-age adults from lower socio-economic groups, who are relatively more at risk of severe disease and death than their more fortunate peers, are also least able to protect themselves and their families by social distancing techniques. It's very hard to isolate effectively in a crowded multi-generational household, especially if the economically active members of the household cannot work from home or are on zero hours contracts.

#### MENTAL HEALTH

People who have HIV/AIDS and Covid-19 suffer significantly increased levels of anxiety, depression and PTSD. People living with HIV/AIDS also report higher levels of shame, stigma and discrimination. Coping with these feelings while social and physical contact is reduced is difficult.

In both pandemics health care workers have reported how hard they have found it professionally and personally to treat patients with a disease they didn't understand, which was rapidly killing their patients and colleagues. After the first wave in 2020, mental health concerns in NHS staff increased fourfold. Social care workers, including those working in residential care homes, were not only at higher risk of death themselves but also saw 26,000 excess deaths in their residents in the first wave. Four out of five reported that their job had left them feeling 'tense, uneasy or worried'.

It's a human instinct to go to those you know when they are ill and especially when you know they are dying. At the start of the AIDS pandemic, patients were unnecessarily isolated and visiting restricted. In the Covid pandemic, visiting has been restricted for all patients in healthcare settings and residents in care homes have been subject to prolonged bans on leaving their home, sometimes their room, and visitors were not allowed for long periods.

Covid abruptly emptied the streets and markets, and changed everyday life for many in the world. HIV/AIDS has slowly changed the demographic structure of some severely affected countries. HIV is a slow-burn pandemic, Covid devastates

with its short incubation period and airborne transmission. Both can be transmitted by asymptomatic hosts.

Individuals can choose not to transmit a virus by how they behave, and to be vaccinated to protect themselves and their community.

Our leaders have to make choices about the best way forward and how best to share information and advice with the population. And about how to manage pandemics globally – wherever there are people, there will be viruses.

Viruses don't make choices: it's the humans who host them who make choices and the consequences of those choices surround us today all around the world.

**Dr Diane Ackerley (1975)**

See also *The Ship* 2019-2020  
www.exovent.org

**'In remembrance of many public services and private kindnesses.'**

*Dedication from A Tale of Two Cities*

## Look to the future: it's only just begun

ALASTAIR BUCHAN

**Covid and Brexit between them constitute the main challenges to Oxford over the past year and more. The full impact of the latter has, to a significant extent, been obscured by the extreme demands of the virus**

It's hard to believe that a full five years have passed since the second referendum on continuing membership of the EU took place in June 2016 (older readers will of course recall the first one in 1975) and it's a measure of the extent of our deep ties with Europe that it has taken almost that length of time to actually leave.

Oxford, both as an academic community and as a vibrant, international and lively city leaned heavily towards the Remain side of the national debate over Brexit. And Oxford being Oxford, it has, after the initial trauma of the referendum vote, shaken itself off and got on with what it does best: teaching, researching, innovating, albeit with a profound melancholy at losing all the advantages that membership of the European Union bestowed. We seem to have become adept at not mentioning the loss of so many talented and brilliant colleagues and students who have either left the UK, or won't be coming to Oxford at all, at

least for the foreseeable future.

Covid, of course, has proved a serious and deadly distraction from the business of national government (as of University and college administration), and it is fair – I think – to say that Covid and Brexit have between them formed the core preoccupations of Her Majesty's Government, to the detriment of almost all other aspects of national and political life. The UK's HE sector was recently estimated to have lost out on £1.5Bn of EU research funding over the past five years. At the time of writing it is not clear whether the UK will have any access to the recently announced pandemic recovery funding of €35Bn being made available by the EU, almost half of it for Europe's universities. It seems unlikely.

But what of the wider impact for Oxford? It is still – arguably, depending on which league table one consults – the best university in the world. Is that going to change? Will we still win research funding at the levels we have enjoyed? Will we still admit the ablest students? Will we still attract the most accomplished international colleagues from Europe, or from around the world? Where does higher education sit in the UK's national priorities? Are we even a priority? Are

we, as a sector, as disposable as fishing, farming, the performing arts or finance are turning out to be? As an aside, it is worth noting that Oxford was able to develop the Astra Zeneca vaccine because of research underpinned by EU funding. Many of the Oxford researchers who worked on the vaccine are originally from the European Union.

During the run-up to the referendum, universities in the UK were often criticised for not doing their best to get the message of the dangers of Brexit sufficiently into the public domain, or at least not getting them sufficiently well comprehended. My own view is that the debate over continued membership of the EU was so visceral, so steeped in the past century of European and British history, so bound up in our political divides and cultural battles, that there was little that British universities could have done to influence the outcome of the referendum. And we know what the last five years or so have brought: a country and its people embattled and embittered, split – politically and culturally – along the fault lines of Brexit.

So what is to become of us? Well, we are still recruiting students from the UK, from Europe, and from elsewhere in



the world, and our income from tuition fees is more or less unchanged. We are unsure precisely how associated country status for EU research funding will work out in practice, although on the face of it, Oxford and other UK universities have access to most Horizon Europe programmes, although, not, alas, to Erasmus+ (which benefited the UK in so many more ways than simple student exchange).

At the beginning of 2017, I took up the role of the University's Pro-Vice-Chancellor with responsibility for Brexit Strategy (*Ship* 2017-2018). And while I discovered that there was little that Oxford individually, or UK universities collectively could do to mitigate the worst policy failures of a government intent on taking us out of the EU, there was something that Oxford, as one of the world's leading research universities, did have the power to do.

At the end of 2017, Oxford signed a memorandum of understanding with four of the leading research-intensive institutions in Berlin: the Freie Universität Berlin, Humboldt-Universität zu Berlin, Technische Universität Berlin and the Charité – Universitätsmedizin Berlin. The MoU covered a range of possibilities, including the intensifying of research links as well as the establishment of an Oxford Research Centre in Berlin. Despite the frustrations arising from the

pandemic, it's been a deeply interesting and, on the whole, enjoyable few years, two of which I spent in Germany as Founding Director of Oxford in Berlin, with a concurrent fellowship at the Wissenschaftskolleg zu Berlin. During 2018 and 2019, the five partners have between them supported about 40 workshops, involving some 1,200 faculty members, researchers and students, as well as funded 57 research projects, to the total tune of almost €1.2M. Several of those projects have gone on to gain larger research grants from the EU or other European funding agencies.

A little over two years ago we established a University subsidiary company, entitled Oxford in Berlin. We have a centre hosted at Berlin's Natural History Museum that can provide Oxford visitors with workspace when they are in town and, aside from our main relationship with the Berlin University Alliance (BUA), as our first four partners are now known, we have flourishing links with several other of the research institutions within Berlin-Brandenburg. With the BUA we have jointly established a virtual Oxford-Berlin Centre for Advanced Studies, whose first thematic research programmes have focussed on Social Cohesion and Global Health. It will have made awards of a further €1.2M by the end of 2021. And we are working together on mobility programmes and visiting fellowships between Oxford and Berlin,

as well as with colleagues at the Einstein Foundation, which will be supporting several major research initiatives in the coming years.

Why Berlin and not other major cities or universities within the EU? It seemed to us that our partners in Berlin offered many advantages in terms of research excellence, comprehensive disciplinary scope and a local administration that was willing and able to help us. Berlin has considerable convening power in science and research (just ask the Gates Foundation, or the Wellcome Trust, or the World Health Organisation). And, of course, Berlin is at the heart of the European Union that the UK has just left. For decades, Oxford has benefited enormously from the presence of European staff and students, some of the very best of whom are from Germany. And while Oxford is being forced to leave Europe, we believe that through an entity such as Oxford in Berlin we shall not only keep our highly beneficial European academic and research links, but also restate Oxford's identity as a leading European university.

**Alastair Buchan** is Professor of Stroke Medicine at the Radcliffe Department of Medicine and Founding Director of Oxford in Berlin. In 2017 and 2018 he served as Pro-Vice-Chancellor and Head of Brexit Strategy for the University of Oxford

## Is it because of us?

IAN CANDY

**Why are scientists so convinced that current climate change is because of humans? It doesn't really matter whether you are talking about the last 100 years, the last 1,000 years or the last 100,000 years, the only climate driver that can explain the warming of the past 150 years is rising greenhouse gas levels and the only viable explanation for this is us**

Weather and climate stations from around the world show that the Earth's climate has warmed by more than 1°C since 1900. Should this be a surprise? If there is one thing that stands out when you look at the past it is this: climate is always changing, climate is never static. It doesn't really matter whether you are talking about the last 100 years, the last 1000 years or the last 100,000 years, it is climate stability that is unusual, not climate change. If we think of the British Isles we can find evidence for this change in a range of different locations from historical documents through to the sediments and fossils beneath our feet. To get an idea about the sort of climate changes we are thinking about let us consider some of the key time periods in recent (recent in a geological sense) climate history. In Britain and Europe around 200-300 years ago

climates were cooler, glaciers in the Alps and Scandinavia were more extensive than they are now and many European rivers, such as the Thames, routinely froze over in winter allowing fairs to be held on them. This period is often known as the Little Ice Age.

Go back a little further still and we come to the Mediaeval Warm Period, around 900 to 1200 AD, and the Roman Warm Period, around 250 BC to 400 AD. During these periods it is often highlighted that the climate of Europe, particularly Britain, was warm enough to allow wine cultivation at a large scale across many parts of the country. If we jump back even further, some 20,000 years ago, the world was in a global ice age, northern Britain was buried beneath an ice sheet and southern Britain was an arctic desert. Finally, go back 125,000 years and the world was in an interglacial (a warm period between two ice ages). Britain at that time was probably a degree or two warmer than the present day, certainly in summer, and hippos lived in most British river systems (excavations for foundations in Trafalgar Square often dig up their remains and the teeth of hippos are pretty distinctive).

When you lay out the history of climate change like that it is no wonder that debates about the role of humans on climate change have raged for decades. I mean if vines can be grown in northern Britain 1000 years ago and Hippos could live in the Thames 125,000 years ago, both of which occurred before largescale fossil fuel consumption was a 'thing', why should we worry about the warming that has occurred over the twentieth century? It could just be another climate cycle, right? Well unfortunately it isn't as straightforward as that. Scientists have been studying the causes of climate change for almost two centuries and because of their work we now have a pretty good handle on when and why climates change.

For example, the major ice age cycles, both the intense cold of the last ice age 20,000 years ago and the enhanced warmth of the last interglacial 125,000 years ago, were driven by long-term cyclic changes in the Earth's orbit. The gravitational pull of the other planets in the solar system along with the moon stretch the pathway of the Earth's orbit and push and pull the tilt of the Earth's axis and this changes the amount and distribution of energy we receive from

the sun, driving warming and cooling. The Earth's climate 125,000 years ago was slightly warmer than the climate immediately prior to the industrial revolution because the shape of the Earth's orbit, the tilt of the Earth's axis and, as a consequence, the energy that the northern hemisphere received from the sun at that time was completely different to that of the present day. Equally, shorter lived warming and cooling episodes, such as the Medieval Warm Period and the Little Ice Age, correspond to changes in sunspot activity, which subtly vary the amount of energy we receive from the sun, and the number of major volcanic eruptions, which eject dust into the atmosphere reflecting energy from the sun back into space causing small scale cooling.

In short, we have a detailed understanding not just of our climate history but also of what drives these climate changes and – here's the thing – none of these climate drivers should be causing warming now. Let's take orbital forcing to start with, the energy that the northern hemisphere is receiving from the sun has actually been decreasing over the past 8,000 years. Not only does this mean it shouldn't be causing the Earth's temperature to rise, but some scientists actually argue that we should be on our way to the next ice age (although we would be moving there very slowly!). Equally, climate models

show that any changes in sunspot activity and volcanic eruptions are not sufficient to explain the warming that has occurred over the last 150 years. It is the absence of natural climate drivers that makes the warming of the twentieth and twenty-first century so disturbing. In fact the only factor that can explain this warming is the steady increase in atmospheric greenhouse gases that has occurred across the last 150 years.

The warming effect that greenhouse gases, such as carbon dioxide and methane, have on the Earth's atmosphere has been known for well over a century after the pioneering work by researchers such as John Tyndall and Svante Arrhenius. However, we have only routinely monitored atmospheric levels of carbon dioxide, for example, since the 1950s. How do we know that the rises in greenhouse gas concentration over this period aren't natural? How do we know that changes in greenhouse gas concentrations that we see aren't part of some natural cycle just like the natural cycles that drive past changes in climate? In order to be able to compare changes in greenhouse gas levels in the atmosphere to recent temperature changes we need carbon dioxide and methane records that go beyond the industrial revolution (approximately 1750 AD when the largescale use of fossil fuels began). Only then can we understand how

greenhouse gas levels varied before, during and after this crucial time period.

This is where the ice cores of Greenland, but particularly Antarctica, come in. When snow falls on the summits of the vast northern and southern hemisphere ice sheets it accumulates and, under the weight of further snowfall, becomes compressed to ice. The vertical stacking of ice over time means that if you drill a core from the surface to the base of the ice cap you recover a column of ice that records continuous snow accumulation on the ice summit over 10,000s to 100,000s of years. The longest ice core is, in fact, from Antarctica and provides a complete record of the last 800,000 years of snow accumulation. Why is this important to our understanding of greenhouse gases? Simply because as the snow falls, gaps are preserved between the snow flakes and when these snow flakes are compressed to ice, the gaps become air bubbles sealed in the ice. The gaps between the snow flakes contain air from the atmosphere at the time the snow fell and when the snow turns to ice these samples of air, and the gases contained in the air, get trapped and locked into these air bubbles. By melting the ice and measuring the concentration of carbon dioxide and methane in the air that is trapped in the bubbles it is possible to reconstruct atmospheric levels of greenhouse gases at any point over the

290 ppm (just over 300 ppm in the most extreme case). Although ice age cycles are driven by changes in the shape/angle of the Earth's orbit and axis they are exacerbated by changes in greenhouse gas levels in the atmosphere which are triggered by the orbital changes (we call this response positive feedback – a small change in one aspect of the Earth's climate triggering a change in another aspect that amplifies that change). The 100 ppm difference in atmospheric carbon dioxide levels between full ice age and full interglacial conditions is huge, on its own this could trigger 1-2°C worth of global warming or cooling.

The ice cores show us that for much of the time the interglacial that we are currently living in was typical, with respect to carbon dioxide levels, of any interglacial of the past 800,000 years with an atmospheric concentration of around 280 ppm. Around 1800 AD, around the start of the industrial revolution, carbon dioxide levels began to increase; by 1900 AD they had risen above 300 ppm and then this rise started to accelerate. Levels of 350 ppm were seen by around 1990; in 2013 atmospheric carbon dioxide levels reached 400ppm and they are continuing to rise. To put this into context over tens of thousands of years during long drawn out ice age cycles carbon dioxide varies by 100 ppm, but we have seen a 100 ppm rise in carbon



*Franz Josef Glacier, New Zealand: now retreating so fast it is almost out of reach. © Ruth le Mesurier*

past 800,000 years, well beyond the time when humans first started to burn fossils fuels.

What the ice cores tell us about pre-industrial greenhouse gas changes is striking – their natural variability is huge. If we think about the ice age

climate cycles that we discussed earlier the magnitude of natural greenhouse variability becomes clear. At the coldest part of any ice age atmospheric levels of carbon dioxide have dropped to around 180 parts per million (or ppm). At the warmest peak of any interglacial carbon dioxide levels have risen to peaks of 280-



dioxide in just over 100 years. People frequently discuss the amount of carbon dioxide in the atmosphere and it is true that current levels are unique for at least the last 800,000 years but it is the rate of change that is truly astonishing.

We would have to go into the much more distant geological past to find periods of time when carbon dioxide levels were comparable to the present day and even during these times carbon dioxide levels built up gradually over 100,000s of years not the century scale leap that we have experienced. The ice cores show us that a similar story (measured in parts per billion rather than parts per million) can also be told for methane. That the increase in greenhouse gas levels since the industrial revolution is unique is, therefore, a function not just of their absolute levels but also the rapidity of their increase. The fact that the timing of this increase in greenhouse gases ties in exactly with changes in human activity and that no other mechanism exists to explain this rise makes it difficult to argue that greenhouse gas changes over the past 250 years are not anthropogenic or humanly generated.

So it's true climate is never stable, climate is constantly changing, but decades of research by thousands of scientists from around the world has gone to show that we know why

climates change naturally and none of these natural drivers can explain the changes of the past and current century. The only climate driver that can explain the warming of the past 150 years is rising greenhouse gas levels and the only viable explanation for this rise in greenhouse gases is us. The Earth's climate history, whether we talk about the hippos of the Thames during the last interglacial or the frost fairs held on the same river 125,000 years later, is a beautiful and complex thing that highlights just how often our temperatures, regionally or globally, rise and fall. But strangely this beautiful complexity doesn't argue against the role of humans in current climate warming; it supports and cements the view of scientists that the current climate crisis is really because of us.

Much of the background data for this article comes from IPCC reports that are freely downloadable for anyone to access from the IPCC website ([ipcc.ch](http://ipcc.ch)) but a good place to start would be the summary for policy makers for the most recent (5th) assessment report that clearly distils the current view of climate scientists:

[www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5\\_SPM\\_FINAL.pdf](http://www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5_SPM_FINAL.pdf)

Much of this doesn't relate to understanding what the past means for

the future so a chapter on past climates may be a good source of further reading:

[www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5\\_Chapter05\\_FINAL.pdf](http://www.ipcc.ch/site/assets/uploads/2018/02/WG1AR5_Chapter05_FINAL.pdf)

However, the best place to go for simple, easy to understand explanations of climate change can be found in a document entitled 'Climate Change: Causes and Evidence', again freely downloadable:

[www.royalsociety.org/-/media/Royal\\_Society\\_Content/policy/projects/climate-evidence-causes/climate-change-evidence-causes.pdf](http://www.royalsociety.org/-/media/Royal_Society_Content/policy/projects/climate-evidence-causes/climate-change-evidence-causes.pdf)

This was put together by Royal Society (UK) and the National Academy of Sciences (US) and is based around simple answers to the 20 most commonly asked questions about climate change.

**Ian Candy** is Professor of Geography, Royal Holloway, University of London. This lecture was delivered to the Southern Branch of the SAS last year.

## Just where do we go from here?

PENELOPE FARMER

**The world today is full of climate protest organisations, some, like Greenpeace and Friends of the Earth, much older than Extinction Rebellion, others spawned more recently by XR itself: Money Rebellion for one and Writers Rebel another. But none have attracted as much attention, for bad as well as good reasons. Yet with its current activities this year, XR shows it is coming to maturity**

Leaving aside the fact that, as with every such organisation, Covid and lockdown put paid to many of its planned actions over the past year, XR had also to contend with the fact of its own spectacular genesis: springing from nowhere into cheeky activity in the Spring of 2019 bringing central London to a halt with the assistance of a large pink boat, pushing the issue of climate change to the forefront of the country's attention and spawning a multitude of local branches not only across the UK but across the world. As a result, their further actions later that year were this time replicated globally.

The strength of XR always was that it was never a top-down organisation and welcomed input from the grassroots. Unfortunately, though, this could and did mean members who wanted much more radical and sometimes counter-

productive actions, such as the attack on a rush hour tube train in Canning Town. On top of that there was a perception – in some ways accurate enough – that XR membership was largely white and middle class, people who could afford to lose some days work rebelling and being arrested, without fearing the abusive treatment meted out by the police to the Black community.

The founders of the movement have struggled to address such issues in their latest strategy document. This could be described as all too 'woke', that slightly unpleasant word used by right wingers and our government to denigrate those ready to recognise that society, demography and culture have changed, that white male heterosexuals are no longer the social norm and that all races, genders, sexualities, all physical, mental and neurological differences need to be incorporated as far as possible into every sphere of activity from birth to death. 'Diversity' in other words rules. Or at least should.

In other words XR itself had to reach out beyond its stated aims and beyond its rather limited demographic to involve and engage the much wider population, recognising, as it did so, that not all those had the means or time or energy

to engage in the more revolutionary activities involved: and that online action, whether signing petitions or joining in the odd Zoom activity could count as activism – just as it had always recognised that of those ready to take to the street not all would be ready to risk arrest.

Things had begun to move of course even before Covid: our local group for one was putting more emphasis on engaging the local community with educational fun days, rather than disruptive ones, others were encouraged to undertake initiatives connected to local issues – Bristol's campaign against its problems with traffic pollution is one example, as are local as well as national protests against the woodland devastations being caused by HS2's expansion northwards. XR has also increased targeting the key polluters such as fossil fuel and mining companies, and the banks and insurance companies that insured them. All over England, Barclays and HSBC banks, the financiers of coalmines, have been stickered relentlessly. Related subgroups have also emerged: Money Rebellion, devoting itself to the financial sectors, sprang out of such thinking, as has the targeting of the press – in particular Murdoch's – which continued to deny global warming



London Spring 2019: the iconic pink boat that started it all in Oxford Circus

and back the business activity of the polluters. The climate itself has also helped focus minds, with worldwide floods, fires, storms, plus increased earthquake and volcanic activity now seen as partly due to the human impact on the climate of our planet. As have the efforts of figures such as David Attenborough and Greta Thunberg.

This is not to say that there is an end to street action. In early May this year, the Rebellion of One, involving a single rebel disrupting traffic by sitting down in the middle of the road, guarded by an unobtrusive back-up team in case of trouble, arrived. As I write, in late August, a two-week mass rebellion is in full swing and cheeky as ever with an enormous pink table in place of the boat with the second week due to focus on fossil fuel producers and their enablers. Little was

advertised in advance even to rebels like me. Attempts to penetrate WhatsApp groups are common – administrators were faced lately with a flood of applicants to join our local chat group, some with Chinese phone numbers. And we all assume that by now there are undercover police among us. Priti Patel's police bill, meanwhile, designating groups like XR as criminal, threatens rebels – whether blocking the roads or sitting in trees due to be cut down for HS2 – with ten-year jail sentences, double the rates for rapists, as has been pointed out.)

There are encouraging signs of movement. Let's hope it's not all too late. The oil company, Exxon, was lately forced to admit climate experts to its boards. Total, the French oil company, is facing huge opposition to its attempts to run a gas pipe down the length of

East Africa. Shell has been ordered by a Dutch court to reduce its climate emissions to well below the targets it was offering. Disaffection is rising among the shareholders of other such companies. Governments, too, everywhere, are beginning to show more than lip service to the issues (if rarely backing up their better intentions with sufficiently firm policies) as are banks, insurers and financiers generally. The threats to everyone's profits by the decreasing demand for fossil fuel and the expensive effects of freak weather events, clearly exercises many.

And, of course, the departure of Donald Trump and Jo Biden's promise of trillions of dollars towards a green economy is helpful. As is the increasing awareness of the problem across populations in general. The recent refusal of one jury to convict XR protesters accused of vandalising Shell headquarters, despite being instructed by the judge that the issue was a legal not a moral one, could be significant. Another judge, when a rebel of one pleaded guilty to her charges, exonerated her totally, because he considered her action a moral one. Such outcomes make me wonder about the success of Priti Patel's bill. What juries will be willing to convict XR protestors if ten-year sentences are liable to be imposed for activities seen by many, increasingly, as undertaken on moral, not to say reasonable grounds?

**Penelope Farmer (1957)**

## The Long Struggle for Childcare

RUTH DEECH

**The University today provides generous family leave benefits to employees and access to affordable and quality childcare for both staff and student parents that is significantly better than most other Higher Education institutions in the UK. It was not ever thus, as former principal Ruth Deech recalls.**

To be a woman don in a women's college, with a full time nursery and a well-stocked law library was, relatively speaking, very heaven. As a grateful mother, I wanted to enable others to share my good fortune.

The St Anne's nursery was founded in the early 1960s by a group of fellows who all had small children around the same time, and put to use a disused Nissen hut in the grounds of the college; apparently it had been used as a baby clinic during the War. It took women dons to understand how vital childcare was to be able to continue one's career, but even so, the fact that the nursery closed around 4.30pm, was often a problem because faculty and University meetings were often held at 5pm, despite protests.

There were few 'new men' then. My baby was born in November 1974 and

because I was a Fellow I was able to secure a place for her from the age of 6 weeks, largely because I wanted to get back to normal as soon as possible and also because I wanted to be unencumbered for the admissions interviews in December. Her clothes and nappies were sanitised to the nth degree, and then in she went to the nursery, where the much loved Blakey — Mrs Blake — was in charge, and had been in charge for many years. My baby joined in the 'cigaretted' atmosphere and the less than pristine conditions and thrived on them. It was a source of real annoyance and expense that the local authorities kept changing the nursery regulations and demanding more staff and space as the years went on, without any real evidence for this need. (For example, the St Anne's nursery, having been rebuilt to the exact required specifications in about 1978, was told not long after, that, in fact, the kitchen was too close to the lavatories and could not be used for cooking.) Local authorities tended to view nursery users with suspicion and the red tape was generously wielded.

I was often called by anxious young scientists in the University who found

themselves pregnant but had contracts for only two years which they could not afford to interrupt. So I took up the cause of more nurseries with the University. All in all, as I was not the first to call for more childcare provision, the fight to get more nurseries lasted some 21 years. First I had my eye on the childcare facility in the graduate residence, Summertown House, which was used for only half a day as a sort of playschool. It seemed to me clear that it could and should provide space for full time care for working parents. This was resisted by the users; resistance to the idea of nurseries came also from other members of Hebdomadal Council, of which I was a member at the relevant time. 'My wife stayed at home when the children were small', said one of the councillors, and I saw that as a harbinger of doom. It was not until Vice-Chancellor Southwood embraced the idea of childcare that it happened, swiftly, and I was pleased to note that there were soon about three nurseries with a waiting list. There are now five University nurseries and five college ones and a University department to deal with them.





St Anne's Nursery in the 1960s (left) and how it looks today © St Anne's College, Oxford.

### THE GENDER GAP

Equal opportunity in the Law Faculty, however, was another matter. Throughout the seventies and eighties (and surely long before) there was a damaging imbalance in the distribution of associate professors and University posts between men's and women's colleges, a discrepancy that became even more unacceptable when the colleges went mixed. No doubt this went right back to the first women law students over a century ago and their lone, even shared, women tutors. As the 20th century saw more bright women candidates to read law, with far fewer

places for them than for men, the women law tutors felt a duty to accept as many as they could. So a female law tutor in a (former) women's college might well have been dealing with, say, eight students a year, while the same number in a men's college would most likely have had three or more tutors to look after them. They would have the luxury of teaching fewer subjects and for fewer hours. The Law Board would not contemplate redistribution of posts in my time. It was all the more discriminatory because research was the only criterion for promotion (despite the cap-doffing to good teaching) and a single law tutor was much less likely

to have the same time for research as a man, and more likely to have to teach a wider range of subjects. The Bodleian Law Library was closed for most of the weekend, and there was nothing on line in those times of course. Thus the women ended up with fewer publications, but often the devotion of their pupils, a good recompense. A particular sore point was the refusal of the Law Club (the faculty dining club) to accept women members until about 1980. I remember the faculty member who always refused to teach women from women's colleges, as not good enough. And when I raised the funds to finance a second law fellow at college

to teach commercial law — now a major subject — I remember the disdain shown by some of the faculty: 'commercial' law indeed, said a fellow at a four-fellow college.

I was sorry that so many women candidates preferred to apply to former men's colleges rather than to former women's college when we all went mixed, but now it seems to have evened out, and what I describe above is just a distant memory, preserved only by the very old!

Today, the University provides generous family leave benefits to employees, access to affordable and quality childcare for both staff and student parents via 450 FTE nursery places (a ratio of 1 per 32 members of staff), 332 in 5 specialist Universities nurseries, as well as reserved spaces in other community facilities. Our ratio of 1 nursery place per 30 members of University staff is significantly better than most other HEIs within the UK.

**Baroness Ruth Deech** was Principal of St Anne's 1991-2004

## The Nursery Today

JAY GILBERT

**Half a century and more since its foundation, our nursery continues to flourish, greener and stronger than ever**

St Anne's College Nursery has soldiered on through the coronavirus pandemic, like many nurseries, with less alteration to its day-to-day routine than many other places of work and education. Kyle Biswell, our Nursery Manager, and his team answered questions about the nursery today, and explained why it remains a vital part of the college.

**Jay Gilbert** The St Anne's nursery was a pioneer in Oxford and was hugely valuable to female academics in the 1960s and 1970s for whom childcare was hard to come by. Could you tell us about who uses the nursery today? What mixture of children do you take care of?

**Kyle Biswell** We give priority to applications from the staff of St Anne's, then the University generally. If space allows we will then take applications from the wider community. We ask that all children attend the nursery full time. The bulk of children attend the nursery from

babyhood through to four-years-of-age. However, some parents are travelling academics and we might only have their child for 12 months while their mother or father is working within the University.

We are in the incredibly fortunate position to have children coming into the nursery from all corners of the world. Because of this all the children are able to grow in a rich and diverse atmosphere.

**JG** What would be a typical day in the life of the nursery?

**KB** The nursery day kicks off at 08:45 and the children are collected in the evening by 17:15. There are six staff working at the nursery including a full-time manager and five part-time members of staff. We are in an urban setting and feel lucky to have such a large outdoor space that the children can enjoy in their own way. The nursery door opens up into the garden, so children can flow freely back and forth, choosing to spend time indoors or out. We mostly let the children lead their own learning. Any adult-led activities are always based on the children's interests.





Rewilding in the nursery today. © St Anne's College

A snack is provided mid-morning. This is usually a small selection of fruit, and the children can choose if they have this or not. Each child brings in its own lunch which we heat if required. The children all eat together regardless of age and we design mealtimes to be a social experience with staff and children alongside each other to create a relaxed and comfortable atmosphere. We aim to provide a tea-time snack that is interesting and attractive using food that is healthy and adds to a positive lifestyle.

In Covid-free times, parents and visitors are invited to come into the nursery to help with activities or share their skills and experiences. We try to encourage a community environment where everyone's skills and input are valuable.

We also organise off-site visits such as walks to the park and forest school sessions (although most forest school happens on site). We often take the bus to the library in Summertown to borrow a variety of books. As we are a small group it is fairly easy to organise a trip into the city to visit markets, shops or museums, and we also visit a local Care Home to foster relationships with the residents and share fun and activities with them.

**JG** The 'typical day' in 2020 was obviously a bit different! How did Covid affect life in the nursery? What sort of changes did you have to make?

**KB** We've only made small changes because of Covid. The nursery was closed for some time during the first lockdown. When we reopened we asked that all parents stay out of the building, dropping off and collecting at the front door. Parents were also asked to respect social distancing and wear masks. We have strengthened an already strict cleaning routine and rotate cleaning and sanitising equipment that is used regularly. Children have been encouraged and guided to have a good hand washing routine. We have also adapted an outdoor camping shower to make an outdoor hand-washing station.

**JG** The nursery today does not look too different from the way it looked when it was built. What makes the St Anne's nursery different from other nurseries you've worked in?

**KB** Having a smaller group with a high ratio of staff has massive benefits in the way we can work with the children and build a strong relationship with their parents. If a parent comes in and needs to discuss a worry or concern, staff can easily dedicate time to spend with the parent without disrupting the safe running of the nursery. Our nursery is a place where everyone can learn; the staff have a range of CPD (Continuing Professional Development) courses they can dip in and out of. In the setting itself there is space to try new ideas/activities

that will benefit the children.

**JG** You are a qualified forest school leader Kyle and have been able to run forest school sessions at the nursery for the past four years. This has gradually grown and the 'forest school' ethos has spread into the curriculum. Can you tell us a bit about that?

**KB** Children are surrounded by nature all year round and are able to take part in forest school and nature connection activities on a daily basis without even realising it. We offer children the chance to take risks and find out what happens in a controlled environment. Children can climb high, build their own play areas and, alongside staff, use tools such as knives, saws and loppers. Allowing them to take risks in this way builds self-confidence and the ability to manage risk for themselves. These are key skills to move on with into the next stage of their education.

During time spent in the outdoors, staff can begin to mentor children in things as deep as emotions and empathy, personifying creatures, plants and trees to encourage respect for the natural world.

**JG** What have been the biggest changes in the nursery over the time the current members of staff have worked here?

**KB** We pride ourselves on not needing to make lots of big changes. Instead, we are



continually assessing our practice and making tiny changes to suit the children's interests/passions. The garden was extended seven years ago to give more space for play, planting and investigating, and it continues to develop with each passing year.

**JG** Looking forward, what is your vision for the nursery? Is there anything you would like to do or change, any ambitions for it?

**KB** Staying true to an ethos of linking children to the natural world, and providing a safe home-from-home atmosphere.

**Jay Gilbert** is Communications Manager at St Anne's

## All hands on deck

DARIA LUCHINSKAYA

### Navigating the uncharted graduate labour market waters during and in the wake of the Covid-19 pandemic presents unprecedented challenges to new graduates

The Class of 2020 and 2021 are entering uncharted labour market waters. After a year of the Covid-19 pandemic, experiences for the Class of 2020 have been mixed. According to a survey of young people by graduate careers website Prospects, almost half the Class of 2020 graduates and over one third of final year students had changed their career plans since the start of the pandemic. Without underplaying graduates' experiences, it is important to highlight that on the whole, graduates fared better than young people in general in terms of unemployment. Although graduates employed in the Covid-hit sectors faced difficulties in searching for work, large graduate-employing sectors such as IT, finance, health and others have been comparatively less affected.

Nonetheless, the class of 2020 and 2021 are facing unprecedented challenges. While it is generally well known that students who graduate into economic recessions tend to

have lower wages than their non-recession counterparts, the effect of Covid-19 is a little different from past economic crises. The pandemic has directly affected some industries much more than others, with hospitality, tourism and the arts particularly hit by lockdowns and restrictions. Graduates who studied subjects in related areas and hoped to work in these fields may face difficulties in finding work they want to do. Work experience, generally valued by employers when recruiting graduates, has become harder to come by, and for graduates who were able to access work experience placements, a substantial number took place online. Other types of work were also transferred online, and for graduates entering work, the 'onboarding' experience – taking part in induction training, meeting colleagues and getting to know the culture of the organisation they are working for – has also become virtual. Mental health and struggles to remain motivated during the move to online learning is another challenge affecting many students and graduates, accentuated by anxiety about labour market prospects.

Although all graduates have been affected, not everyone is in the same

boat: the pandemic has accentuated inequalities along lines of gender, class, race, disability and their intersections. Over the past year, my colleagues and I have been looking at the experiences of the Class of 2020. In *Graduating in a Pandemic* we surveyed graduates from undergraduate-level qualifications in Glasgow and Preston, and got about 650 usable responses, with a slightly higher proportion of women, first-class degree achievers and those in full-time study compared to the population of 2020 graduates as a whole. While most respondents did not suffer from the direct effects of having Covid-19, many had been affected indirectly by the pandemic's impact on the economy and society. Some were opting for further study to 'shelter' from the labour market uncertainty, around one third were working in a job related to their intended careers and had relatively high job satisfaction, while 17 per cent were unemployed and looking for work. Unsurprisingly, graduates working in their preferred area of work were more likely to have been men, obtained a first-class degree and not been a first-generation student.

What can we say about subject choice and transitions to employment during periods of crisis? If we look only at graduates working in their intended field by broad subject group, over half of those who studied STEM-related subjects (science, technology,

engineering and mathematics) were working in such a job, compared with just under one third of social sciences graduates and under 10 per cent of arts and humanities graduates. However, our survey was done just a short time after graduation and we have known for some time that it is taking graduates increasingly longer to work in appropriate level jobs (the so-called 'graduate jobs') and that graduates from STEM and social sciences fields are more likely to find work in appropriate-level employment sooner than graduates from arts and humanities subjects.

Do worse employment outcomes suggest that arts and humanities subjects are not as good an option to study as STEM-related ones? It is important to reiterate that there is more to higher education than getting a job at the end of a degree, even if this idea has become increasingly dominant over the past 20 or so years. Students applying to university know this too: they select courses based on interest and aptitude as well as for career-related reasons. Those who select subjects on the basis of favourable employment outcomes at the expense of enjoyment sometimes wish they'd done things differently. Subject choices also reflect long-standing gendered differences in work and social gendered stereotypes. For example, men are more likely to study subjects such as physics, maths, computing and engineering, and women to study

subjects allied to medicine, biology and related subjects, and education. These choices directly connect to earnings and employment outcomes – unsurprisingly, by 'objective' indicators such as earnings, in favour of men's choices.

We also know that not all students are attracted by the prospect of a well-paying job. Many want to make a contribution to society or to do work they find meaningful or enjoyable. Graduates who have strong non-financial orientations towards enjoyment or socially useful work may be less likely to work in a graduate job, but may also be more satisfied with the work they are doing. As we saw over the past year, in essential jobs that continued to be done during the lockdown, for example in health, social care, education, food retail and others, pay is lower on average than in other parts of the economy.

Who better to ask about subject choice than graduates themselves? Although Graduate Outcomes data on the class of 2020 are not yet available, we can look to the experiences of an older cohort of graduates who graduated into the peak of the recession following the 2008 financial crisis. The *Futuretrack* study, led by Professors Kate Purcell and Peter Elias at the University of Warwick, followed this group through their higher education and into employment. I worked on *Futuretrack* during my PhD at Warwick and feel close to the

participants who graduated only a couple of years after I did. In 2011/12, around 18-30 months after their graduation, *Futuretrackers* were asked about their labour market experience. The short story is that while a majority of graduates from across most subject groups were optimistic about their careers and employability prospects even in the midst of the recession and would not have changed their subject of study, those from arts subjects were generally least likely to have thought so. But, there was significant variation across subject groups. For example, graduates from biology, veterinary science, agriculture and related subjects were much less likely to think their degree was an advantage in looking for employment compared to those from other STEM-related subjects.

For those *Futuretrackers* who would have liked to study something different, the main reasons for wanting to change subject were to choose something with a clearer career path, to develop skills more in demand by employers and to do something 'recession-proof'. However, at the time of applying to higher education in 2005/06, the recession was not on the horizon, just as Covid-19 was unforeseen when the Class of 2020 and 2021 were making their decisions. As one *Futuretrack* respondent said, 'Like many others, I would have needed a crystal ball to make a properly informed decision.' (Purcell et al., 2013, p154).

While it is too early to say how the pandemic will affect the career outcomes of the Class of 2020 and 2021 over the longer term, *Futuretrack* findings suggest that most graduates do end up working in appropriate level jobs. In 2019-20, *Futuretrack* ran a follow-up study catching up with respondents ten years after graduation. By then, most were working in graduate jobs and were generally satisfied with their work. A small minority, however, were less well integrated in the labour market and were also more vulnerable to Covid-19-related shocks. Graduates in this group were more likely to have studied arts subjects, held non-monetary career values and to have been from less advantaged backgrounds when applying to higher education.

What should students do when thinking about subject choice, and what can graduates do if they find out their subject area is no longer in demand after they graduate? It's a difficult question, and I offer no concrete answers. We can't predict the next crisis or recession, but we can be more aware of uncertainty and become more informed. Sources of labour market information, projected demand for skills and graduate outcomes by subject are readily available, though aren't necessarily presented in an appealing or accessible format. More inclusive and consistently provided careers information in schools can help students

make the best informed decision at the time, even if unanticipated changes in demand may still occur. Students can also develop resilience and adaptability to help cope with unexpected changes and make career moves, although changes may be easier to make for some groups than for others. Employers can make work experience more widely available, removing barriers to taking part as far as possible for those with other commitments. The shift to online work experience may alleviate some of these barriers but it remains to be seen to what extent online work experience affects graduates' outcomes. We should also focus on the wider benefits of higher education beyond individuals' employment and salary.

Graduate employability, as currently espoused, tends to focus on individual outcomes. But if the pandemic has shown anything, it is that structural disadvantages are still very much at play, shaping and constraining individual agency. We, as employers, policymakers, staff at higher education institutions, careers advisors, friends and family members, should continue to help students and graduates in their transitions to employment. If we don't want our graduates to end up in dire straits, it's a case of 'all hands on deck'.

**Daria Luchinskaya** (2004) is Lecturer at the Department of Work, Employment and Organisation, University of Strathclyde

## Cautious Optimism

JOHN FORD

**The outlook remains uncertain and it will take time for worst hit income streams to come back. In addition, the full impact of Brexit has yet to be felt. But our Treasurer remains 'cautiously optimistic'**

For many commentators, last year seemed to put additional pressure on adjectives – 'unusual', 'unprecedented', 'challenging' – all these things certainly, but having lived through 2020, this year has simply seemed more of the same, albeit with a greater sense of optimism.

Much of the financial strength of the college comes from the diversity of its income, essentially broken down into six main streams. This was highlighted by many of the investors that Helen and I met in 2019 when we undertook a 'roadshow' ahead of the bond issuance in March that year. As part of that exercise we used a number of stress scenarios to assess how well the college model would hold up if three or more of these streams came under pressure. The last two years have been a live example of these scenarios.

Happily, academic fee income, including international students, has held up well. Students still want 'to come to Oxford', even online. Perhaps there is a message there for future development. A similar

case was seen with fund- raising income. Thanks to the impressive generosity of our alumnae and donors, and the hard work of the development team, we were able to raise additional funds to cover the extra expense of student welfare, vacation residence and hardship in particular, as well as one sizeable benefaction supporting a range of additional JCR activities. The Giving Day was a case in point, far exceeding our estimates. After the shock fall of March 2020 the endowment bounced back well. The change to total return strategy (from income only) in July 2020 stood the college in good stead, allowing us to capitalise on some of the investment gains of earlier years rather than relying solely on dividends.

The main problems were in conference income, accommodation and visiting students. These areas account for around 40 per cent of our overall turnover and all three areas were badly impacted this year. Initially we were encouraged, as conference bookings were postponed rather than cancelled, but as lockdown restrictions rolled into each other and finally extended into July this year, many bookings were cancelled and deposits returned. There is a big question over the future of the conference business, a valuable activity

that has supported the college so well over 50 years at least. On balance I am optimistic. St Anne's has always focused on academic conferences, which are a core part of research, as opposed to the more fickle corporate business. Indications suggest that this will come back in time as academic colleagues are very keen to return to the road and re-engage in both the formal and informal interactions that are so vital to their work. Needless to say, there may well be greater restrictions on international travel, both pandemic- and environmentally-related, which means that we will have to offer both on site and online facilities, but this has been a trend for some time and the college has developed plans on how to offer these.

Visiting students, mainly as part of the US year abroad programme, were similarly affected. One or two brave souls turned up and one or two others completed the course online, but it was a shadow of the 40 plus students per year that the college normally accommodates. Participation remains threatened next year but I understand that many of those admitted are determined to travel to Oxford, no doubt some of them deferring from this year. Accommodation and catering income from home students was also erratic at best. We



had a fuller house than usual in October, including additional first years admitted after the A level difficulties, their offers genuinely honoured. The situation was complicated by social distancing, a limit on household numbers, the intricacies of bubble management and the related requirement to find additional accommodation. This was followed by a minimal presence on site in Hilary Term with students being taught at home. Finally this summer we had the vast majority of students back on site.

On the expenses side we were able to reduce these considerably as activities were reduced. There was a freeze on hiring and salary increases, although we were still able to honour our commitment to the Real Living Wage. The Coronavirus Job Retention Scheme (CJRS) or 'furlough' worked very well, particularly when operating flexibly. The college has consistently topped up salaries to 100 per cent. We were also able to benefit again from funding from the College Contributions Scheme (CCS). This is a typically quaint but valuable programme where the higher-endowed colleges are levied to support the lesser-endowed colleges. Given that the latter are more reliant on conference and visiting student income, both badly impacted by the pandemic, it was very effective. Originally set up to support the fledgling university over 100 years ago, when it had few resources but had to build laboratories and related facilities, it

has now become a form of 'Robin Hood' tax. I like to think the richer colleges give in good grace; we certainly receive it gratefully. In better times it helps ensure that students have a minimum standard of experience in Oxford regardless of college and that employment conditions are relatively similar for Fellows.

Overall we have tried to budget to preserve cash. This has been relatively successful: although in accounting terms we lost £300k last year and are likely to lose around another £500k this year, the situation could have been much worse. Preserving cash has helped us maintain capital expenditure on the estate to support ongoing renovation and pay for preliminary work as part of the plans for Bevington Road.

In 'Today Programme' terms, what should we be worrying about? From our narrow perspective Brexit is the dog that has not yet barked. Student applications from the EU are certainly down but have been replaced from other parts of the world and the UK. Some non-academic EU staff have returned home but the vast majority have stayed, applying for the right to remain. Academic recruitment has been brisk as a number of our Fellows have retired this year. Some of the new recruits have come from the EU. The college has offered a loan scheme for visa and related costs. No doubt the effects will be felt in future. As one political commentator remarked this week, 'the teething problems have

become permanent' and no doubt are partly masked by the pandemic. The defined benefit Universities Superannuation Scheme (USS) continues to be a concern: following the latest valuation it may well yet be more expensive for both employers and members. The trustee is seeking to impose financial tests on employers to support the strength of their mutual guarantee.

On a brighter note, following the change of management of the endowment and the consultation with students and staff in early 2020, the college followed the university and decided to divest from fossil fuels. This year we have built on this by producing a responsible Investment policy. This sets out certain principles that should govern our investments and outlines how the college expects its fund managers to engage with companies on its behalf. We have also invited students onto the investment committee. I look forward to seeing how this will work in practice.

No doubt the outlook remains uncertain, it will take time for all of our income streams to come back. Some may not. We may need to diversify further, but with the on-going support of the college community as a whole we can be cautiously optimistic.

**John Ford** is St Anne's Treasurer and Finance Director

## College life in the Roaring Twenties

CLARE WHITE

**After last year's focus on the centenary of women's formal admission to the University of Oxford, Library staff have been exploring the College archives to find out more about the Society of Oxford Home-Students through the following decade. As we hope for better days ahead beyond the pandemic in the 2020s, what was life like for our college forebears through the 1920s?**

A major change for the Society came less than six months after the first degree ceremonies for women, with Mrs Johnson's decision to stand down as Principal at the end of Hilary Term 1921. For many of the students and tutors, Bertha Johnson was the Society of Oxford Home-Students and her departure marked the end of an era. As secretary to the Association for the Education of Women (AEW), she had taken charge of the 'unattached' students from 1879 before the Society even had a name, later becoming its Principal in 1893 when the its structure became more formal. Her farewell speech to the Home-Students was reprinted in *The Ship* that year, and describes the wrench of giving up her work: 'Kind friends think

that I am longing for leisure. I do not know exactly what one feels when one expects to have one's head cut off, but I think it must be somewhat as I am feeling now.' Yet at the age of 75, and the point at which women had been formally accepted into the University, she must have felt that the time was right to retire.

One of Mrs Johnson's final acts as Principal was to represent the Society during Queen Mary's visit to Oxford in the spring of 1921. The University awarded an Honorary Degree to the Queen, the first to be bestowed by Oxford on a woman, and Queen Mary combined the occasion with lunch at Balliol, joined by the Principals of the women's colleges. Lunch was followed by visits to Somerville and Lady Margaret Hall where members of the Society of Oxford Home-Students were invited to witness the presentation of a book to the Queen. *The Ship* records the amusement of the students at seeing their tutors being presented to the Queen and making their 'much practised curtsies'.

The Home-Students' second Principal took up her post in Trinity Term of 1921.

Miss Christine Burrows was steeped in the tradition of education for women at Oxford, having been a student first at LMH and then at St Hilda's after her mother, Esther, was appointed Principal. She went on to become Vice-Principal, History Tutor, and finally succeeded her mother as Principal of St Hilda's in 1910.

The Society Miss Burrows inherited had a 'character and tradition of its own'<sup>1</sup> but could not claim to have been run along any professional lines. Almost all previous administration, including meetings with tutors and students, had taken place in Mrs Johnson's house, and the Principal had had complete control over admissions and the allocation of students to tutors. In terms of governance, the Society had been controlled by the AEW and by the Delegacy for Women Students. With the five women's societies now recognised fully by the University, there was no longer a need for the AEW or the Delegacy for Women Students, and both were disbanded. A new Delegacy for Home-Students was set up in Michaelmas Term 1921 to act as the Governing Body for the Society. Its

<sup>1</sup> Ruth F. Butler, p 1.



March 1921: Mrs Johnson presenting the Home-Student tutors to Queen Mary

members included the Vice-Chancellor and the Proctors, and the presence of these senior figures strengthened the ties between the Society and the University.

With Miss Burrows at the helm, the running of the Society became less idiosyncratic. The first administrative changes concerned admissions' procedures. Miss Burrows was asked to consider the institution of an Entrance Examination and the first tests were introduced for prospective Home-

Students in 1921. Growing student numbers (nearing 200 in 1921) and a more formal admissions process brought about the need for a reorganisation of tutorial staff and the introduction of office administration. At the start of the 1920s the Home-Students boasted two Classics tutors, two History tutors, two for English and one each for Economics, Geography and Law. Some of these were part-time and all had been tutors to the AEW, which meant that they also taught students from other colleges.

Miss Burrows quickly added a third History tutor, and the Society's first Modern Languages tutor. Up to this point, tutors had no fixed salary and little job security. They received payment only for the hours that they taught and funding for the tutors came mainly from student fees. Many of the tutors served the Society of Oxford Home-Students because they were dedicated to its cause, rather than for financial gain, but as a result of a fundraising appeal for the women's colleges, the basis of a tutorial fund was established and from 1924 the tutors received annual salaries.

By 1921, the Society's crumbling old common room in Ship Street was no longer safe or large enough to accommodate the increased number of students, and the practice of the Principal running the Society's office from her own home was not a practical option for Miss Burrows. The University had recently purchased Holywell House, on the corner of Jowett Walk and Mansfield Road, with the windfall they received from women students paying matriculation and degree fees. It seemed fitting that one of the women's institutions should occupy the newly acquired building, and thus the Home-Students moved in just before Michaelmas Term 1921, renting the space from the University and sharing the building with the School of Geography.

This new base for the Society provided a room for the Principal and a common room for the Tutors, an office for the Secretary and Treasurer, a large Junior Common Room with an adjoining kitchen along with two rooms and a corridor to house the Nettleship Library, still shared by all the women students. The Nettleship collection was joined by a donation of Professor Geldart's law books in 1922, with access allowed to all women law students – a practice which continued in the Geldart Law Library at St Anne's until the 1970s. Jowett Walk came with a charming garden which was depicted on a library bookplate designed in 1931 – the only picture we have showing the Jowett Walk site. Writing in *The Ship* in 1921, Ruth Butler (Vice-Principal, History Tutor and chronicler of St Anne's history) comments that, 'Staff and students have rapidly felt at home in their new surroundings, and we believe that our new buildings in Jowett Walk will soon become to us something of what her college means to the College student.'

Whilst 1 Jowett Walk provided a central base, the Home-Students of the 1920s lived up to the origins of their name in having no communal accommodation. Some were still Home-Students in the traditional sense, living with their

families, but a much larger number lived in private houses often run by the daughters of Dons. Under Miss Burrows these landladies became known as 'hostesses' and one of her first actions as Principal was to visit all 60 of them to check both their suitability and the suitability of their homes. The hostesses did not just provide a bed, they were expected to enforce University regulations, in particular the night-time curfews, and 'to watch over the moral and social conduct'<sup>2</sup> of their charges.

Other students lived in hostels often maintained by religious orders. St Frideswide's at Cherwell Edge (now part of Linacre College) had provided a home for Roman Catholic women students across the colleges since 1908. For much of Miss Burrows' principalship, a large hostel was maintained by the Anglo-Catholic Sisterhood based at St Thomas' Convent, near the railway station. From 1928, the Anglican Order of the Community of St Mary the Virgin at Wantage provided a further hostel at Springfield St Mary. The residents of Springfield were the first Home-Students to live communally on what would become St Anne's current site, for the hostel was in 33 Banbury Road and remained there until the house was demolished in 1961 to make way for the Wolfson building.



1920s Home-Student: Mary Lambert (*Geography* 1920). (Courtesy the Lambert Family)

The Home-Students may have lacked a corporate home, but they came together as a community in their leisure time as well as for their education. Drama productions were popular, in spite of the rule that no acting with men was allowed. The 1922 edition of *The Ship* records that a version of the play *Prunella* was performed by the Dramatic Society

<sup>2</sup> Marjorie Reeves, p 18.



and raised £8 for the Appeal Fund for Women Students. Debating clubs were also popular, no doubt helped by the fact that this was one way to have contact with the men undergraduates in the form of joint debates between the men's and women's societies. Dancing was another favourite post-war pastime. It was another way for the women to spend time with the men undergraduates, although this had not always been the case. Writing in her history of the College, Miss Butler recalls that 'occasional feminine dances took place in the Junior Common Room, but in 1924 a proper dance was allowed'.<sup>3</sup> A 1920s precursor to the much-loved St Anne's bops, it became the custom to hold four of these dances each year in the spacious common room.

Sport was equally popular, with the 1920s bringing blues for the Home-Students in Lacrosse and Hockey. By the middle of the decade, women's rowing was allowed; not side-by-side racing which was forbidden on medical grounds, but competitions based on time tests, and with rigorously enforced medical tests to check for physical strain. Not all excursions on the river were so strenuous. The Society acquired punts and canoes, and a Boat Committee to look after them. Student recollections of

the 1920s refer to 'long days on the river, when examiners and their works seem far away'.<sup>4</sup>

For many of the 1920s students, leisure time included more philanthropic activities. The Society's Economics Tutor, Miss Violet Butler, founded the 'Social Service Union', whereby she identified the need for help across the diverse city of Oxford, and the Home-Students

provided the much-needed labour. They helped in Play Centres, Community Centres, Toddlers' Clubs and Old People's Homes, and took on tasks such as tennis lessons, swimming lessons, reading to the blind and visiting patients in hospital. From 1923 to 1926, the Home-Students ran a youth club in the disadvantaged district of St Thomas', and named it the Beaver Club after the Society's crest.



1928: Springfield St Mary residents

<sup>3</sup> Ruth F. Butler, p 17.

<sup>4</sup> R.F. Butler and M.H. Prichard, p 115.



1922: Prunella performed by Home-Students Dramatic Society

With the advent of Miss Burrows, and communal space in Jowett Walk, academic life began to be approached in a more organised manner. Pamphlets in the archives lay out all the official information the Home-Student needed to know, from the times and dates of communal meetings to fees for the term, to the opening times of the Nettleship Library, the cost of library fines and the deadlines for entering one's name for examinations. All students were expected to see the Principal at the beginning and end of term, in the equivalent of the modern day Principal's Interviews. They were also expected to attend the Terminal Meeting, a formal gathering of the whole Society which took place once a term in the Examination Schools and for which academic dress was required. The meeting allowed time at the start for the JCR to discuss student matters, followed by an address from the Principal, which was said to do much 'to weld together the scattered interests of the Society'.<sup>5</sup>

Another event that drew the Society together was the Terminal Service. The institution of this corporate religious service came about in 1922 at the request of the students. Ruth Butler explains that 'an interdenominational

committee was elected, and much discussion took place as to the best form of service to meet varying forms of religious belief'.<sup>6</sup> The first service took place in the Junior Common Room at Jowett Walk, from then on it became a termly event, usually held in the University Church.

The 1920s marked a change in the subjects available to Oxford's women students and opened up new opportunities for their futures. The decade saw Home-Students amongst the first women to be awarded medical degrees, as well as degrees in music and diplomas in geography (the Honour School of Geography was not introduced until the 1930s). More Home-Students began to take research degrees, and the fact that the Society of Oxford Home-Students was not a residential hall attracted many mature students, including some former Home-Students, who wanted to pursue these further studies.

An anomaly arose when the University began to award degrees to women that affected many of the old Home-Students. The University decreed that only the women who had fulfilled the strict degree course would qualify for the award. Under the course of study

laid out by the AEW, women students prior to 1920 could follow a degree course broadly equivalent to the men, where three sets of formal exams were required (Responsions, First Public Examinations and Second Public Examinations), or they could follow a shorter course and opt for subjects, such as Modern Languages, which were not available as Final Honours Schools to the men undergraduates. Many of the early Home-Students took these shorter courses, partly for financial reasons, partly because their early education may not have given them the level of Latin and Greek required to pass Responsions, and partly because the subjects on offer were better suited to their future needs when many of them would go on to become school mistresses. The result was that enquiries poured in from old students as to what they needed to do to complete their qualifications, with many returning to Oxford for a term or longer to cram for and sit the missing papers. The grace period allowed by the University for completing the required exams expired in 1926, six years after the first degrees were awarded to women.

By coincidence, 1926 saw a further upset relating to exams, this time on account of the General Strike, which took place

in May. A letter from the Vice-Chancellor, dated 10 May, states that the University's Council proposed that all examinations planned for Trinity Term should be postponed until the emergency was over. The Undergraduate Letter in *The Ship* that year speaks of 'armed troops going through [Oxford] in lorries towards the North; ... the cessation of almost all lectures and the gradual disappearance of men undergraduates ... The Home-Students were the first of the women's colleges to send in to the Town Hall names of those willing to volunteer'. In the end the emergency was short-lived: exams were postponed for only a week and Oxford resumed its normal life surprisingly quickly. Yet at the time, the anxiety of what might happen was very real. Miss Burrows' notes from a University briefing record a warning to continue to be on guard in case 'Bolshies' attempt to spring an attack.

Many of the student reminiscences in *The Ship* and the College histories give an impression of a quietly idyllic life through the 1920s, recalling the joy of picnics in punts, evenings at the Playhouse on creaking wooden chairs, the inevitable essay crisis and unending Oxford teas over a fire with toasted crumpets and talk. However, there was still an undercurrent of suspicion from many of

Oxford's men concerning the presence of women at the University. There was a sense that the women students were still on probation in the eyes of the University, and the Principals of the women's societies were determined that their students should not behave in any way detrimental to the recognition they had long fought for and won.

The women students' lives were governed by a whole host of rules and regulations that seemed mainly designed to protect the morals of the women and to prevent them from distracting the men. Permission had to be obtained from either the Principal, or in the case of the Home-Students from their Hostess, before any kind of mixing with the opposite sex was allowed, unless the male happened to be the student's brother; women were not allowed to go to cafés with men before 2pm or after 5.30pm, and still needed permission plus a female friend as chaperone during the hours in between. Going out in the evening required permission from the Hostess and a curfew of 11pm had to be met. Still, the 1920s Home-Students seemed just as adept as later generations at side-stepping the rules. One alumna, reminiscing at the Gaudy in 1978, recalls that 'it was very difficult sometimes, if a theatre was late finishing,

and one went haring home up the Banbury Road, arriving out of breath. The pantry window at Springfield St Mary was the one which could be opened, but normally one managed to be home in time. The rules and regulations weren't so bad; in fact I feel rather sorry for the present generation who don't have to come in through the pantry window, because they are allowed to be out late anyway, so where is the fun of it?'

The on-going uneasy relationship between the University and the women's colleges once again came to a head in 1927. The University's Annual Report for 1926-27 describes the passing of legislation to impose a limit on the number of women undergraduates. The result was that Lady Margaret Hall and St Hugh's were limited to 160 students each, whilst Somerville and St Hilda's were limited to 150 each; and no new society for women would be permitted unless the average number of women undergraduates in the previous three years was less than a quarter of the average number of men undergraduates. The Society of Oxford Home-Students was only remotely affected by this legislation for its own student numbers had already been fixed at 220 the previous year by the Delegates of the Society.

<sup>5</sup> Ruth F. Butler, p 21.

<sup>6</sup> Ruth F. Butler, p 27.

<sup>7</sup> *The Ship*, 1979, p 36.



The Home-Students had always been the largest body of women students, partly because having no residential buildings removed the need to limit student numbers according to the number of bedrooms and facilities available. However, the possibility that the Home-Students might one day own their own home arose from a seed planted in 1928 in the form of an anonymous and large benefaction. The donor was soon revealed as Mrs Amy Hartland of Hardwick House near Chepstow. The story goes that regretting her own lack of a university education, Mrs Hartland 'wished her name to be in some way perpetuated through a connection with women's education in Oxford'.<sup>8</sup> Since the University's cap on women undergraduates meant that no new college could be established for the foreseeable future, Mrs Hartland pledged that her Trust Fund should make provision for the Home-Students to have a more complete corporate life, and the decision was taken to start searching for a suitable site in Oxford where a central building for the Home-Students could be located. Ten years later, Mrs Hartland's wish came to fruition with the opening of Hartland House.

As the decade drew to a close, another great change for the Society loomed

with the retirement of Miss Burrows. Writing in the College history, Ruth Butler summarises Miss Burrows' impact: she 'left a tutorial and a 'hostess' system well and soundly established to meet the needs of the future ... Miss Burrows had guided us into ways that were more collegiate, but she had never broken with tradition – above all with that of intense interest in the individual student. It was this power of personal friendship that helped to bind the Society together'.<sup>9</sup> Miss Burrows was succeeded by Miss Grace Hadow in Michaelmas Term of 1929. Like her predecessor, Miss Hadow was well-acquainted with the tradition of women's education in Oxford, having been a student at Somerville and a Tutor at LMH. This, combined with her administrative experience gained through posts in the Ministry of Munitions, as Vice-Chair of the National Federation of Women's Institutes and as Secretary to Barnett House (a centre for social work training in Oxford), made her well-equipped to lead the Home-Students into the 1930s.

The 'Roaring Twenties' ended on an optimistic note for the Society. It had been a decade of change, with two new principals, new status within the University, a new system of governance, a new location and now the prospect

of a site and buildings of their own. In Michaelmas 1929, the Society celebrated 50 years since it first formed as a body of unnamed students. A jubilee dinner was held at Rhodes House for 200 old students and guests, followed by an evening of dancing. The following day a thanksgiving service was held in the University Church, and it must have seemed to the students, past and present, that there was indeed plenty to be thankful for, and plenty to look forward to in the years ahead.

**Clare White** (1990), College Librarian. This article is based on her talk to the St Anne's Plumer Society in May 2021

**Sources:**  
RF Butler and MH Prichard ed., *The Society of Oxford Home-Students: Retrospects and Recollections*, 1930. Reprinted as volume I in *Saint Anne's College, a History*, 1879-1953, 1957.

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## Keeping the community connected

EDWIN DRUMMOND

**He arrived in College at much the same time as the virus, the repercussions of which will continue to be felt for some time yet. Our Director of Development outlines his strategy for providing continuing support for students and staff, and thanks all who have contributed financially to making this possible**

When I took over as Director of Development in December 2019 I could not have imagined the changes we were all about to face. Over the past year it has become very clear to me what a supportive community St Anne's is. The whole of the Development Office is grateful to all of our alumnae, academics, students, staff and friends who have been supportive in so many ways over the year. Together we have helped make a difference and will continue to play a major part in ensuring the College's legacy and future.

This year there has been little staff movement in the Development Office with the only change being Jason Fiddaman joining us as Alumnae Relations Officer at the start of August, replacing Helen Nicholson, who has played an invaluable role over the

course of the pandemic but has now moved on to another position within the University. Our focus as a Development Office continues to be on building the College community in order to provide support for all our activities. The team is now set up as follows: Edwin Drummond, Director of Development; Felice Nassar, Senior Development Officer; Hannah Olsen-Shaw, Data and Insights Manager; Jason Fiddaman, Alumnae Relations Officer; Jay Gilbert, Communications Manager; Lauren Mohammed, Development Assistant; Rachel Shepherd, Regular Giving and Stewardship Officer.

We are also grateful to those who give up their time and expertise by, among other things, offering internships, speaking at events, supporting local SAS branches, offering careers advice and running CV clinics, and supporting our outreach programme work that is helping to raise aspirations of young students in our link regions. It has been wonderful to see how we can all adapt and move some of our traditional offerings online to ensure that people don't miss out as result. As ever, a huge thank you must go to the large number of you who have contributed financially:

the ongoing generosity of our alumnae, supporters and friends is helping us keep doing the very things that make the College the special place it is.

Much of this generosity has been directed this year towards our Covid-19 Emergency Support Fund. Support for this fund has enabled us to respond swiftly and fully to the impact of the pandemic while minimising, as far as possible, the impact on education and research. The creation of the fund has enabled us to provide additional academic support to those who have needed it most, in the form of resources and additional tutoring, hardship funding, welfare provisions, accommodation costs for those isolating, isolation care packages, protective equipment and much more. The fund will still be critical for the coming years; however, as the College is no longer in the 'emergency response state', we have renamed it the 'Covid-19 Support Fund'. It is clear from what we have seen this year that the repercussions of the pandemic will continue to be felt in many areas of College life, and the fund will help us provide much needed academic, teaching, domestic, welfare and

<sup>8</sup> Ruth F. Butler, p 38.

<sup>9</sup> Ruth F. Butler, p 39.

financial support for our students and the College.

As a Development Office we love welcoming our alumnae, friends and supporters to College and have missed being able to do so this year. However, with the launch of St Anne's Online in April 2020 our aim was to keep the College community connected as much as possible with a series of academic, alumnae and staff talks, as well as other events. We are grateful to all of those who have offered their time to take part and we hope you have been able to join us for some or all of these events. Going forward, we will continue the St Anne's Online theme with a talk each month from one of our academics, giving us an insight into their world-leading research. The themes will vary each month so if you would like to request a particular topic please feel free to get in touch with the Development Office. St Anne's Online will be available for alumnae, staff, students, supporters and friends of the College, and we hope you will be able to join us for this revised format from Michaelmas Term onwards.

Our ability to fundraise online has been critical this year and the 2021 Giving Day played a vital role here. We are incredibly grateful to all those who took part and offered their financial support,

whether on the day or in advance through gift matching. We were pleased to have raised over £188,000 this year to support our Outreach and Access work as well as student support, hardship, welfare and teaching through the Covid-19 Support Fund.

There have been many challenges brought about by the pandemic. It has been very difficult to see people and connect in the way we would all like. As restrictions begin to ease, we are looking at ways to move forwards from the pandemic, both in terms of how we support the College and our students but also the opportunities we have to engage with the College community. We are planning to reintroduce in-person events and are looking forward to a programme of online and in-person events from Michaelmas Term onwards. We will be in touch with further details, so look out for emails or information on our website.

While online events have had undoubted benefits – more St Anne's alumnae, for example, were able to attend this year's Founders' Dinner than ever before! – it's clear that in-person gatherings have been greatly missed. Recently, we were able to run a small-scale student networking drinks evening for a small group of our undergraduates and graduates. One

of our DPhil first years, Riddhi Jain, from the Department of Experimental Psychology, noted:

During the networking event, we met professionals from different fields who had a wide range of educational backgrounds. It was great talking to the professionals because they were friendly, inspirational and honest as they shared stories and advice. I made a few connections and followed up with them afterwards; they were keen on providing students with mentorship and practical opportunities.

We hope to be able to run more events of this kind very soon, and connect with alumnae, students, and friends of the College in person once again.

While we do all we can to minimise the ongoing impact of the pandemic on our students and the College it is also important to recognise that the decisions we make now will impact the College and our legacy for many years to come. Our focus for fundraising will therefore be across a number of key themes: education and research; student support; outreach and access; and the College site. In the coming year and the years to come we will be looking at how the Development Office, with your help, can support the College

by securing funding for new and existing Fellowships and Professorial posts, supporting early career academics, hardship grants and welfare support for students, and future plans for the regeneration and refurbishment of key buildings within College, Bevington Road being a priority.

We are truly grateful for all the different ways that St Anne's alumnae, friends and supporters give back to the College. Your support, given the uncertainty we have all been experiencing, has been very reassuring and has inspired us all to ensure we do all we can to help our students fulfil their potential and make a meaningful contribution in their chosen fields. We hope that we will start to see you back in College again soon and will have the opportunity to meet many more of you in-person this year.

**Edwin Drummond** is Director of Development

## Steering the city through Covid

CRAIG SIMMONS

**From Brexit to Covid by way of climate change, Oxford's Lord Mayor describes a year of guiding the city through various crises**

On 13 May 2019, I had the great honour of becoming the 897th Mayor – and 57th Lord Mayor – of Oxford, a city I have called home for more than 25 years.

The dignity of Lord Mayor was granted by Queen Elizabeth II in 1962. Before that, from the time of Turchillus, Oxford's first Mayor in 1122, the city had just a plain-old Mayor. To quote historian Jan Morris, writing in 1965:

Since 1963 [Oxford] has boasted a Lord Mayor, instead of a plain Mayor, a distinction which it shares with 18 other English cities and which means, pomp apart, nothing whatsoever.

In fact, the powers of these early Mayors were almost certainly greater than the more grandly titled, post-1962 Lord Mayors. For one thing, they often held the office for life and, though latterly

they were elected for a year only, they were able to stand for re-election. Nowadays, you can be elected for just one term.

There were undoubtedly some great first citizens. Three are remembered with blue plaques, twenty-three were knighted, forty-five also served as the City's Member of Parliament. Many were honoured for their long service to the City by becoming Alderman or Alderwoman.

Thankfully, times have changed and you no longer need to be wealthy, a significant landowner or nobility to hold the post of Lord Mayor. Typically, it is an honour bestowed on Councillors who have survived a decade or more of elections.

Having stood in for previous Lord Mayors whilst I was Deputy Lord Mayor and Sheriff, and having been consort to my wife whilst she was Lord Mayor in 2012, it would be difficult to argue that I was unprepared for the role. But what I struggled with in early 2019,



was what could I, personally, bring to the role.

For inspiration, I decided to write to all 22 current Lord Mayors in England & Wales. Whilst their advice was gratefully received, it was more operational than inspirational: 'Make sure you have sufficient change with you for raffle tickets.' 'Even when you're told you don't need to give a speech – be prepared to give one.' 'Always make sure there are enough wine glasses,' and so on.

One piece of advice from the Lord Mayor of Sheffield, at that time a fellow Green named Magid Magid, did resonate; 'Just be yourself.' Of course, he could not have known that my time in office would end up being so turbulent as Oxford, along with the rest of the UK, navigated Brexit, awoke to the climate and ecological emergency, and confronted COVID-19 – not to mention the political turmoil of an EU election, the illegal proroguing of Parliament and a General Election. Magid's three words provided just the steer I needed at a time when tradition and experience provided limited guidance.

Though my choice of good causes to support raised a few eyebrows – I choose Asylum Welcome and worked with the Low Carbon Hub to set up a Lord Mayor's Climate Change Fund – my term of office started off somewhat unconventionally.

On Day One, I welcomed Prince Harry to Oxford. Archie had just been born and the streets of Barton were lined with people bearing cuddly toys. I was one of several dignitaries invited to shake the Prince's hand on arrival but later had to improvise a more formal welcoming speech at a plaque unveiling (which to my surprise ended up being streamed on the Royal Family's twitter account).

My first nine months were a whirlwind of civic duties: chairing Council meetings, welcoming notable visitors to the City and attending events. The Lord Mayor is typically invited to about 400 engagements during the year, with frequent clashes as weekend slots get booked up well in advance. This is in addition to the normal duties of a Councillor; committees, political campaigning and casework.

Though it would be unfair to pick favourites, some of the less glamorous occasions can end up being the most stimulating and beneficial to the City. Some of the more unusual/unexpected things I ended up doing were:

- With the help of the Council's videographer, I scripted and presented a short film about renewable energy in Oxford which ended up being nominated for an award;

- I was a guest news reader on the Association for the Blind's audio newsletter;
- I participated in a Tai Chi demonstration with visitors from China;
- I sang and played guitar on-stage several times to raise money for good causes;
- I provided a vegan recipe for inclusion in a cookbook being published in Oxford's twin town of Perm in Russia.

When Europe began to lockdown from COVID-19 in February 2020, I was on a train tour with the Lady Mayoress visiting three more of Oxford's other twin towns: Leiden, Wroclaw and Bonn, my main intention being to convey to our friends in the EU Oxford's dim view of Brexit. I was advised against travel to Padua, another twin I had intended to visit, as Northern Italy fell early victim to COVID. But as the virus took hold elsewhere, warm embraces and florid handshakes from my counterparts quickly gave way to elbow bumps and ankle taps. On the final leg of our trip, every cough and splutter from fellow passengers was eyed with suspicion.

The 'double whammy' of Brexit and COVID that impacted the City during my time in office has certainly not yet run its course. At my request, the Council's

Finance Panel did commission a report that attempted to predict the impact of Brexit in the hope that we might better navigate the inevitable catastrophe. However, the COVID 'curved ball' put paid to any measured response. The report predicted challenges with recruitment, an economic shock to key sectors and reduced external grant funding as EU sources dried up. Certainly, there is evidence that all of this has happened. But, what was not predicted - and this is largely down to COVID - was the impact on the high street. As a significant property owner, empty shops and offices seriously impact on Council revenues creating a fund gap that - if it persists - can impact on the delivery of front line services.

Coming in the week before the UK's official lockdown, the annual Lord Mayor's fundraiser was a quiet affair. Whilst many chose to stay away, not one person asked for a refund. Such generosity ensured the event's main purpose was fulfilled and those who did attend found the bijou nature of the gathering a refreshing change.

With lockdown on 23 March, my diary emptied and it soon became clear that the ceremony to hand over to my successor in May 2020 was unlikely to happen. Shortly after, my term was extended to 18 months, unprecedented in modern times.

As society became Zoom-enabled, so my virtual diary began to fill. I also became part of the army of volunteers and Council staff helping to get out the message to 'Stay At Home' and support those in need. My own video-editing skills improved beyond measure as I produced a steady stream of content: a musical tribute to the NHS, a 5Km Run for Heroes, a VE Day toast and much more. Though the audiences were frequently smaller, I found that appearing on-screen was a fair bit more challenging than turning up in person. There is no online equivalent of walking around, shaking hands and engaging in small talk. Though I could get away with wearing jogging pants, everything else becomes a good deal more formal. Whereas I had previously used events to learn from and engage with others, people were now expecting a mini-TED talk.

One thing that ended up being rather easier than I had anticipated was my commitment to become Oxford's first carbon neutral Lord Mayor. Inside Oxford I mostly cycled to events and rarely used the Lord Mayor's car, a hybrid Mini. In my first nine months, I was seen as somewhat of an outlier for politely turning down invitations to far-flung destinations and instead suggesting a video-conference call to minimise carbon emissions. Latterly, of course, my personal video production

suite – aka my basement – was in high demand. In the end, my paltry carbon footprint barely made an impression and I had to part with the princely sum of £3.50 to offset my emissions.

People who know me, know that I am fond of the Japanese Haiku. When I eventually handed over the baton to my successor at the end of November 2020 in a virtual ceremony, I made this my final contribution:

*Just when my speeches  
were honed, refined and improved  
I am left speechless.*

**Craig Simmons** was Lord Mayor of Oxford 2019-2020

## The day the sporting died

ANDY SWISS

**He arrived in College at much For millions of people, sport is so much more than just 'entertainment': it provides the rhythm and a framework to our lives**

There's a scene in the 1980s comedy *This Is Spinal Tap*, about a spoof British heavy metal group on a disastrous tour of the US, where the band members visit Elvis' grave at Graceland. As they all stare at his headstone, the guitarist suggests that the moment of shared solemnity 'really puts things into perspective'. But the blonde-mulleted singer David St Hubbins disagrees: 'Too much,' he shoots back. 'There's too much \*\*\*\*ing perspective now.'

Well David, us sports journalists know exactly what you mean. Our world is traditionally one of breathless hyperbole, of Super Saturdays, giant-killings and epic last-gasp triumphs. But by and large, we're also aware of sport's essential triviality beneath the bluster: of it being, in the words of the former Italy manager Arrigo Sacchi, 'The most important of the least important things.' Even pre-Covid, the normal struggles of life put sport pretty firmly in perspective. So how on earth do you discuss, say, the merits of Brentford's

back four during the biggest global crisis in living memory? It's difficult not to feel a little St Hubbinsian.

It first hit me on 10 March last year. Along with 60,000 others I was descending on Cheltenham for the first day of its annual horseracing festival. Any unease at the spread of Covid was soothed by – and this now seems bleakly comic – the installation of some extra hand-washing facilities. I remember vox-popping punters as they went in. With the government still advising that mass gatherings could go ahead, few were particularly concerned. Tweed was worn and Guinness guzzled in the usual industrial quantities.

By day four, however, the mood had darkened. Flights were being cancelled. Hospitals were bracing themselves. There was talk of a total lockdown. Suddenly, discussing the finer points of the 2.50 Novices Hurdle seemed a little meaningless.

And so, as the world tried to come to terms with this unprecedented challenge, sport effectively vanished into thin air. Now, once again, I'm aware that in the context of the horrors of Covid, that's a pretty minor footnote.

But for sports fans, it was startling. Pre-pandemic, you could switch on your TV at any hour, of any day and someone, somewhere, would be playing something. From taekwondo to ten-pin bowling, televised sport had become inescapable, another essential utility like electricity or running water. Overnight, the taps were turned off.

Its disappearance echoed the woozy, timeless dislocation of that first lockdown. For millions of us, sport provides not just entertainment but a rhythm and a framework to our lives. As March moves in to April, so the Six Nations rugby gives way to the Grand National, the Boat Race and the Masters golf. Without those trusty punctuation points, suddenly we were adrift.

For the truly desperate, there was always the Belarusian football league. President Lukashenko's theory that other countries had simply 'gone mad' – and that Covid could be kept at bay by 'drinking 40-50 millilitres of vodka daily' – ensured that while the rest of European sport was in shutdown, punters could still tune in to Dinamo Minsk v Neman Grodno. Online viewing figures of the Belarusian top division

soared. These were strange times indeed.

But like so many other areas of society, sport adapted, evolved and finally re-emerged. Talk of 'bio-secure bubbles' sounded like science-fiction at first; within months they were almost taken for granted. The trade-off, though, was that everything had to be behind closed doors. At first, without the noise of supporters, there was almost a novelty value: of hearing the referee's whistle in pristine quality, the thwack of boot on leather and the often robust Anglo-Saxon exchanges between rival players. I particularly enjoyed the sight of England cricketers being clobbered for six – and then having to retrieve the ball themselves from the empty Old Trafford stands with players peering under seats and along gangways. It was like watching some of the world's biggest stars being suddenly plonked on to your village green, scrabbling around in the car-park.

But that early curiosity soon waned. TV companies tried to disguise the silence with artificial crowd noise – fake cheers when a goal went in, fake groans when it narrowly missed – but it was always a second or two behind the action, presumably while a fraught technician tried to find the correct button. Sport once again mirrored society's 'new normal': sterile, distant, stripped of the

warmth and spontaneity once taken for granted.

As I write, crowds have finally started returning at the Euros, at Royal Ascot and at Wimbledon; not full houses, but enough to generate the atmosphere we've so sorely missed. But the checklist for spectators has changed. You used only to have to worry about bringing your ticket. Now, don't forget your face-mask, lateral flow test or vaccination certificate. And, obviously, keep your distance. Images from early last year of fans pouring in to grounds, chanting, cursing and celebrating in one tangled mass of humanity, already seem like something from a distant era.

Like every aspect of society, sport, from the grassroots to the elite, has been transformed. While TV money has propped up the top teams, lower down the pyramid many clubs have struggled and some have not survived. At a time when the benefits of exercise and sport, for physical and mental health, have never been so important, many of the leisure facilities people rely on have had to battle to stay open. That's a cruel irony.

Has sport learnt anything from the past year-and-a-half? Some argue it's been a wake-up call to administrators: a reminder to the bigwigs of just how important their long-suffering fans are. I'm a little wary of that. It's only a

few months since six Premier League clubs tried to join a lucrative European Super League, knowing it would incense supporters. After losing so much money in the pandemic, it seems some owners' priorities may not have changed that much.

But just as Covid has shown us – if we ever needed to be shown – that life is miserable without other people around us, so sport just might have been reminded that its multi-billion pound TV product still needs the connection of a real human audience. Post-pandemic, fans will certainly never take sport for granted again. Let's hope the feeling is mutual.

**Andy Swiss** (1xxx) is a sports correspondent for the BBC. He has covered some of the world's great sporting events including the Olympics and Paralympics



# UK United?

There have been times in the past few years when the prospects of Britain remaining a united kingdom looked alarming. Support for devolution has been growing in Scotland, though it is still far from certain that another referendum would produce a majority; Northern Ireland and Wales look on. Every headline now indicates that the United Kingdom is anything but united. Relations between Scotland and England are more contentious than they have been since the Tudors. The festering wound of Northern Ireland has gone septic. Even in Wales, the number of those favouring an implausible independence has quadrupled in the past decade. A ghost now hovers over the British Isles, that of a new European nation in the offing, called simply England.

## Scotland leads the way

FRANCES CAIRNCROSS

**Scottish hostility to the English goes back many centuries. Today, the prospect of separation looks too close for comfort**

I grew up in Scotland. I went to school in Glasgow. My father's family were Scots from the beginning of time. I have the Scottish Higher Leaving Certificate (in six subjects – not the measly three that A levels would have meant). I have a house there. And I have worked there for five years: until the summer of 2020, I chaired the Court of Heriot Watt University in Edinburgh.

Living all my adult life in England, I am well aware of how little my fellow Londoners understand the country that accounts for a third of the land area of the (still) United Kingdom. They can thus have little understanding of the emotion that may yet drive Scotland to vote for independence in the next few years. Today, every Scottish schoolchild can sing the words of 'Flower of Scotland'. It is the nearest thing to a national anthem, and it describes how the Scots stood against 'proud Edward's army, and sent him homewards to think again'.

The legends of Scotland are mostly about fiercely guarding their independence from the vengeful English.

Take the Declaration of Arbroath, a fourteenth-century letter to the Pope, begging him to support the Scots' campaign against the English. 'As long as but a hundred of us remain alive,' boasts the document, 'never will we on any conditions be brought under English rule. It is in truth not for glory, nor riches, nor honours that we are fighting, but for freedom - for that alone, which no honest man gives up but with life itself.' (In fact, the Declaration of Arbroath is basically a plea to the pope to withdraw the excommunication of Robert the Bruce for killing a fellow Scot in a church).

Small wonder, then, that the referendum on independence held in 2014 produced a higher voter turnout than any election or referendum for over a century. The votes for leaving (almost 45 per cent) were comfortably below the votes for remaining (just over 55 per cent). That loss led to the resignation of Scotland's pugnacious First Minister, Alex Salmond, and his replacement with the more cautious Nicola Sturgeon. But the out-turn of this year's election makes it almost certain that she will hold another referendum in the coming four years (with or without Westminster's

approval), and much more likely that this time the leavers will win.

In the election in May 2021, the Scottish National Party failed only by a whisker to win an outright majority of seats – and that from a voting system specifically designed to stop any single party from achieving such dominance. But Scotland suffers (like England at the moment) from an absence of an opposition party strong enough to pose a real threat to the incumbent majority. The Labour Party dominated Scottish politics from the middle of the twentieth century to the early twenty-first and won the largest share of the vote in Scotland at every UK general election from 1964 to 2010. Now it holds only one seat at Westminster. Its new leader, Anas Sarwar, is the son of a remarkable Pakistani who held a Glasgow seat in the Westminster Parliament for over a decade and is now Governor of the Punjab. Mr Sarwar ran a capable campaign, but his results were dismal. The Conservatives – once known in Scotland as the 'Conservative and Unionist' party – won some of the largest majorities, in Aberdeen and in a strip of constituencies along the Border.



*Battle of Bannockburn 1314: Robert the Bruce challenges King Edward II*

This outcome was unsurprising in the light of opinion polls, in which support for independence did not fall below 49 per cent for the 18 months leading up to the election. Two issues dominate: Brexit and Covid. Two-thirds of Scots voted to remain in the 2016 referendum and the subsequent departure from the European Union has

left many moderate Scots feeling that Westminster ignored their views. Scots tend to see Boris Johnson as an arrogant Old Etonian, boorish and braying, comparing unfavourably with the cool determination of 'oor Nicola'.

As for Covid, oor Nicola has played her cards with skill and opinion polls of Scots consistently rated her handling of

the pandemic higher than that of Boris Johnson. She may simply have been lucky. Take the number of deaths since the start of the pandemic of people whose death certificate gave COVID-19 as one of the causes. Scotland has lost 185 people per 100,000, England 231. To some extent, England's gruesome record reflects its higher proportion of

ethnic minorities. Overall, the rate of death involving COVID-19 was 3.7 times greater for Black African men than for White British males, three times higher for Bangladeshi men and twice as high for male Pakistanis. But Scotland has a much smaller BAME population than England: in the 2011 Census, the proportion of Scots who identified as Black African or Asian was about 3 per cent; in England, it was over 10 per cent.

So support for devolution has been growing in Scotland, though it is still far from certain that another referendum would produce a majority. If it did, then beyond a doubt, the Scots would face a period – perhaps more than a decade – of economic anguish, for at least two important reasons.

First, like most parts of the British Isles, Scotland receives a flow of public cash generated by taxes on London and the southeast of England. Scotland's public subsidy is particularly generous. It is largely calculated by the Barnett formula, which has been used by the Treasury since 1979 to allocate a higher level of public spending to the devolved regions. Scotland does well from this formula: the Institute for Fiscal Studies calculated in March 2021 that the Scottish Government now has over £1.30 per person to spend on public services for every £1 of comparable spending per person in England.

The Scottish government now has lavish plans for boosting public spending, including expanding free school meals and bus passes, and giving extra funding for councils and NHS mental health services. These pledges will be hard to fund when additional, Covid-related money from London runs out. But an independent Scotland would also lose the Barnett bung. Scotland already has some power to set its own tax rates, and top income tax rates in Scotland are slightly higher than in the south. But a radical rise in tax would be a glum way to launch a newly independent country. Edinburgh's middle classes watch house prices in Berwick-upon-Tweed, an hour to the south by train, and wonder whether to buy a bolt-hole there.

But filling the Barnett hole would be only one of the economic difficulties facing a newly independent Scotland. At present, 60 per cent of Scottish exports go to the rest of the UK, and only 19 per cent to the countries of the European Union. The SNP has played down the dilemma that an independent Scotland would face. Would it apply to join the European Union? If so, it would hardly be independent. (As some wags put it, why leave one large undemocratic union to join the even larger and less democratic European version?) But if not – if Scotland were to be independent of both the UK and the EU – would it eventually be more content?

There has been little debate in Scotland about whether an independent country should apply to join the EU. Given Scotland's vote against Brexit, rejoining would seem a popular goal. But assuming that the EU agreed – and given the Catalan campaign for independence from Spain, that cannot be a foregone conclusion – the EU's membership conditions would be tough. They would require that Scotland's government take steps to get its deficit down to 3 per cent of GDP, from its current level of around 7 per cent. The Scots would probably be net contributors to the EU's budget. Scotland would have to switch to the euro. And a hard border on the A1 would create all the difficulties that Northern Ireland is currently suffering – and worse.

But if Scotland remained outside the EU, it would face most of the post-Brexit issues that the UK is now wrestling with – the need for new trade deals, decisions about immigration, arguments about access to fisheries – but without the UK's clout. If Scots tried to fill the gap left by the end of the Barnett formula cash by substantially raising taxes, the well paid would head south.

Many Scots think that all this is alarmist nonsense. A poll conducted by Survation for the think-tank These Islands (on whose advisory council I sit) explains why. It found that 57 per cent of those



who supported independence believed the annual expenditure and revenue figures (compiled by the Scottish Government since 1999) were 'made up by Westminster to hide Scotland's true wealth'. And the debate on whether or not to apply for EU membership has barely surfaced.

So what of the future? Perhaps first of all, the English need to decide whether or not they want Scotland as part of the country. There would, of course, be considerable problems with a new border (and perhaps alarming consequences for the stability of Northern Ireland). But there might be substantial economic benefits to all those former 'Red Wall' constituencies in the north of England if disgruntled Scots and their businesses moved to Newcastle and Cumbria.

Rich countries have rarely split. Quebec voted twice, and then stayed put. Europe has seen the break-up of Yugoslavia and of Czechoslovakia, although that, in a sense, was unfinished business from World War I. But few countries share Britain's bizarre geography, with a capital city of global importance that is nearer to Paris than to Edinburgh.

If the English want Scotland to stay, the national government needs to pay attention to what is happening north of the border. The Scots, like all the

devolved nations, feel that they were cut out of the Brexit negotiations. They feel under-represented in Parliament (although, relative to their population, they have more seats than the English). The Dunlop Review, published in 2019, made shrewd criticisms about the ways in which the mechanisms of devolved government work – or don't work - and suggested radical changes. It would be wise for Whitehall and Westminster to look harder at those recommendations.

At present, Scottish politics are on a trajectory that might well lead to a vote to leave. The UK had a similar vote in 2016 for a different exit, and that precedent constrains the rules that the national government can reasonably lay down. England (and Wales?) might feel more comfortable without the rebellious Scots. But I would mourn the benefits that each country has brought its neighbour since the Union of the Parliaments more than 300 years ago. And the Scots might be even less happy than they are today.

**Frances Cairncross** (1965) Dame Frances is a senior fellow at the School of Public Policy, UCLA

## Part of the Union or towards a united Ireland?

PATRICK GAUL

**What emerged 100 years ago in Northern Ireland was a country with inherent divisions, ambiguities and injustices. Notwithstanding these difficulties, things could have been so different**

When King George V opened the Parliament for Northern Ireland, made up of six of the nine Ulster counties, on 22 June 1921, Ireland was still in the throes of the War of Independence, which ended the following month, and the subsequent treaty signed in December 1921 would lead to a bloody civil war. Some form of partition of Ireland had been on the political agenda since Home Rule for Ireland had first been promoted in the latter part of the previous century. Championed by the grand old man of British politics William Gladstone and the Irish landowner and Protestant MP Charles Stewart Parnell, the Home Rule party was respectable and constitutional. But the prospect of Ireland seceding from Britain produced a visceral reaction from the Protestant minority, who were mainly to be found in the province of Ulster.

As the King did his solemn duty, his presence emphasizing the importance of the occasion, he addressed only

Unionists as all nationalist interests boycotted the occasion but he urged conciliation:

*I pray that my coming to Ireland today may prove to be the first step towards an end of strife amongst her people, whatever their race or creed... I appeal to all Irishmen to stretch out the hand of forbearance and conciliation, to forgive and forget, and join in making for the land which they love a new era of peace, contentment and good will.*

Had those listening taken those words to heart they would have appreciated the need for conciliation in this new political and geographical entity. Not only had it been conceived in violence, not only was that violence continuing but the creation of the state ended the hopes of many people on the island who had long fought for a free and independent Ireland; it heralded an uncertain future for a large minority of Irish Catholics who happened to live in the six counties. It was to those that the hand of conciliation needed to be offered.

In fact, over the next two decades the political and social life of Northern Ireland went largely in the contrary direction. The

creation of the state had been an act of political expediency to ensure that there was a numerical majority of Protestants in an area that had no strategic relevance otherwise. One might have thought that in these circumstances there would have been efforts by the Northern Irish and British government to welcome the minority and allay their fears.

Instead, a series of measures made abundantly clear that the six counties were indeed a Protestant state for a Protestant people. In the areas of policing, housing, education, employment, local government and local and national elections, the message was repeated time and time again. It was almost impossible for Catholics to obtain jobs in the civil service; there were few Catholics in the Royal Ulster Constabulary; the main employers, such as the shipbuilders Harland & Wolff, were an exclusively Protestant workforce. There was a long battle about the introduction of non-denominational teaching, which was thwarted by a combination of the Protestant church and Orange Order on the one hand, and the Catholic church on the other: a great opportunity was lost.

The establishment of the six county state gave greater confidence to the Unionist government, whose leader James Craig declared that in effect in all elections the 'real question' would be about allegiance and identity: would Northern Ireland be part of Great Britain and the Empire or be beholden to Dublin? In 1929, proportional representation was abolished in favour of majority rule, effectively ending the prospects of the minority having any real say, followed with ironic haste by a re-drawing of boundaries to increase the government's stranglehold.

What emerged 100 years ago in Northern Ireland was a country with inherent divisions, ambiguities and injustices. Its genesis was based on sectarianism, to ensure a Protestant hegemony in all

aspects of life, with loyalty to and support from the British government at its core. However, for the subsequent 50 years or so, Northern Ireland was largely ignored by Westminster apart from during World War II when Northern Ireland played a major role in the air and at sea, and for a short period after the War when the government were anxious to ensure that the benefits of the welfare state applied to Northern Ireland. There was at no time any real attempt to bring about conciliation between Protestant and Catholic in the six counties, let alone between North and South.

When Ulster 'erupted' in the 1960s the causes of the discontent could be traced to the decisions made in 1921 and the early years of Northern Ireland.

What started as a civil rights protest – housing, elections, jobs – turned into 'The Troubles', a war that lasted 30 years and cost thousands of lives. The seeds of the violence and killing were sown in 1921.

The Good Friday Agreement in 1998 offered real hope of a lasting conciliation and has indeed produced significant tangible benefits, not least a huge reduction in sectarian violence. There has indeed been a period of conciliation and many initiatives led by charitable and public sector bodies such as Co-operation Ireland that have promoted, for example, non-denominational education, and there has been a renaissance in non-sectarian politics with an increasing vote for the Alliance Party and the SDLP.

Many commentators, however, warned that Brexit was a threat to the hard-won peace and stability that the millennial generation of Ireland had enjoyed. Such warnings were dismissed by Brexiteers and, of course with Boris Johnson's assurance that there would be no border, a sizable majority voted to leave the EU.

However, we now have another crisis affecting Northern Ireland, very different from the one that was negotiated 100 years ago. This time the Unionists fear that Brexit will make a united Ireland a distinct possibility. There is no hard border between the North and the South as that would threaten the peace agreement, but there has to be a border

somewhere and any border between Northern Ireland and the rest of the United Kingdom is viewed with horror by the Unionist community.

Times have changed. The loyalist numerical majority is reduced to vanishing point and the majority may soon be Catholic and, some assume, republican, in favour of a united Ireland. The latest census may be a watershed. Sinn Fein is clearly the largest party on the island of Ireland. The Republic is now more appealing to many living in the Northern counties: the second half of this period saw the Republic develop from a theocracy to a modern European state, committed to diversity and tolerance as well as commercial progress. The largest loyalist party – the DUP – is in chaos and the loyalists are marching again to protest against the trade border imposed between Northern Ireland and the UK by the Brexit agreement.

The call for a united Ireland comes from several strands of Irish society and traditions but in some ways the situation is more complex than it was 100 years ago. There is growing evidence of a real identity with Northern Ireland within the population, even among those who have no strong sectarian allegiances. There is a concerted effort from the 'middle ground', who come from both communities, to ensure the future is harmonious and the politics

more progressive. Their identity is neither orange nor green, neither Dublin nor London, and this will be an important demographic when consideration is given to whether the referendum on Irish unity – provided for in the Good Friday Agreement – is called. There is also some doubt as to the approach of the South. Leo Varadkar has recently reaffirmed the pledge to work for Irish unity but many feel that the gap between North and South has widened over the course of the century and query whether the Republic would jeopardize its peace and relative prosperity.

One hundred years on, June 2021, the Queen spoke to mark the anniversary:

*My ministers will promote the strength and integrity of the union. Measures will be brought forward to strengthen devolved government in Northern Ireland and address the legacy of the past.*

When the Queen reviewed the previous 100 years, and perhaps also the words of her grandfather, she can hardly have said to herself, 'Well that went rather well,' nor could she say, 'Well at least nobody got hurt,' but it surely cannot be assumed that strengthening the Union is the right direction to take either. Any objective assessment of the past 100 years would suggest that strategy should be carefully scrutinized.

Ireland was the first colony of the British Empire and the first to extricate itself (in part), yet discussions of Britain's colonial past rarely feature Ireland. The partition of the country was an act of political expediency and from its inception Northern Ireland lacked credibility and legitimacy. It was rarely seen or heard of unless it suited the Tories to remind people that they were the Conservative and Unionist Party.

Northern Ireland gives us useful history lessons. Notwithstanding its inherent difficulties, things could have been so different. A society based on fairness, equality and inclusivity could have been sustainable and even thrived. The absence of those qualities led to long term discrimination and then, even more tragically, bloodshed that will scar the country for many years to come. In truth, even since 1998 there has been insufficient political will to ensure that the fragile peace lasts and we still see sectarian rhetoric instead of a commitment to resolve differences and make progress. The cynical dealings over Brexit give little optimism that the approach of the past century has really changed. Northern Ireland is somehow too small, too distant, for the British government to take the time to understand.

What is absent is any real analysis from the British side as to why the ties with



Belfast 22 June 1921: crowds greet King George V as he arrives to celebrate the birth of the Union of N Ireland with the UK.



Northern Ireland make any sense. What is in it for Britain? Is this a relationship based solely on historical loyalties? Does the UK government really want to engage as John Major and Tony Blair once did. The recent history is not encouraging. Teresa May enlisted the support of Unionist MPs to maintain her majority, miraculously finding a magic money tree to remit £1 billion to Northern Ireland. Boris Johnson maintained that support, affirming there would be no border and no increased regulation and red tape for Northern Ireland trade post-Brexit.

The crisis for the Union is just as acute vis-a-vis Northern Ireland as it is in Scotland, which attracts far more attention. The traditional majority in Northern Ireland – those in favour of maintaining the Union – are heading for minority status and that creates a hugely difficult situation for a government which thus far has shied away from any strategic debate about the future of Northern Ireland. The Prime Minister, who is said to be fond of history, should study carefully the events of 1921, see the importance of dialogue and conciliation, and learn from the catastrophic mistakes of the past.

**Patrick Gaul** (Jurisprudence, 1980) is Chair of the Irish Centre, Liverpool.

## Welsh consciousness

WENDY MANTLE

**There was never a monolithic attitude to nationhood in Wales. For centuries, demands for independence were balanced by an 'attitude of cringe' towards England. But rival views are now gathering support and being expressed more openly**

Do they wear woad where you come from? I don't remember what reply I gave to the languid enquiry, if any. It was early in my first term. But like similar comments it provoked more than a spurt of indignation. From childhood I had been fascinated by the idea of 'other', an undefined notion signifying birth elsewhere. Now I became aware that I was 'other.'

Of course the strangeness of being away from home for the first time was an experience shared with all the undergraduates who had not been to boarding school. But I wished I could have basked in the security of speaking Welsh. It would have provided a protective armour, even though it was spoken by only a few of those from Wales.

A shared language is a binding force: it was successfully weakened by the English forcibly discouraging

its use from the eighteenth century until the early years of the twentieth. But the suppression of the language in schools, and its enforcement by flogging and the wearing of the Not, a wooden object hung about the neck of the miscreant, was not as universal as some have claimed. The historian Gwyn Williams wrote that there is strong evidence of it in the counties of Carmarthen, Cardigan and Meirionedd, but questions whether it was actually government policy. Until 1850, 90 per cent of Welsh people spoke the language: undeniably its decline thereafter severely limited the development of a sense of nationhood.

In this century the situation has radically changed. According to the Office of National Statistics in its 2020 Annual Population survey, 28 per cent of the population speak Welsh, partly the result of there being 207 secondary schools teaching through the medium of Welsh and all secondary schools having Welsh on the curriculum. Anecdotally I became aware of the significance of the change when I heard my grandsons speaking the



'Unequivocal': Yes Cymru rally 2021 demanding Welsh independence

language at home when they wanted to exclude the adults. One of them, half a century after my own early experiences here, found himself writing his first essay in Welsh before remembering that he was in English Oxford.

Common to the historians of Wales is the unavoidable acknowledgement of England as the bigger, stronger neighbour, whose two acts of Union incorporated Wales in what became known as Britain; the second Act (1542-3), in tacit recognition of the absence of any Parliament in Wales gave Wales seats in the English Parliament. The historians also note the tendency of the English-speaking Welsh gentry to seek preferment in England, while Welsh continued to be

spoken by the working class, some of whom remained monoglot. One historian, after recounting the story of England's apprenticeship in Wales for its later empire building, refers to the condescension shown to David Lloyd George, a Welsh-speaking solicitor, notwithstanding his becoming Prime Minister in 1916.

For writers, whether historians like Gwyn Williams, journalists like Roger Lewis\* or poets like RS Thomas, patriotism is overlaid with a Celtic pall of pessimism: Wales will always be a little country, nostalgic for its warrior past, resentful of its English neighbours on whom it depends for handouts of power and money, mourning the enormous contribution to British wealth made by its

exports of coal and steel over more than two centuries, water in the twentieth, and grieving the continuing loss of young people to the attraction of opportunities elsewhere.

Writing in 1985 Gwyn Williams ended his history of Wales *When Was Wales?* with the conclusion that the Welsh, 'First of the British ... are choosing a British identity which seems to require the elimination of a Welsh one.' The ensuing decades have demonstrated how false that prophecy was.

In 2021, Welsh identity increasingly finds expression in its Parliament. How times have changed: a referendum in 1979 showed only 20 per cent supported devolution, but by 1997 a further referendum was supported by 50.3 per cent. An Assembly, as it was called, mimicking its colonial counterparts, was established with more limited powers than those devolved to the Scots at the same time. By 2011, 63.5 per cent voted in another referendum for greater law making powers for the Assembly, which was renamed the *Senedd* or Welsh Parliament. The First Minister, Mark Drakeford, whose government gained a majority for Labour in the elections in May 2021, seeks more devolved powers. But a number of his Labour colleagues campaigned openly in favour of independence for Wales or a UK federal system. Plaid Cymru's votes reduced

by 2 per cent at constituency level on a turnout of 46 per cent, but as a result of the proportional representation system its *Senedd* members increased by one and, outside the parliamentary system, Yes Cymru, an all-party group in favour of independence, was founded in 2014.

In July 2021, after it became clear that Wales is losing £375m. a year from the EU, the economy minister said that a new era of austerity was coming. Although the Westminster government promised to make up the shortfall with a Shared Prosperity Fund, its pilot scheme, the Community Renewal Fund worth £220m, is expected to give Wales just £10m. Previously, EU money paid for 5,000 apprenticeships and almost half the £181m Wales Business Fund. And whereas the Welsh government had a central role in allocating EU funds, the Westminster government, under legislation passed in 2020, is empowered to bypass regional government spending, despite the devolution of those powers since 1999.

During the largely quiescent twentieth century a movement for independence had begun to stir. Plaid Cymru was formed in 1925 and while it only has three seats in the British Parliament, its influence should not be underestimated. There was never a monolithic attitude to nationhood. Between a demand for independence and an attitude of cringe

towards England other trends have flourished. From the nineteenth century, many varieties of Nonconformism developed. In the mining town where I was brought up there were as many chapels as public houses: 45 in a population then of 10,000. And sports, particularly rugby, have continued to stoke into life the glowing embers of the national fire.

The symbols of a nation have always served to articulate and encourage patriotic feeling. In the tourist industry, as important to Wales as to its neighbour, visitors are enticed not only by Wales' matchless scenery, but by the images and sounds of male voice choirs surrounded by banks of daffodils as they sing 'Myfanwy' and 'Cwm Rhondda.' But perhaps the most potent symbol, certainly for the English, is the Union Jack. During the pandemic no government minister has spoken to a grateful nation without the protective armour of at least two large flags. And in March it was announced by the Department of Digital, Culture, Media and Sport that from the summer all government departments will fly the Union Jack from all its buildings in England, Wales and Scotland: not on special occasions but every day as 'a proud reminder of our history and the ties that bind us' said the minister. The response of the leader of Plaid Cymru in the House of Commons was to the point:

'Independence for Scotland is inevitable and Wales will be hot on its heels,' said Liz Saville-Roberts.

The Welsh flag, a scarlet dragon rampant against a green and scarlet background is no less powerful in its ability to arouse national passions. Less obtrusively displayed than its imperialist neighbour's it inspires unifying sensations of allegiance, which may be more widely deployed in response to the ubiquity of the Union Jack.

The Welsh government has, at the time of writing, the best record in the four nations of the UK of controlling Covid-19 infections, a factor that influenced the recent *Senedd* vote, so that if its demands for more powers are rejected, that decision will be a lightning rod to inflame a wider spectrum of opinion than exists in the independence movement, with consequences not intended by a myopic English government.

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

\* Roger Lewis, the hilariously misanthropic author of *Seasonal Suicide Notes*, combines self-ridicule with rage that his genius is unrecognised and underpaid.

## And the challenges continue...

STELLA CHARMAN

**... for the SAS President and members. As has been her mode since taking on the presidency she is undaunted by the continuing impact of Covid-19**

In March 2020 Oxford City Council called Like so many other organisations over the past year, the St Anne's Society has worked hard to adapt and achieve its objectives despite, or even stimulated by, the rigours of a pandemic that has forced us to challenge ourselves and be creative. Certainly, I have been impressed by the leadership shown by the College's senior team and the way St Anne's as a community has risen to the challenge of weathering the coronavirus storm. (See Development column p???. Ed.) We have been acutely aware that College and St Anne's students have been in need of extra support – practical, financial and moral – from its wider 'family' over the past year. I hope the SAS has helped to provide some of this.

One of our key aims for the year has been to develop a closer working relationship with the JCR and MCR in order to support undergraduate SAS members more effectively. The need to convert our locally focussed,

in-person Freshers' events to online sessions brought us into a much closer relationship with the JCR Committee. Last summer its members worked amazingly hard with College staff to sort out the practical arrangements for opening up again in the Autumn. The new students arriving in College had more than the usual set of worries and anxieties to overcome. Our joint events were designed to give them the latest information about how a socially distanced College life and Freshers' Week would be organised. Led by JCR Women's Representative Amy Langer, students became key organisers and contributors to our 2020 Freshers' events. We have since built on this relationship in other ways and are delighted that the JCR has decided to elect a dedicated Alumnae Relations Officer to its Committee to maximise the benefit of this blossoming student-alumnae partnership.

Over the past year, College's programme of online events has really helped us all to remain engaged with St Anne's and many branches have successfully used Zoom for meetings and activities such as book discussions and talks. Although many members are keen to

meet again soon in person to enjoy cake and hugs, we can now see the potential of online activity to overcome geographical obstacles and connect ourselves more widely than in the past, helping us strengthen and develop new alumnae networks, both locally and internationally. We can also use social media platforms to showcase the contribution and engagement of alumnae in St Anne's purpose of 'understanding the world and changing it for the better'. For example, watch the montage of alumnae answering the question 'What does educational equality mean to you?' that was created to replace the usual SAS Gaudy seminar last September. It can still be viewed on the St Anne's YouTube channel.

Another of our SAS aims has been to raise the profile of St Anne's in our local communities, specifically to work with the College's Access and Outreach Team in supporting activity in the North East and 'our' London Boroughs. This has been a tough one for us to achieve during lockdown, but we look forward to being part of renewed face-to-face activities next year. However, word has got around the wider Oxford University Society network of the success of the



## SAS branch reports

'Aim for Oxford' initiative and how well the St Anne's Team has worked with Christ Church and Trinity College as part of the Oxford for North East Consortium. It has also been pleasing to hear St Anne's praised by people who have seen or heard our Principal, Helen King, speaking to the mainstream media over the past year. If members of the general public are asked to identify some Oxford Colleges, more may now put St Anne's on their list.

Many of our online activities and initiatives this year, both within our branches and in collaboration with College, have been actively supported by the Development Office. I especially want to pay tribute to our departing Alumnae Relations Officer, Helen Nicholson. We have worked together closely since I became President in September 2019 and although I will miss her, I am excited to welcome her replacement, Jason Fiddaman, into College.

Despite everything the past year has thrown at us, everyone has risen to the challenge and I have never been prouder to be a part of the St Anne's extended family than I am right now.

**Stella Charman** (Rees 1975)

## SAS branch reports

up a new email address for the Branch and a new Facebook group too. We were encouraged to see our new Bristol and West SAS Facebook group quickly populated with current and former St Anne's students, and look forward to forging even closer links with alumnae in our region next year. If you are interested in joining in, please email [stannesbristolwest@gmail.com](mailto:stannesbristolwest@gmail.com). We look forward to meeting you.

Meanwhile, enjoy **William Barton's** reflections on our weather:

February fills dikes, overflows fields and streams, turns paths to slippery ooze.

Petulant winds crease the surface of the lake and agitate the fast flowing river.

Hail and sunshine play follow-my-leader

across a shifting sky where lazy seagulls swing.

Gorse brags bright yellow flowers. On hawthorn hedgerows, buds swell with red tips and tight clusters of dark green leaves. Daffodils force green shoots through layers of leaf mould. Moss creeps and bark rots on fallen trees. New stems and shoots glow red in the setting sun.



Cambridge Branch in Fen Ditton: 'the happiness of a garden party'

We have had a quiet academic year in **Cambridge Branch** under the constraints of the coronavirus crisis. Instead of holding a celebratory AGM in November 2020 to mark the end of the crisis, we found ourselves in another lockdown. So we mostly confined ourselves to a few meetings on Zoom within the branch and the wider SAS community as well as attending some talks hosted by senior members of Girton College.

Our branch meetings on Zoom comprised the AGM, a talk given by our Chair in the gloom of winter entitled 'Costa Rica, land of natural beauty and wildlife', and a few other informal discussions. The highlight of our year was undoubtedly the summer garden party held in Fen Ditton in June.

Despite almost cancelling the party because of the poor weather forecast we persevered, suitably wrapped up against the cold and with raincoats and umbrellas at the ready. Actually meeting each other in person after about 15 months was wonderful; we all thoroughly enjoyed the party.

The trials of this past year have tested the resourcefulness of **London Branch** to the utmost but we seem to have held the branch together. We are looking forward to emerging back to normality and a full programme. Our members came up with some great ideas for

keeping in touch as the pandemic evolved.

The first challenge was to provide the 2020 Freshers with some sort of introduction before going up to college as they were not able to meet in person. Fortunately, the central SAS Committee, JCR and College coordinated an alternative approach with branches, and we organised a couple of Zoom sessions where Clare Dryhurst and Alex Zawadzki facilitated some of the Freshers and second years students meeting up. Not our usual large turnout of about 20 but as good as could be managed in the circumstances and positively received. Hopefully, this year we can somehow meet Freshers face to face. If we do so, our branch will have to find a new venue, as Accenture, after years of kindly offering facilities in a City HQ building, are no longer in a position to do so.

Though many of us were by now becoming familiar with Zoom meetings, we felt that running our AGM online would be too unwieldy, not inclusive and uncomfortable for some of the around 20 attendees we usually have. The business was conducted successfully via email, which was logistically challenging enough. Of course we all missed the chance to get together for our main event, our annual dinner which follows the AGM, but again hope to re-institute that as soon as we can safely manage it.

In November, we launched a monthly virtual 'Coffee Morning', kindly hosted on Zoom by Alex Zawadzki, where members could drop in for a chat. It has proved very popular with about eight regulars and others who come and go. As life opens up and diaries fill it may, hopefully, be replaced by real events, but we know we have this extra string to our bow now.

We have also started a Book Club, hosted by Susan Doering, and have so far read *Shuggie Bain* by Douglas Stuart, *Dissolution* by CJ Sansom, Klara and *The Sun* by Katso Ishiguro and *A Long Petal of the Sea* by Isabel Allende. There have been some lively discussions and I am sure there will be interest in keeping the Club going.

Having been planning a guided walk for the Spring, we went online for a virtual walk in the City of London, on the theme of 'Coffee Culture', a history of coffee and tea drinking, led by David Harris, a City guide and also a magician! It was a fun and fascinating evening, combining compelling stories with information about our City, all with a great sense of theatricality. We are trying to engage him for a real life walk in the summer and look forward to magic tricks In Real Life.

The efforts by College to reach out to alumnae with all sorts of online talks from our rich group of fellow alumnae,



Midlands Branch at Bosworth Field in Leicestershire

and with concerts and quizzes, has been much appreciated. We are in awe of staff and students heroic efforts to give students some semblance of a normal university life, and the levels of ingenuity, dedication and exhaustion involved. The work of Helen and her team with the JCR, MCR and SAS in continuing to reach out and engage alumnae in this collective effort and to check as far as possible that no-one feels alone, has been above and beyond, and shows the best of St Anne's.

In September 2020, a small group of the **Midlands Branch** convened at the site of the Battle of Bosworth Field to enjoy

a walk and a picnic. Despite it being a rather gloomy September day (pictured), we enjoyed learning details of this last significant battle of the Wars of the Roses between Richard III and Henry Tudor. The walk down by the canal and up through the woods and fields was a delightful socially distanced way for us to enjoy each other's company.

In June 2021, we revelled in the easing of some Covid restrictions by lunching indoors at Compton Verney, a beautiful stately home and art gallery in the Warwickshire countryside. After lunch, the highlight was a walk through a stunning art installation by Rebecca

Louise Law, composed of around 250,000 dried flowers suspended from the ceiling on copper wire. It was a magnificent immersion in a sensory journey through a British year in nature. Here in the Midlands we have also responded to new digital opportunities offered by the Covid era: we set up a WhatsApp group for our members as well as a Facebook page and even our own email address. If you would like to join our Facebook page we can be found under the title 'St Anne's in the Midlands'. Everyone is welcome to join our friendly and accessible Autumn pub lunch and walk – likely to be in Worcestershire this year – please do get in touch with Michele Gawthorpe, area secretary.

if you would like to join our group, email: [stansmidlands@gmail.com](mailto:stansmidlands@gmail.com).

As the world begins to open up again, we are looking forward to a time when we might be able to relaunch the **North East Branch**. As a region, the North East is clearly central to the outreach and access work that College is doing with initiatives such as Aim for Oxford, and I know many alumnae in this part of the world are keen to support College in these endeavours. Indeed, our SAS President Stella Charman and I had planned a relaunch of the North East Branch to coincide with the Aim for Oxford event that was scheduled for April 2020, and this might well have



reinvigorated our community up north. I am hopeful that we can arrange a similar event in the not-too-distant future. In the meantime, Coronavirus permitting, we will be arranging an autumn event for our small membership. Please do get in touch if you would like to get involved.

In November 1997, 18 St Anne's alumnae from the North West met in Manchester's Bridgewater Hall to inaugurate a **North West Branch** of the Association of Senior Members (ASM). We were joined by the then Principal of St Anne's, Ruth Deech, and Gillian Sainsbury, then President of the ASM. Lizzie Gent, Maureen Hazell, Jane Simon and Jane Davies formed an organising committee, opened a bank account and it was agreed that members would contribute £5 per year for expenses. We have held at least two events per year since then until 2020, the most useful of which were the annual gatherings in Manchester of Freshers about to begin their new life in College and one or two of their immediate predecessors, as a source of reassuring information on the way things are done in St Anne's. The NW branch annual membership contribution (22 paid-up members this year) funded our administration costs – mainly postage – and food and drink to lubricate these gatherings.

After more than 23 years, Lizzie, Jane and Jane – Maureen moved away a few

years ago – have decided it's time to relinquish our organising duties. While the ASM branches in the early years of their existence served a useful purpose in connecting alumnae to College, the professional development function in College supported by electronic communication of all kinds, has built a far stronger and geographically widespread St Anne's community than we ever imagined in 1997. At the same time, College's care for its student members ensures that Freshers are well prepared for both their social and academic lives when they first arrive in Oxford, and the regional Freshers events have become less useful and harder to arrange.

We did try, a few years ago now, to recruit a younger member to the committee to engage with graduates in the 30-plus age group, but nothing came of it. The core of about eight loyal members, who attended every event we held, are not only becoming older and less able to travel, but more engaged with online methods of keeping in touch with events in college via Zoom and MS Teams. As a result, other members of the branch committee feel that geographical branches are less relevant in an age of electronic communication and a very active Development Office.

We have enjoyed our many outings and events over the years, particularly

because St Anne's alumnae (and their husbands) are always interesting people who have lived fascinating lives and achieved fascinating things. Thank you all for your company and a special thanks to Jane, Lizzie, Jane and Maureen who have all contributed their time and energy to branch activities – and for all the fun we had along the way.

The **Oxford Branch** has not arranged any activities since all plans were curtailed by the pandemic and is currently 'mothballed'. However, the Branch is currently under review and hopes to relaunch. Any current Branch members or other St Anne's alumnae within reach of Oxford who wish to be involved in any way, please contact Jackie Ingram at [jackiestannessoc@btinternet.com](mailto:jackiestannessoc@btinternet.com) or through the Development Office.

What **South of England Branch** members have managed to do together during the past full year of lockdown, may be summarised as: three book discussions and two lectures! If you add in one virtual Freshers' event, then we feel rather pleased to have achieved this, given the challenge we have all faced in adapting to new ways of meeting and socialising during the coronavirus pandemic. We have even managed to grow the Branch by two members in 2021.

The most consistent activity over the course of the year has been our Zoom book discussions, which have been well attended by around a dozen people and much enjoyed by all. In July we read Tayari Jones' *American Marriage* and in November Carolyn Kirby's *The Conviction of Cora Burns*. Thanks to the contact made for us by the Midlands Branch, we were joined by the author, an alumna of St Hilda's. Her enthusiastic input provided a fascinating insight into how to go about researching and writing your first novel. In March we held a really in-depth discussion of Hadley Freeman's memoir *House of Glass*, reviewed in this edition of *The Ship*. This prompted many family memories of our own, and achieved the accolade of being one of the most consistently highly rated books we have discussed to date. We hope this makes up for missing out on the Wingate prize, Hadley! Next up is Maggie O'Farrell's *Hamnet* in June.

The events we had planned for Spring and Summer 2020 simply could not happen. We really missed our annual trip to the Chichester Festival Theatre and to meeting in person for other outings followed by tea and cake. But we made the best of things, and those pleasures will return in time as the pandemic abates. On 19 September we hosted one of the regional Zoom Freshers' events, replacing our usual

lunch in Winchester. The SAS worked in partnership with the JCR and College to organise these online substitutes. Branch Secretary Tessa Cunningham hosted our event, which was shared with the Oxford Branch. JCR Women's Representative Amy Langer, who lives on our 'patch', attended ours together with student helper Sophie Tucker, to give our nervous new students valuable information and reassurance. The approach worked, but we hope to return to a face-to-face event for September 2021.

In early-October, we held our postponed 'Diet, Digestion and Disease' lecture by Branch member Dr Diane Downie (Ackerley, see pXXX) with a contribution by Domus Fund recipient Adrian Soto. This took place online without the promised accompanying healthy lunch, but we managed to switch over and retained around 20 attendees, achieving a surplus of nearly £250, which we were able to contribute to the St Anne's Covid Fund. As a result of the success of this lecture and your subscriptions, we managed to give a magnificent £700 this year to the Covid Emergency Fund, which the Committee deemed to be the overriding priority for our support of College in 2020.

For 2021 we mapped out a 'fluid' programme of events that we can adjust

to the prevailing Covid regulations as we slowly emerge from lockdown. Nine members attended our biannual General meeting on 10 April; later in the month we again used Zoom to host an online lecture by Professor Ian Candy entitled 'Climate Change: is it because of us?' (See pXXX) In addition to informing ourselves about this most important of global issues, our aim was to raise money for a Domus Fund bursary to support research in climate science. We were delighted that the excellent lecture attracted 32 bookings, including some members of our local OUS Branch and Sixth Form College students. Raising the profile of St Anne's is another of our Branch objectives.

We are now looking forward to our first outing to Ditchling Museum of Art & Craft in July. The Museum has an internationally renowned collection of work by craftsmen of all kinds as well as being located in a picturesque Sussex village.

On a more sombre, personal note, we were saddened by the deaths of our two oldest members in 2020. In neither case was Covid-19 involved, but of course the restrictions meant that none of our members could attend their funerals. Joan Aubrey Jones died in May at the age of 101, Cynthia King in September at the age of 98. Both were very active

members of our branch and will be sadly missed. You can read their obituaries in this issue.

Finally, and more happily, our March Zoom gathering was made rather special as we were joined by one of our most senior members, Audrey Stanley, on the occasion of her ninetieth birthday. It was wonderful to be able to wish her a very 'happy birthday' in person. Audrey had the distinction of having been taught by Iris Murdoch and we were delighted that she was able to contribute her memories of a kind and empathetic tutor to our day of talks on Iris in 2019.



Audrey Stanley (PPE 1952)

To conclude, we've enjoyed being a part of the St Anne's community this year and want to thank Helen King and her team, in collaboration with the student body, who have kept both the academic energy and community spirit of St Anne's alive with regular updates and on-going online activities for us all to share. The South of England Branch is proud to play its part in that and we look forward to whatever the remainder of 2021 has in store!

Reports written by **Lynn Urch** (Bristol and West), **Sarah Beeson-Jones** (Cambridge), **Michelle Gawthorpe** (Midlands), **David Royal** (North East), **Lizzie Gent** (North West), **Jackie Ingram** (Oxford), **Stella Charman** (South of England)

## Fantasies realised, creativity unleashed

SANAA MUGHAL

**'...and indeed, as promised, we did meet again, socially distanced of course! A combination of creativity, energy and resourcefulness has kept the JCR community alive**

It's safe to say it's been a long, strange year and St Anne's, like the rest of the world, has had to adapt to the new challenges of a remote working environment. When Michaelmas finally came around after a long seven months of being away from Oxford after a rather untimely departure in Hilary term, for

much of the JCR it came as no surprise that College wasn't going to be quite the same as we remembered it: buzzing with life, chatter, late nights, pages of books turning, glasses clinking.

A few months on, by reintroducing Covid-safe in-person events, life in College has slowly but surely been rekindling the familiar community feel we have successfully maintained during lockdowns. Trinity has seen the return of the College Bar, an evening favourite of students, now relocated

to the great outdoors of the College Quad; the Danson Room again sees JCR members fighting over the football table, challenging each other to Mario Kart and lounging about after a long day of work in their rooms! The JCR Committee this year have stepped up to the challenge and worked tremendously hard to keep students in contact, putting a special emphasis on the welfare of Stanners. Our Welfare Team and Peer Supporters have regularly hosted the iconic 'Brew Mondays' where students can join each other for a cup of tea on Zoom after lectures and meet new students from other colleges for welfare walks. With the help of students, every day during Michaelmas the JCR and MCR Committees worked with the Development Team to deliver isolation packs with colouring, treats and warm socks to those in quarantine

As restrictions lift, a mixture of online and in-person events have continued to ensure that even Stanners away from Oxford felt they were still a part of the life here. Regular quizzes with highly sought-after prizes including household projectors, stereo speakers and, the ultimate prize, a Chef's Table-style formal courtesy of our Head Chef Ben and his



JCR enjoying the delights of a bar in the Quad





Getting back together again

team, certainly have kept the JCR on its toes. With lots of sport being cancelled this year and our Sports Rep has ensured we were on the ball with the first ever College Fantasy Six Nations Rugby league. Creativity has never strayed far from St Anne's either, with our ongoing 'Stanner Creations' competition, where students have been sharing what they have been getting up to over the months. Whether it's a debut single, a new crocheted sweater or even building

a jetty, students have shown that there is more to St Anne's than just academics. Expanding on this creative spark, we have decided to launch a new project to make a mural for the newly refurbished college gym!

Remote learning this year has been a new experience for everyone and we are grateful that even when students were at home, they were able to access equally great online resources from the library, as well as having the ability to

order books to our homes. The staff and tutors have been extremely supportive to students, especially with all the difficulties the pandemic has brought, and to the JCR's efforts to smooth the transition back to normality. Whilst many agree that a lot of time has been lost for the things we love to do in Oxford, we all want to make sure there is room for everything once it's completely safe.

**Sanaa Mughal** (Earth Sciences, 2018),  
JCR President 2020-21

## Back to a 'new normal'?

ZHEN SHAO

**The pandemic did not defeat them but made them realise the value of resilience and community, and led to the creation of new and exciting initiatives**

The past year has been extraordinary, with the beginning of the pandemic and various lockdowns. The MCR, like every one of us, went through the ups and downs of the unpredictable. Luckily, the outlook is hopeful with the successive easing of restrictions in the UK and increasing vaccination rates across the world – and the MCR is also starting to get back to a new normal.

Meanwhile, the MCR has been, and always will be, supporting the interest of its members as best it can. We took advantage of the brief period of opening up last autumn, to allow graduate Freshers to have tours around the college and meet some existing members of the MCR for an exchange of wisdom (and gossip!). As the academic year went on, we had to move our activities and support online, but our activities continued. We have had online water-colour sessions, online origami sessions, online escape room, 1-1 welfare workshops and online 'Shut Up And Write!' sessions, to name only a few.

In this difficult time, we are also fortunate enough to have a new generation of people volunteering for the committee positions, people who selflessly devote their time and energy to the betterment of graduate students' lives in St Anne's. Among these we are particularly grateful to the two welfare reps, Julian and Riddhi, who have gone through the official peer-support training process and have been providing much-needed mental health support services to the members of the MCR.

A brilliant initiative was also started this year: St Anne's MCR Podcast (STAMP) involves graduate students talking about world-class research they are doing in an easy and non-technical way. You can find this at [www.st-annes-mcr.org.uk/podcasts](http://www.st-annes-mcr.org.uk/podcasts) along with St Anne's Academic Review (STAAR) at [www.stannesacademicreview.com](http://www.stannesacademicreview.com). These have kept the graduate academic community alive even during the darkest time of the lockdown and the winter.

Fortunately, as the summer came, it seemed we also breathed an air of freedom. Trinity Term started with our first large-scale, in person event: a tapas night on our lovely quad. We are all very grateful for the social secretaries,

who devoted their time and energy to organising it, and both the students and staff are happy to see a glimpse of the return to normality. As the term moved on, we enjoyed the first graduate students' Formal Hall, which brought part of an essential Oxford experience to our Freshers this year. Punting has also returned from late-March – along with ducklings and the long, bright summer days.

The above does not do enough justice to the hard work that people inside and outside the committee have put in. A special thanks must go to the committee members of the MCR: Lise Cazzoli, Yin-Cong Zhi, Assad Asil Companioni, Ramani Chandramohan, Riddhi Jain, Julian Kaptanian, Eva Dalietou, Merixell Brunet Guasch, Ryan Gidda, Jake Turner, Peter Strain, Elif Coker, Caroline Wallis, Esteban Gomezllata Marmolejo, Charlotte Fraser, Vedang Narrian and Ibrahim Mohammed. Their dedication and kindness have been the source of happiness and hope for many people in the MCR. The college officers, including Helen King, John Banbrook and John Ford have also been communicating and working with the MCR in a way that balances student experience and safety.



An early return to 'normal': Tapas Night Social in the Quad

Last but not least, we are all grateful for the generous alumnae support that enables things such as the Danson Fund and the College Hardship Fund to continue to function. The former provided a much-needed boost to our spirits during the winter lockdown and the latter enabled many students

to continue their study and research despite the loss of income, or worse, the loss of relatives.

The pandemic has not defeated us but made us realise the value of resilience and community. As we look forward, we are sure that the MCR will

continue to be a supportive, collaborative and valuable place for graduate students in St Anne's. The value of community that we learned will stay with us long after the pandemic ends.

**Zhen Shao** (DPhil Mathematics, 2017)  
MCR president 2020/2021

## Graduate degrees 2020

### Medicine – Clinical

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

### MPhil

Cheng, Shang  
Sherriff, Emily  
Woolfe, Eleanor

### Master of Public Policy

Parker, Toby

### Master of Science

Aroca Moron, Silvana  
Arroyo Batista, Carlos  
Humberto  
Barrientos Chavez,  
Maria Alejandra  
Beganovic, Alena  
Chan, Alvin Zheng Xun  
Chandrasekhar, Aruna  
Charalampous,  
Konstantinos  
Chen, Wenjian  
Da Silva Zanon, Marcelo  
Dadi, Jaswanth  
Das, Pitambar  
Devine, Rosa Sarah  
Draguet Maxence, Ariel J  
Driessen, Gabriella  
Valentine Felicity  
Epstein, Izak Alexander  
Fassi, Luisa

Field, Samantha  
Fletcher, Christopher  
James  
Forson, Cassiel Baah  
Giancaterino, Tommaso  
Gill, Colin Mathew  
Hugues Desaguliers  
Gopfert, Anya Polly Nelki  
Govindasamy, Nashlen  
Hagson, Hannes Olof  
Matti

Harrison, Elizabeth Ann  
Jiang, Chang Chang  
Jin, Kunlong Kunlong  
Joshi, Aarati Ashok  
Leach, David Wesley  
Li, Wenshan  
Lim, Delbert  
Liu, Shiqi  
Mendonca, Simone  
Rezende  
Milligan, Anna  
Mohchin, Kamilah  
O'Callaghan,  
Daniel Jack  
Ovchar, Volodymyr  
Premkumar, Vithya  
Rizzo, Amedeo  
Robinson, Rachel Siya  
Rouse, Sarah  
Ryan, Dermot Thomas  
Seccombe, Emily Rose  
Shellum, Sally Johanna  
Simiyu, Ezra Chiloba  
Stevenson, Jonathan

Scott Anderson  
Su, Yingyan  
Suresh, Shivani  
Titchener, Andrew  
Vaughan, Andrea  
Jasmine  
Villar, Luis Fernando  
Cunha  
Wang, Zhihang  
Wang, Janson  
Weidemann, Askan Aki  
Xiao, Yiyong Cecilia  
Xu, Yan  
Yang, Ruogu  
Zafar, Rida Mariam

### Master of Studies

Dakin, Alexander James  
Jeffery  
Dobbyn, James George  
Gard, Greta  
King, Caroline Elizabeth  
Lawson, Helen  
Le Roy, Marie Camille  
Morris, Sean  
Nickalls, Erin Elizabeth  
O'Reilly, John Pierce  
Pejcic, Martina  
Perez Curiel, Barbara  
Scridon, Andreea Iulia  
Szemere, Francesca  
Beatrice  
Townson, Jacob  
Wada, Enderle Shohei

### Postgraduate Certificate in Education

Bibbings, Alice Elizabeth  
Bonham, Alice  
Fasbender, Pascale  
Miller  
James, Rose  
May, Joseph William  
Vasudev  
Ouvry, Severine Aude  
Samuel-Beechey, Taylor  
Leonie Veronica  
Shao, Amy Yang  
Smedley, James Michael

### Postgraduate Diploma

Neal, Andrew Albert

### Magister Juris

Lisi, Gaia

### MBA

Alvarez, Florian  
Gou, Jun  
Itzkowitz, Aliya  
Lacourt, Barbara  
Martinez Mendoza,  
Maximiliano  
Saeed, Saadia  
Shi, Nuo

### DPhil

Bjoern, Mikkel  
Blankemeyer, Bradley  
Thomas  
Bolt, Josef Michael  
Bradshaw, Samantha  
Rachel  
Di, Sihao  
Fonseca Grigsby, Carlos  
Enrique  
Grotz, Antje Kristin  
Harris, Jamelia Princess  
Kearney, Rebecca  
Kett, Benjamin Robert  
Leide, Alexander James  
Lekkas, Sotirios-Ioannis  
Lissner, Maria  
Mamoshina, Polina  
Milani, Jenna Nicole  
Pearson, Anna  
Pérez Callejo, Gabriel  
Peto, Leon William  
Rodermund, Lisa Selina  
Roper, Ian  
Skorupskaite, Aiste  
Sowman, Aneka Indira  
Taddei, Valeria  
Thomson, Daniel Martin  
Toader, Bogdan Cristian  
White, William Nicholas  
Hugh  
Wiltshire, Charlotte  
Emma Elizabeth  
Xu, Xiaois



## Finals Results: Trinity Term 2020

RESULTS ARE SHOWN FOR THOSE STUDENTS WHO GAVE PERMISSION TO PUBLISH

### BA Ancient and Modern History

Hindley, Joshua 2.1

### BA Biological Sciences

Jones, Rachel 2.1

Rapport Munro, Emilie 1

Sumner, Philippa 2.1

### BA Cell and Systems Biology

Fowler, Anna 2.1

### BA Classics and English

Damian, Katherine 2.1

### BA Classics and Modern Languages

Chandramohan, Ramani 2.1

### BA English and Modern Languages

Pritchard, Emma 2.1

### BA English Language and Literature

Beater, Emily 2.1

Edwards, Simeon 2.1

Gaffney, Ruby 2.1

Horder, Grace 2.1

Mujahid, Amna 2.1

### BA European and Middle Eastern Languages

Schofield, Charlotte Louise 2.1

Parker, Rachel 2.1

### BA Experimental Psychology

Harrison, Corin 1

Read, Emily 1

### BA Geography

Bui, Joanna 1

Naylor, Hazel 2.1

Wilshire, Stanley 1

### BA Geology

Dahlgreen, James 2.1

### BA History

Cordery, Rachel 2.1

Hollis, Megan 2.1

Jones, Samuel 1

Morgan, Grace 1

### BA History and Economics

Denolle, Cyprien 1

### BA History and Modern Languages

Elliot, Alexander 1

### BA History and Politics

Ashley, Thomas 2.1

Carleton, Conor 2.1

Withers, Jack 1

### BA Jurisprudence

Hill, Susannah 1

Kontio, Juulia 2.1

Mwaniki, Tracey 2.1

Patel, Jesryna 1

Power, Ashlinn 2.1

### BA Jurisprudence (with Law in Europe)

Herberg, Max 1

### BA Classics

Hopkinson, Alexandra 2.1

Panto, Madeleine 2.1

Plumley, Laura 2.1

Scarpellino, Lewis 2.1

Colomb, Beatrice 2.1

Wolstenholmes, Benjamin 1

### BA Mathematics

Roche, Julian 2.1

### BA Mathematics and Computer Science

Cleland, Nathaniel 2.1

### BA Modern Languages

Ogden, Rebecca 1

Tomlinson, Dominic 2.1

Dyer, Lucy 1

Martin, Juliet 1

Day, Katie 1

Murrayk, Rebecca 2.1

### BA Music

Ogden, Rebecca 1

Tomlinson, Dominic 2.1

Dyer, Lucy 1

Martin, Juliet 1

Day, Katie 1

Murrayk, Rebecca 2.1

### BA Neuroscience

Trump, Grace 2.1

### BA Oriental Studies

Ellis, Lydia 2.1

Jinadu, Zoe 1

### BA Philosophy, Politics and Economics

Berdesha, Amandeep 1

Dornan, Ryan 2.1

Harris, Benjamin 1

Hasan, Victoria 2.1

Malik, Rabii 2.1

Meissner, Dairus 2.1

Zhuge, Zhaoying 2.1

### BA Philosophy and Theology

Illingworth, Alexander 2.1

### BA Physics

Christmas, Sally 1

### BA Psychology, Philosophy and Linguistics

Long, Scarlett 1

So, Ho Zoen 2.1

### BFA Fine Art

Neal, Christopher 2.1

### MBiochem Molecular and Cellular Biochemistry

Curran, Luke 2.1

Harin, Kellie 2.1

Levy, Joel 2.1

Lim, En 1

### MChem Chemistry

Beere, Jack 1

Dean, Thomas 1

Farrow, Catherine 2.2

Tay, Min Yi 1

### MCompSci Computer Science

Strimbu, Alexandru 1

### MEarthSci Earth Sciences

Bavin, Alfie 1

Carter, Isabel 2.1

Lecoeuche, Camille 2.1

### Medicine - Clinical

Al-Aidarous, Sumaiyah Pass

Davies, Jessica Pass

Moore, Charlotte Pass

Tupper, Phoebe Distinction

### Medicine, Preclinical

Bavin, Alfie 1

Afrin, Rokaiba 2.1

Bruguier, Hannah 2.2

Chouhan, Karendeep 2.2

Clay, Helen 2.1

### MEng Engineering Science

Bian, Wenjing 1

Foster, Naomi 2.1

Hawrych, James 2.1

He, Xutong 2.1

Sweeney, James 1

Tan, Zue 1

Yeoh, Keong Zhen 1

### MEng Materials Science

Slattery, Isabel 1

### MMath Mathematics

Allett, Cameron 2.1

English, Paul 1

Knight, Anna 1

Si, Shangjia 2.1

### MMath Mathematics and Statistics

Jun, Bum Sue 2.1

### MMathCompSci Mathematics and Computer Science

Yu, Pingshi 1

### MMathPhil Mathematics and Philosophy

Blanc, Alexandre 2.1

### MPhys Physics

Hughes, Guy 1

Khurana, Gagan 1

Main, Dougal 1

Sticher, Lorenzo 1

## Fellows' news, honours, appointments and publications

**Dr Zoi Alexopoulou** (Lecturer in Medical Sciences) is the clinical director in developing a new medication for COVID-19 patients known as molnupiravir. Molnupiravir inhibits the replication of multiple RNA viruses including SARS-CoV-2, which causes COVID-19. With MSD she is performing clinical trials to assess the effectiveness of the medication in symptomatic COVID-19 patients in the outpatient setting. Alongside this, she is volunteering by vaccinating healthcare and social care professionals against COVID-19. She believes that we can all work together to go through this pandemic.

**Professor Roger Crisp** (Uehiro Fellow and Tutor in Philosophy) was appointed Honorary Professor at the Dianoia Institute of Philosophy, Australian Catholic University, Melbourne, in July 2020.

**Professor Bent Flyvbjerg** (Professorial Fellow in Major Programme Management) was awarded an Honorary Doctorate and an Adjunct Professorship by the IT University of Copenhagen in 2020. He was also appointed to the UK Cabinet Office's Procurement Transformation Advisory Panel 'to assist in developing a world-leading, radical, and bold new public procurement regime'. The appointment was made by the Minister of the Cabinet Office, Oliver Dowden.

In 2020, he was also included on the global Top 2 per cent of all scientists in

all scientific disciplines according to the Stanford University PLOS Biology citation database ([www.journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3000918](http://www.journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3000918)).

**Professor Todd Hall** (Tutor in Politics and Associate Professor in International Relations) was recognised in the University's Recognition of Distinction exercise for 2019 – 20.

**Professor Cecilia Lindgren** (Senior Research Fellow in Medical Sciences) has been appointed Director of the University's Big Data Institute. Professor Lindgren's work focuses on understanding the mechanisms involved in common complex traits, particularly obesity, by applying a range of genetic and genomic approaches to identify genetic risk variants and dissect their function. This knowledge will support therapeutic advances through development of new diagnostic tools and possible drug targets.

**Dr Beth Mortimer** (Drapers Junior Research Fellow in Zoology) has taken part in a project with Save The Elephants in Kenya, the outcome of which was a paper published in the Proceedings of the Royal Society B (Biological Sciences). The study found that African elephants (*Loxodonta africana*) listen and react to ground vibrations created by human activity. When elephants perceive such human-generated seismic waves, they often retreat away

from them, apparently as a risk-avoidance strategy. Previous studies have found they avoid the acoustic sounds of bees, tiger growls, human voices and other elephants' alarm calls. But whether they could also identify and discriminate between different ground-based sounds was unclear.

**Professor David Murray** (Tutorial Fellow in Engineering Science) has retired as of the end of Trinity Term 2021. Professor Murray joined St Anne's in 1989.

**Professor Steven Puttick** (Non-Tutorial Fellow) was awarded a GCRF (Global Challenges Research Fund) grant to lead research on Climate Change Education Futures in India with colleagues at IISER, Pune. He has also been elected Chair of the Geography Education Research Collective/ UK IGU-CGE.

**Dr Eleni Philippou** (Postdoctoral Researcher at the OCCT) and **Professor Matthew Reynolds** (Fellow and Tutor in English and Comparative Criticism) have been awarded follow-on funding for the Prismatic Jane Eyre Project (The Ship 2019-2020) by the AHRC (Arts and Humanities Research Council). The Prismatic Jane Eyre project follows on from the AHRC-funded Creative Multilingualism programme (2016-2020) that explored the links between creativity and languages. Prismatic Jane Eyre has received funding for a year's worth of impact and engagement activities, specifically to run workshops and

competitions in translation and creative writing for pupils (ages 13-19) who are either learning modern languages, or speak English as an additional language. The project uses the Prismatic Jane Eyre website ([www.prismaticjaneeyre.org](http://www.prismaticjaneeyre.org)), one of Creative Multilingualism's research outputs, as the starting point for creative translation activities. From the examples brought to life on the website, pupils will gain an understanding of translation's creativity and practical importance; this will inform and enhance their own language appreciation, comprehension and use. The project's activities, jointly run with the Stephen Spender Trust, will foster a sense of creative aspiration while also enabling pupils to take ownership of the languages they already know or are learning. Although the workshops will take place in particular state schools, the competitions will be open to all schoolchildren across the nation, and the learning resources from the workshops will be available online to all pupils globally.

The project will be led by Dr Philippou (Principal Investigator) together with Professor Reynolds (Co-Investigator) and The Stephen Spender Trust (Project Partner). Prismatic Jane Eyre is part of the ongoing Prismatic Translation research strand hosted by the Oxford Comparative Criticism and Translation Research Centre (OCCT).

Professor Reynolds has received acclaim for his edited collection *Prismatic Translation*. The work has been longlisted for the

ESCL Excellence Award for Collaborative Research competition. Work on the book was supported by the AHRC-funded Creative Multilingualism programme and OCCT. The book explores prismatic modes of translation in ancient Egypt, contemporary Taiwan, twentieth-century Hungary, early-modern India and elsewhere. It pays attention to experimental literary writing, the politics of language, the practices of scholarship and the multiplying possibilities created by digital media. It charts the recent growth of prismatic modes in anglophone literary translation and translational literature, and offers new theories of the phenomenon and its agonistic relation to the 'channel' view.

**Dr Patricia Rice** (Senior Research Fellow in Economics) has been awarded an OBE in the New Year's Honours List for services to education following her six-year tenure as Chair of the School Teachers Review Body (STRB). Dr Rice was previously Associate Head for Research in the Economics Department before retiring in 2019.

**Professor Sally Shuttleworth** (Senior Research Fellow in English) has been awarded a CBE in the Queen's Birthday Honours list for Services to English Literature. Professor Shuttleworth is an authority on the history of Victorian literature and science, and her work has been dedicated to communicating its relevance to and complex legacy in our present. Recently, she has been the

Principal Investigator on the Diseases of Modern Life project

### FELLOWS' PUBLICATIONS

**Dr Maxim Bolt** (Associate Professor in Development Studies and Fellow) 'Homeownership, Legal Administration, and the Uncertainties of Inheritance in South Africa's Townships: Apartheid's Legal Shadows', *African Affairs* 120, 479 (2021) pp 219–241.

**Professor Andrew Briggs** (Professor of Nanomaterials, Professorial Fellow in Materials Science) *Human Flourishing: Scientific insight and spiritual wisdom in uncertain times* with Michael J Reiss (OUP 2021). The Principal, Helen King, will host the Oxford launch of this book on Tuesday 26 October at 5.30pm in the Mary Ogilvie Lecture Theatre.

**Professor Bent Flyvbjerg** (Professorial Fellow in Major Programme Management) *Ciudad, razón y poder: La democracia en práctica (o por qué fracasan los buenos planes)*, with a Prolog by Carlos Giménez Romero, translated by Isabel Suárez-Llanos (Madrid: Ediciones Asimétricas, 2021)

Flyvbjerg, Bent, Alexander Budzier and Daniel Lunn, 2021, 'Regression to the Tail: Why the Olympics Blow Up', *Environment and Planning A: Economy and Space*, vol. 53, no. 2 (2021) pp 233–260.

Flyvbjerg, Bent, 2021, 'Four Ways to Scale Up: Smart, Dumb, Forced and Fumbled', Said Business School



Working Papers (Oxford: University of Oxford), pp 36

Flyvbjerg, Bent, 2020, 'The Law of Regression to the Tail: How to Survive Covid-19, the Climate Crisis and Other Disasters', *Environmental Science and Policy*, vol. 114, December, pp 614-618. doi.org/10.1016/j.envsci.2020.08.013.

**Dr Daniele Nunziata** (Stipendiary Lecturer in English) *Colonial and Postcolonial Cyprus: Transportal Literatures of Empire, Nationalism, and Sectarianism* (Palgrave Macmillan, 2021).

**Dr Eleni Philippou** (Postdoctoral Researcher at the OCCT) *Speaking Politically: Adorno and Postcolonial Fiction* (Palgrave Macmillan, 2021).

Philippou's monograph *Speaking Politically* is part of Routledge's Research in Postcolonial Literatures series. Theodor Adorno's philosophy engages with postcolonial texts and authors that emerge out of situations of political extremity: apartheid South Africa, war-torn Sri Lanka, Pinochet's dictatorship and the Greek military junta. This book is ground-breaking in two key ways: first, it argues that Adorno can speak to texts with which he is not historically associated; and second, it uses Adorno's theory to unlock the liberatory potential of authors or novels traditionally understood to be 'apolitical'. While addressing Adorno's uneven critical response and dissemination in the Anglophone literary world, the book also showcases Adorno's unique reading of the literary text both in terms of its innate

historical content and formal aesthetic attributes. Such a reading refuses to read postcolonial texts exclusively as political documents, a problematic (but changing) tendency within postcolonial studies. In short, the book operates as a two-way conversation asking, 'What can Adorno's concepts give to certain literary texts?' but also reciprocally, 'What can those texts give to our conventional understanding of Adorno and his applicability?' The book is an act of rethinking the literary in Adornian terms, and rethinking Adorno through the literary.

Matthew Reynolds, Professor of English and Comparative Criticism and Chair of Oxford Comparative Criticism and Translation, adds: 'In *Speaking Politically*, Eleni Philippou develops a style of reading in dialogue with Adorno that reveals subtle but powerful political energies at work in the novels by Coetzee, Márquez, Karapanou and Ondaatje that are her focus. What's more, her argument reaches beyond those authors, for it offers new ways of bringing texts together in a world literary context, as well as a masterclass in astute interpretation. This is a deeply felt and crisply written book that anyone interested in world and postcolonial literary studies should read.'

**Dr Portia Roelofs** (Clayman-Fulford Junior Research Fellow in Politics and Political Thought) 'Contesting localisation in interfaith peace-building in northern Nigeria', *Oxford Development Studies* 48.4 (2020) pp 373-386.

## A far from wretched event

ELENI PHILIPPOU AND KAROLINA WATROBA

**The Oxford-Weidenfeld Prize is for book-length literary translations into English from any living European language. It aims to honour and recognize the cultural importance of translation. Founded by Lord Weidenfeld in 1999, it is supported by New College, The Queen's College and St Anne's College**

This year's judges, Patrick McGuinness, Laura Seymour, Holly Langstaff and Karolina Watroba (Chair), read over 100 eligible submissions of various genres and periods, written in more than 25 languages and published by more than 30 different publishers, large and small.

The 2021 shortlist was:

**Vénus Khoury-Ghata**, *The Last Days of Mandelstam*, translated from French by Teresa Lavender Fagan (Seagull)

**Marieke Lucas Rijneveld**, *The Discomfort of Evening*, translated from Dutch by Michele Hutchison (Faber)

**Ulrike Almut Sandig**, *I Am a Field Full of Rapeseed, Give Cover to Deer and Shine Like Thirteen Oil Paintings Laid One on Top of the Other*, translated from German by Karen Leeder (Seagull)

**Guadalupe Nettel**, *Bezoar*, translated from Spanish by Suzanne Jill Levine (Seven Stories Press UK)

**David Diop**, *At Night All Blood Is Black*, translated from French by Anna Maoschovakis (Pushkin)

**Esther Kinsky**, *Grove*, translated from German by Caroline Schmidt (Fitzcarraldo)

**Andrzej Tichý**, *Wretchedness*, translated from Swedish by Nichola Smalley (And Other Stories)

**Graciliano Ramos**, *São Bernardo*, translated from Portuguese by Padma Viswanathan (NYRB)

And the winner of this year's Prize is **Nichola Smalley** for her translation of Andrzej Tichý's *Wretchedness* (Pub: And Other Stories).

A translator and lover of Swedish and Norwegian literature, Nichola Smalley is also the publicist at And Other Stories and an escaped academic: in 2014 she finished her PhD exploring the use of contemporary urban vernaculars in Swedish and UK rap and literature at UCL. Her translations range from *Jogo Bonito* by Henrik Brandão Jönsson (Yellow Jersey Press), a Swedish book

about Brazilian football, to the latest novel by Norwegian superstar Jostein Gaarder, *An Unreliable Man* (Weidenfeld & Nicolson).

The first of Andrzej Tichý's novels to be translated from Swedish into English, *Wretchedness* begins with an encounter between a cellist and a homeless man who approaches him for money and cigarettes. A throwaway comment sparks a series of recollections from a youth spent in the economically deprived housing estates of Malmö and in underground clubs and warehouses from Hamburg to Glasgow. Opposing worlds collide and enmesh as the narrative interweaves memories of conversations between old friends over video games and at drug-fuelled parties and present-day discussions with colleagues about music theory on the way to a classical concert in Copenhagen. Nichola Smalley's translation seamlessly negotiates the different voices and registers of this polyphonic narrative, maintaining a blistering intensity and dynamism from beginning to end. The eight paragraphs making up the novel echo the powerful vibrations and dense notes of the concert hall performance that

## Alumnae news

threaten to overwhelm and consume the narrator in the build-up to the dramatic closing lines. The novel critiques academics and journalists who seek to represent the lives of those marginalised by society in their sanitised dark poetry – ‘gutter tourists, on the hunt for the next aesthetic wonder’ – and searches for a tone in which these experiences can be voiced.

Videos of the prize ceremony, including Nichola Smalley’s discussion of her translation, are available on the OCCT website: [www.occt.ox.ac.uk](http://www.occt.ox.ac.uk)

**Eleni Philippou** is Co-ordinator and **Karolina Watroba** a member of the Organising Committee at Oxford Comparative Criticism and Translation based at St Anne’s

**Rebecca Banwell-Moore** (*Oldland* 2013) went on to complete her doctorate in criminology after completing her MSc. It was awarded in May 2020 for her thesis *Restorative Justice: understanding the enablers and barriers to victim participation in England and Wales*. She is a Research Fellow at the University of Nottingham.

**Frances Burton** (*Hevingham-Pughe* 1960) is still teaching property subjects (land and equity and trusts) on Buckingham University’s Fast Track 2 Year LLB Degree. She has published several items this year and is currently working on comparative cohabitants’ rights.

**Corin Harrison** (2017) took up a role as Assistant Neuropsychologist at the National Hospital for Neurology and Neurosurgery in October 2020.

**Stephen Hart** (1985) was awarded an MBE in the New Years’ Honours List 2017.

**Terry Newman** (Oriental Studies, 2000) has been awarded an MA in Diplomacy and Security Studies from Tel Aviv University.

**Richard Polley** (1980) is currently undertaking the London Blue Badge

Tourist Guiding Course – he is already qualified to guide in French.

**Ruth Roberts** (Reiss 1964) is now retired and is a member of St Jude’s Church, Buckfastleigh. She is a poet.

**Edmund Hugh Wright** (1996) has been awarded a Hunterian Lectureship by the Royal College of Surgeons of England. He is on the Specialist Register for Plastic Surgery and was awarded a DPhil in 2019 from Green Templeton College.



Terry Newman

## Publications

**St Anne’s College is proud to have so many alumnae who have gone on to be successful authors. We have an alumnae section of books in the Library and in addition to *The Ship*, we list the books on our website [www.st-annes.ox.ac.uk/alumnae/our-alumna/alumnae-authors](http://www.st-annes.ox.ac.uk/alumnae/our-alumna/alumnae-authors). Please get in touch with [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) if you’d like to be included in any of these places.**

**Justin Robinson** (English 1979) It seems appropriate, for obvious reasons, to open up the publications section this year with Justin’s Lockdown poem:

Lockdown Sun

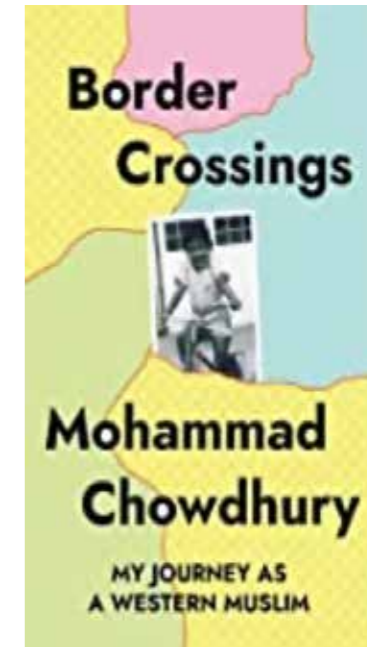
Uncertainly attempting to be *fine*  
Evacuating back within dark walls  
Every household echoes with muffled calls  
Each street now draws an ever tightening line.

Hurriedly assembled house-mates required  
To squat within each home, long to venture  
Out, breathe, then pulling on the mask ensure  
It’s tight, their eyes try smiling but say tired.

Stepping outdoors - swiftly into the road  
To avoid a friend - reach out with elbow,  
Hugging by gestures, contactless, to show  
One kiss without sharing a viral load,

Each one of us seek out a beating sign  
Offer rationed drops of daily sunshine.

**Norah Carlin** (1960) has recently published *Regicide or Revolution? What Petitioners Wanted, September 1648 – February 1649* (Breviary Stuff, London 2020)



**Mohammad Chowdhury** (1986) is a senior partner with PwC and leads the firm’s digital economy practice in Australia, where he lives in Melbourne with his wife, a lawyer, and sons aged 13 and seven.

My border crossings started at St. Anne’s, he says of his new book *Border Crossings: My Journey as a Western Muslim* (Unbound 2021). My story reads like a spy thriller as much as a book about migration and identity. I came up to Oxford to read PPE at St. Anne’s. By the time I went

to Oxford in the autumn of 1986 I might have thought I had come a long way in integrating my Bengali, Muslim and British identities into some sort of coherent whole. But going away to university proved to be a big cultural wake-up call and made me progress a whole lot further in my journey of crossing borders.

I was culturally comatose on arrival at Oxford, cossetted by a family social construct which to date had provided the lens through which I looked at the world. My context, like everybody’s, was unique. I was born in London to parents who were migrants from Bangladesh (East Pakistan when they moved), and brought up as a practicing Muslim, speaking



Bengali at home and English at school, all rolled into one. This might sound like a perfect recipe for building cultural versatility, but in my early years it often felt the opposite. I felt like an outsider in Britain, being brown-skinned and observing unfamiliar faith-based rituals, yet in my family community I was referred to as the 'Englishman' who can't tie a lungi (Bengali men's traditional dress) or pick fish bones with his fingers.

On top of that, my Western education, a pillar in life for which I am deeply grateful, nurtured a curiosity that meant I asked questions all the time. Why do we need to read the Koran in Arabic, a language we don't understand? Why do we have to touch elders' feet to show respect rather than just shaking hands? And so on. The questioning regularly put me on the wrong side of the family: the rebel, the insolent one.

When I was questioned about my beliefs at St Anne's, oddly I started by defending them. But soon I realised that my friends at college were helping me unpack my practices and beliefs and sort them out: helping me clarify why I did stuff, rather than merely justifying it. Coming to Oxford was a big wake-up call in my life and by the time I left I was a different person. I still had far to go, but I'd come a long way too.

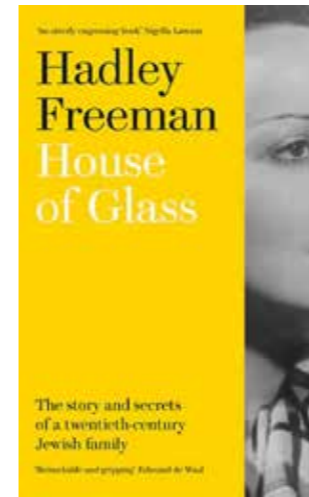
Post Oxford and Cambridge – I did an MPhil in Economics and Politics of Development at Clare Hall – I joined PwC, a consulting firm, implementing economic reforms in places such as Dubai, Kazakhstan, Pakistan and Ghana. After three years planted in the World Bank in Washington DC, I returned to London to focus on Internet, digital and telecommunications reforms in emerging markets. Just as the world was witnessing the rise of Islamic fundamentalism, I was building a career working across 80+ countries, speaking several languages and advising CEOs and ministers on matters of strategic importance or national security, working also at IBM and Vodafone along the way.

In my book, I use the term 'Western Muslim' to refer to the millions of Muslims who think and feel like westerners (of any background) yet are observant followers of Islam. In western countries, this cohort of population has scaled in the last few decades as a result of the post-colonial migration of Muslims from places such as the Indian subcontinent, Africa and the Middle East to Europe, Australia and North America. You've probably worked out why I wrote the book by now. I wanted to narrate the story of this life of crossing many borders, something I gained a perspective on through travel but one that should be relatable to thousands.

Post 9/11, I've experienced a lot of trouble crossing actual borders. I have been interrogated at airports in London, Milan, New York, Frankfurt, Cairo, Jerusalem and Almaty, to name just a few. The book laces my cultural journey with a hefty dose of suspenseful, thrilling and sometimes downright frightening border crossings, which make my story read like a spy thriller as much as a book about migration and identity!

I didn't plan to write a book, at least not this book. I started out learning Arabic (at SOAS), did some travel writing in Syria and Lebanon and ended up expanding it into a full-blown narrative. Initially, while publishers liked the book, they didn't want to sign up when my agent told them I am not a member of Al Qaeda! The irony was not lost on us, since the book challenges the growing notion in some quarters that devout Muslims cannot be trusted as fully paid-up members of Western society. A few years later, my amazing agents got a deal with Unbound, the world's first crowd-funded publisher, based in London, and we launched the book in June.

I am eternally grateful to my Oxford tutors, friends and the environment at St Anne's: these were a lighthouse in formative years of my life. These individuals have moved on, but their shadows and the echoes of their voices live on, making St Anne's a richer place than ever before to unpack your narrative and unfurl the creases in your life.



**Hadley Freeman** (1996) *House of Glass* (4th Estate). Moved by Hadley Freeman's family memoir that follows the life of a Jewish family from pre-war Paris through the Holocaust and after, several of our members have written to us with their own memories and reflections. Reviewers have referred to *House of Glass* as 'a finely honed and engaging account [that] draws the threads between then and now', a view that resonates with Suzy Ellis (1964).

I feel huge admiration for Hadley Freeman's achievement in *House of Glass*, a high fidelity account of this still evergreen tranche of history. In my circle there is still a tiny handful of witnesses, ever-vanishing, who tirelessly visit educational establishments, holding forth from public platforms, travelling miles to stand up and proclaim by their very presence: 'I myself, in person, was in a camp, on a *Kindertransport*, hidden in a cellar, beaten up on *Kristalnacht*...' They are trying to beat time, giving their first-hand accounts before they, too, move on: third person accounts carry less impact. I have read on display in our local Minster heartfelt responses from young pre-literate schoolchildren declaring how grateful they feel to be parented, wondering how the speaker (foreign, elderly) rose above his circumstances. The writers are agog, aghast, unutterably, indelibly moved – and so young.

Only today, as I put pen to paper, BBC Radio 4 is running a serialisation of George Szirtes' *The Photographer at Sixteen* read by the author. He has the most attractive and to me nostalgically familiar Hungarian burr. One of the *few* lucky ones who escaped.

Tiny details leap off the page, mirroring uncannily my own unwritten but much mused over 'autobiography'. The unpronounceable town, whose name derives from 'horse-radish', reminds me of my father's cousin's (Czech) surname (Cucka) which translates as 'lentil'. More seriously, she refers to geographical locations once infused with Jewishness, now extinguished. My paternal grandfather, born in 1878 in Ostrava, which was a thriving hub of trade, culture, learning, eventually emptied of all such when all the Jews were expelled, thereby apparently losing all of its former vibrancy. Much of Freeman's narrative contained for me resonances and echoes that cumulatively thundered or whispered in my far memory.

The anecdote about the four-year-old who insistently proclaimed his atheism struck a telling note. One of our small grandsons made the same confession to our Rabbi Pferzel in Bournemouth. Totally unfazed, he explained to Daniel it was perfectly possible, belief in God or no, to lead an exemplary Jewish life. It's actions not beliefs that count.

Her touching on colourful Jewish curses reminded me of the one in Yiddish where you wish your enemy would lose all his teeth, save one of course, so he would not be spared dental anguish. It was akin to trawling through another's box of memorabilia and stumbling over my own life-memories.

She enlarges on maybe the darkest, most incomprehensible matters where non-Jewish compatriots joined in, unbidden, with marauding Nazis to help round up Jews fleeing for their lives. That the Jew was indistinguishable from the Polish citizen is unbearably poignant. This, of course, stacked the odds against anyone being camouflaged in the crowd. I've always wondered why we were so easily rounded up. In his book *The Happiest Man on Earth*, published as he turned 100 in 2020, Eddie Jaku mournfully recollects this same phenomenon. Just a lad in 1938 he could not mentally process it. To me it is reminiscent of the Prologue in *Henry IV Part 2* where Shakespeare highlights the wrong sort of wrong.

Twisted truths he implies are worse than plain wrongs. The unutterable falsity of such behaviour – from fear and insecurity and cowardice – is also seen when Jews betray their fellow Jews. I have often, inwardly debated this lynching of one-time neighbours, students, teachers, employers. I can only surmise that this black seam in human nature is resorted to as a legitimisation of an otherwise inadmissible hatred of the Godhead ... a type of deeply ingrained ‘shoot the messenger’.

When Freeman touches on demographics I felt a real lurch of déjà vu. As she points out, the plan to leave your country for another, to up sticks, feels like a freely independent choice until you realise you’re but a tiny cog in the vast cyclic sweep of history. A book I read some years back depicts how folk from whence my father came all landed up exactly where he did: in North London. ‘I’m part of history already,’ clunked my amazed brain. ‘I’ve gone into the past.’ Maisie Mosco’s marvellously page-turning Jewish saga of a Russian family has them end up in Lancashire. As did my mother’s parents when they left Belarus, before the 1901 census, fleeing the pogroms.

I loved Freeman’s lightly worn but hefty researches, her tender appraisals, her welcome humour. She is so understated in her astute scholarly insights when she touches on the Christianisation of Judaism, a common default position that encourages Anglicised/assimilated Jews to read their own religious texts through New Testament lenses. She has woven into her narrative holistically and coherently facts I have inadvertently stumbled across. Her explanation of fundamentalist Christians, who are so pro-Jewish it is in my experience bewildering and embarrassing, is entirely credible: until we Jews are back where they insist we belong, the much longed-for Messianic agenda can’t be effected. So their fostering Jewishness could be a calculated manoeuvre!

Hadley Freeman takes no prisoners but her perspective is inexorably met. She exaggerates not at all. Through the lives of individuals and their contradictory loyalties this time-traveller presents the big historical picture. So human; so Jewish.

**Stephanie Kitchen** (1996) adds: I read Hadley Freeman’s book as a contemporary of mine at St Anne’s. Freeman has succeeded in researching a highly sensitive topic both among immediate family members and in French archives and museums. She has brought her journalistic skills to present her material accessibly to a wide audience, and to write what the mainstream press – universally admiring of this book – has cast as a contemporary account of modern Jewish identity. Nor does she shy away from questions of contemporary European anti-Semitism. She states she felt motivated to finally write the book she had been researching through her adult life by a combination of the election of Trump, the rise of far-right parties in Europe, the nationalistic tone of the Brexit debate and the painful debate about anti-Semitism in the UK Labour party.

Freeman joins other authors writing on Jewish history and identity whose accounts set an extremely high bar. To name but a few: Carole Angier’s (another St Anne’s alumna) painstaking work on Primo Levi, Edmund de Waal’s magisterial *Hare with Amber Eyes* and Oxford’s Bart van Es’s *Cut Out Girl*. Bart van Es taught – or reminded – us that the anti-Semitism that led to the catastrophe of the European Jewish Holocaust was far from being exclusively German: proportionately more Jews from the Netherlands were killed in World War II than in Germany. Freeman makes a similar point about the prevalence of anti-Semitism in both France, to which her family first emigrated, and in Poland, whence they came. None of these countries have in any meaningful sense come to terms with their historical legacies, with evident consequences for contemporary politics and the rise of far-right parties. And in the US, too, anti-Semitism was strongly alive. While the US government didn’t resort to the ‘state-sanctioned murder’ of Jews, as Freeman puts it, as the French Vichy regime did, at a key moment during the war the Americans refused passage to a larger number of Jews from Europe. This, she argues, led to more unnecessary deaths.

The family biographical portraits in Freeman’s book are assembled around the case of her grandmother, Sala, who reluctantly left Paris for small-town America in her mid-twenties. Sala was essentially ‘married off’ to her grandfather (né Freiman) by her brothers in an attempt to save her life. In this they succeeded; one of the brothers was killed at Auschwitz, the survival of the other brothers in France is recounted in gripping detail. Freeman’s account is highly sensitive to the gendered aspect of her family’s strategy and shows just how double-edged it was. Her grandmother essentially gave up her own life and interests in the Parisian world of art and fashion to marry a man she never loved, leaving behind her Parisian boyfriend, a Jewish socialist and dentist, to become a housewife and mother in the US. As she points out, it is to such a lineage the author owes her own comfortable and secure life.

I, too, grew up in the shadows of my Jewish heritage on the maternal side of my family. In my case this meant learning German from my mother from a pre-school age, a language she had acquired from her father, a Jewish refugee from Hungary who fled to London in 1939, leaving behind his studies at Budapest university where he was just weeks away from completing a doctorate.

My grandfather was born in 1909. English was his third language, after Hungarian and German. But the fact that his two daughters, my mother and aunt, overcame the poverty in which they grew up in London in the 1940s-50s, and obtained degrees in English and Modern Languages from the universities of Oxford and London respectively, spoke volumes about the times in which they were raised (the post-war welfare state), the kind of ‘assimilation’ our family pursued (in the 1960s-70s both my mum and aunt married ‘non-Jews’, which to my generation was unremarkable), and our indebtedness to the British education system when universities were free to attend.

Despite my grandfather’s lack of status in Britain, where for years his qualifications weren’t recognised and he was at times forced to work as a window cleaner and a waiter, he understood that education was the route to more prosperous lives. Education remains an enduring value in our family. My mother became a secondary school language teacher organising countless exchange visits as well as hosting students and teachers from the European continent. Perhaps this was her way of trying to heal some of the horror.

An interest in German history and literature coloured my schooling as I went on to study Modern Languages at St Anne’s, spent my year abroad in Vienna, visited sites of Jewish history, including Auschwitz, where my aunt informs me that no less than a dozen of our relatives who extended across the border into Czechoslovakia, including children, were murdered. I remember writing an undergraduate Finals essay on the ‘silence after Auschwitz’ in the poetry of the Romanian-Jewish German-language author Paul Celan. The irony that such suffering fuelled my interests that subsequently resulted in a degree from Oxford is not lost on me.

My grandfather admired the German writers I studied: Goethe, Schiller, (Czech-Jewish) Kafka, but above all the composers and musicians. He had learned piano at the Budapest Conservatoire until he left the country. My collection of his (very difficult!) piano music includes Brahms, Bach, Beethoven, Mendelssohn, Mozart, Chopin, Liszt and Gershwin, mostly in German editions. I sense there was a much weaker sense of ‘Eastern’ versus ‘Western’ Europe at that time. He was a brilliant pianist; recordings of his playing are, in the words of my aunt, ‘like listening to Radio 3’. I remember in his later years his nondescript suburban house in Burgess Hill where the main downstairs room contained two grand pianos, a handful of books and little else. The fact that such cultural resources ended up in Britain was the consequence of this history.



So I always knew we were Jewish, but that meant being European, and British too, and in my mother's and my cases almost-native speakers of German with degree-level French. I grew up utterly rejecting the mid-twentieth century racism that cast Jews (or anyone else) as 'other'. Jewish history was and is European history, and our culture was pan-European, a point Hadley Freeman's book makes forcefully.

After coming to Britain, my grandfather never saw his mother again: she died of starvation in the Budapest ghetto in 1945. His father survived the war and joined his son's family in London after the death of his wife, though suffering from PTSD through his remaining few years. His brother was killed at the Russian front in 1941, though my grandfather only learned this in 1988. His sister survived the war in Budapest though lost a child, likely due to ill-nourishment, and was then cut off from her émigré family due to the Cold War, dying in the words of my aunt, 'ill, poor and mad' in the early-1990s.

And so to Jewish identity: if our friends or families wonder at our 'Jewish guilt', undue seriousness, work ethic, or indeed our families' unhealthy obsession with food – a topic Freeman has written about with admirable and helpful honesty for our generation of women elsewhere – the stories with which her book is replete give some hints as to why.

**Philippa Gerry** (1950) has written a short memoir, *We Thought You Knew*, available on Kindle and Amazon.

**Devaki Jain's** latest book, *The Brass Notebook: A memoir* (Publisher Speaking Tiger), has been widely and favourably reviewed throughout India. The following review by Jayati Ghosh appeared in *The Telegraph* (India).

Writing memoirs, even for the most interesting lives, can be a difficult business. When the writer is a public figure, it can be even more complicated: the interplay between the deeply personal and the public/political is obviously complex, and



manages to avoid both of these traps. It provides an absorbing overview of a life lived most productively as well as descriptions of the various forces and motivations that shaped her into a feminist economist with substantial influence both within India and globally. But what make the book particularly enthralling are the fascinating insights into some of the more personal challenges and emotions that defined various periods of her life. She is unflinchingly honest in ways that must have taken both great soul-searching and a level of fearlessness that transcends concerns about what people may think.

Devaki has lived an extraordinary life. Born in 1933 into an upper class Mysore family that was at once emancipated (in its attitudes to girl children) and traditional (in the attitudes to caste and social expectations), she displayed a lot of independence and grit when she first resisted efforts by her family to marry her off to a 'suitable boy' at the age of 18. She managed to travel to England with her father and chose to stay on, relying first on family contacts (they included such luminaries as Krishna Menon and Vijaya Lakshmi Pandit) but

it requires tremendous courage to reveal episodes and feelings that may not always conform to the public persona. For this reason, it is often the case that memoirs by prominent people are restrained, relatively dry, sometimes even boring, with too much description of the public life and not enough of the personal details that only the author can really provide.

Devaki Jain's delightfully engaging book of memoirs

eventually eking out a fragile and insecure existence, living in boarding houses and finding odd jobs — from clerical work to washing dishes in cafes. She gained admittance to Ruskin College and, later, St Anne's College in Oxford.

In a way, her very existence became an act of rebellion, as she suggests in the quotation from Albert Camus at the start of that chapter. In many ways, she was emancipated well beyond her social context and times, exploring romantic and physical relationships, travelling and hitchhiking across long distances, open to different encounters and experiences.

Not all of these experiences were positive. There are shocking details of sexual harassment that she faced as a student at Oxford at the hands of a famous economist. She does not name him but he is not hard to recognize — a globally renowned Swedish economist who wrote a three-volume magnum opus on Asian development, whom she met at the home of the Swedish ambassador, Alva Myrdal. She was taken on as his research assistant, but after she rejected his sexual advances early in the project, he publicly insulted her as 'not educated enough to work with me' and stopped her salary, leaving her adrift with no financial means. She managed to join St Anne's College on a scholarship and got her degree, but Devaki describes how the assault and rejection by the professor destroyed her self-worth, affecting her performance in the final examinations.

The pages of the book are studded with the remarkable women and men whom she interacted with: from the trio of tutors at Oxford, Iris Murdoch, Peter Ady and Jennifer Hart, to friends like Sita Narasimhan and Amartya Sen, the leader of the Bhoodan movement, Vinoba Bhave, Kamaladevi Chattopadhyay, Dharma and Lovraj Kumar, Pitambar Pant, Romesh and Raj Thapar, Romila Thapar, KN Raj, colleagues like Krishna Essaul and Kanti Shastri, Gloria Steinem and Julius Nyerere, and many more.

Some of the most moving passages in the book describe

her relationship with her husband – another extraordinary personality – the Gandhian, Lakshmi Jain. Anyone who saw them together even half a century after they first met would know that this was truly one of those rare matches made in whatever heaven there is: a meeting of minds, social and political interests, passion and friendship. There are frank and utterly disarming descriptions of their relationship: from the initial work collaborations to something much more through the difficulties of handling an inter-caste, inter-regional affair, for which she ultimately had to elope from her family in Bangalore to join him in Delhi where they were finally married; the stresses and difficulties of being a young mother married to a husband who was 'public property', having to respond to and spend time with hundreds of people every day while she resented being confined to the home because of her own obsessive concern for her sons. She is candid about the hostility she felt then, not only because of the estrangement from her natal family, but also the restrictions on her time and independence and ability to work, despite having a caring and sensitive husband. She declared to him what many married women have felt through the ages: 'What I need is a wife.'

Devaki claims that her 'feminist' awareness came rather late in life, when she had already been teaching for several years and had established herself in Delhi's intellectual, policy and political circles, which were at that time lively with idealism and passion for national revival after Independence. Yet her descriptions of the life of her unmarried maternal aunt, Andal, suggest that the seeds were planted in her childhood: 'She was the link, the catch-all, the silent and the unrecognized. ... She had no responsibilities either to a spouse or a child — in some ways, a slave to the household. ... She was a living example of unpaid family labour, and this was a pattern for all unmarried daughters or relatives — stigmatized and enslaved.'

This recognition of the unpaid work of women translated into some of the most important contributions that Devaki Jain has made to the understanding of the gendered nature of

production, especially in developing countries. She remains a pioneer of work on women's economic contribution, whether in social reproduction, or in agriculture, or in a range of activities in which their work has simply not been recognized. Her work has laid the foundation for research on intra-household gendered distribution of food and other resources; of the gendered impacts of so-called 'modernization' policies and anti-poverty programmes, and much else.

Yet this memoir mentions all these hugely significant contributions only briefly. Instead, it brings out, in her own charming style, the empathy that has characterized her distinctive approach to economics and social sciences more generally, and enriched that work.

**Jayati Ghosh** is a Professor at Jawaharlal Nehru University, New Delhi.

**Elizabeth Longrigg** (*Short* 1956) came to Oxford on a scholarship from New Zealand and read English at St Anne's. She then married an Englishman and settled in Oxford, first in a small house in St Giles', subsequently pulled down to make way for a Maths building (*The Ship* 2019-2020). Writing on her latest novel *The Inconsistent Widow*, Joanna Frank, a literary consultant, says:

In his poem 'May Day Song for North Oxford', John Betjeman describes how:

Emancipated children swing on old apple boughs,  
And pastel-shaded book rooms bring New Ideas to birth.

In one such book room, Elizabeth Longrigg, resident of the area for over 50 years and now in her late-eighties, has brought her third novel to birth. In *The Inconsistent Widow*, armed with empirical insight, she takes the reader behind the twitching curtains of one particular residence in a rather less idealised version of the rarefied Oxford suburb.



Characteristic of the area, Number Nine is a large, tall, Victorian Gothic red brick house looming over a wide street in Central North Oxford. It has long since been converted into five flats, inhabited by five women of varying ages and singularity, and the latest arrival has aroused particular interest among her neighbours within the house. When 'Mrs Thornicroft' throws a drinks party in order to get to know them, they

discover that she presents a different version of herself to each of them, including variations on her name. Rose, as she becomes known, is accompanied and assisted not only at the party but on a daily basis by a man who readily admits to being married but whose wife is rarely seen. From their interactions with outside acquaintances, the housemates soon learn that Theodore, widely known as Ted, is also involved with two other women, one of whom is younger than his own adult daughter.

The women make it their mission to find out who the inscrutable Rose really is, but in the process also find themselves competing for her friendship. Allegiances shift between them and some fall into conflict with one another, while unanswered questions arise increasingly over conflicting versions of her background, education and even nationality.

When Rose is suddenly taken seriously ill, the effect on Ted is devastating and he finds himself at odds both with hospital staff and Rose's oldest friend from Hampshire, who arrives to take charge. As the novel builds to its shocking denouement,

competing theories about Rose's identity still abound, while it also becomes clear that Ted's long-suffering wife knows more than he bargained for about his extra-curricular activities.

In *The Inconsistent Widow*, Elizabeth Longrigg has created a cast of deliciously eccentric characters, any of whom one might plausibly find living behind a North Oxford front door. She writes with warmth, humour and insight about the nature of female friendship, the competitiveness that often exists within it and the chameleon-like behaviour that some are willing to adopt to assimilate in any given social situation. She casts her wittily satirical eye over a certain kind of marriage too, where a weak-willed man is prepared to blind himself to reality and his wife's good nature in order continually to nourish his own ego and desire to feel wanted. North Oxford had been home to some of the finest minds the world has seen, but Elizabeth Longrigg knows only too well that it has also accommodated some of the most capricious and unorthodox, a lovable clutch of whom are to be found within these irresistibly readable pages.

**Joanna Frank** is a literary consultant.

Elizabeth Longrigg adds: My next book, *A Fly on the Wall*, inspired by my time as first ever woman don in a men's college in the 1960s, should be out next month. The sexism encountered would be illegal now!

**Khalid Lyamlahy** (DPhil French, 2015) has co-edited *Abdelkébir Khatibi: Postcolonialism, Transnationalism, and Culture in the Maghreb and Beyond* (Liverpool University Press, 2020) with Jane Hiddleston. Abdelkébir Khatibi (1938–2009) is one of the greatest Moroccan thinkers, and one of the most important theorists of both postcolonialism and Islamic culture of the late twentieth and early twenty-first centuries. This book introduces his works to Anglophone readers, tracing his development from the early work on sociology in Morocco to his literary and aesthetic works championing

transnationalism and multilingualism. The essays here both offer close analyses of Khatibi's engagements with a range of issues, from Moroccan politics to Arabic calligraphy and from decolonisation to interculturality, and highlights the important contribution of his thinking to the development of Western postcolonial and modern theory. The book acknowledges the legacy of one of the greatest African thinkers of the last century, and addresses the lack of attention to his work in the field of postcolonial studies. More than a writer, a sociologist or a thinker, Khatibi was a leading figure and an eclectic intellectual whose erudite works can still inform and enrich current reflections on the future of postcolonialism and the development of intercultural and transnational studies. The book also includes translated excerpts from Khatibi's works, thus offering a multilingual perspective on his writing.

**Khalid Lyamlahy** is Assistant Professor in French and Francophone Studies at the University of Chicago.

**Mercia MacDermott** (*Adsheed* 1945) has published a biography of the Bulgarian revolutionary, Yane Sandansky *For Freedom and Perfection*. This has now appeared in a French translation.

**Lesley Murdin** (*Milburn* 1960) has recently published *Psychoanalytic Insights Into Fundamentalism and Conviction* (London: Routledge, 2020)

**James Westcott** (1997) has published and edited a number of books. He is the author of *When Marina Abramovic Dies: A Biography* (MIT Press, 2010). He is the editor of *Project Japan: Metabolism Talks* (Taschen, 2011); *Elements of Architecture* (Taschen, 2018) and *Countryside: A Report* (Taschen, 2020).



## Living Legacies: St Anne's Through Time

JAY GILBERT

**The initial stage of the project to collect the memories and recollections of former women students is now complete – but the appeal is alive: keep them coming**

In last year's edition of *The Ship*, we included an appeal from the then-newly-elected JCR Women's Representative, Amy Langer (Modern Languages, 2019), for contributions to a unique and inspired memory project she had devised. The project, an Alumnae Personal History, sought to build up a timeline of how women's lives have developed at St Anne's over past decades. Of course, in the statutes of St Anne's, 'alumnae' encompasses us all – 'the feminine shall include the masculine' – but in this instance, the word was meant in its strictest possible sense. Amy was looking for anecdotes and personal recollections that, in the centenary year of women's degrees at Oxford, would shed some light on how women's education has changed.

The initial stage of the project is now complete, and the end result spans a breadth of years far beyond what either Amy or I anticipated when we put out this call last summer. Amy would like to thank everyone who submitted a story: 'I loved hearing from every one of you,'

she writes in the introduction to her compilation booklet, which you can now find on our Publications Page at [www.st-annes.ox.ac.uk/alumnae/publications](http://www.st-annes.ox.ac.uk/alumnae/publications)

If you haven't yet had a chance to glance through the stories collected, they are well worth a look. The earliest is from Eileen M Steel (1934), who recalls that the Home Students were once frequently mistaken for Domestic Science students in the wider Oxford sphere. Gillian Rogers (1947) recalls a time of butter-rationing and NAMCO -- indeed, the spectre of rationing haunts several of the post-war submissions for what might seem a surprisingly long time to younger people, with Jane Wingfield (1953) recalling the individual butter dishes assigned to each student. Meanwhile, Jenny Grove's (1959)'s wild tale of her own derring-do in breaking into the Oxford Union disguised as a man offers a window into an early-1960s Oxford which might shock our current female undergraduates. GR Addington Hall, of Queen's College, complained at having to contend with young women 'capable of such unladylike activities as demanding membership and registering protests'. How times have changed!

St Anne's may be a youngster in the scheme of Oxford Colleges, but our

living memory is long indeed – and still includes many of the great figures of our past, such as Peter Ady, Iris Murdoch and Annie Rogers, all of whom are mentioned in the memories booklet. Our Librarian, Clare White, wrote a piece last year celebrating the centenary of women's degrees in which she quotes Annie Rogers on those opposed to the motion: 'The real strength of the opposition lay, not in any alleged care for the education or health of women, but in a dislike and fear of their presence in the University.' It can only be hoped that, by 1934, when Eileen Steel knew her, the formidable Ms Rogers was proud to see the achievements of the Home Students chipping away at this dislike and fear bit by bit – although the process would take, as the recollections demonstrate, many decades.

The memories sent to Amy are, of course, not exhaustive. Recently, I had the honour of interviewing, alongside my colleague Felice Nassar, two women who recalled another illustrious figure of our past: Christine Burrows. In 1910, Burrows succeeded her mother as Principal of St Hilda's Hall, now St Hilda's College; in 1921, after Bertha Johnson, she became Principal of the Home Students, thus becoming a rare example

of someone who has been head of two Oxford houses.

By the time Muriel Passey (1948) arrived in Oxford to read French, Burrows had long since retired, but she remained a well-known and widely recognised figure in Oxford society. As Muriel recalled, her 'hostess', or landlady, announced one day that she had arranged for a friend of hers to show her some colleges. The friend was Christine Burrows: 'Tiny, brisk, with the brightest brown eyes in a very wrinkled face, a little cloud of white hair, a little white top knot beneath her hat.' Muriel recalls being escorted first to Balliol ('nothing in its architecture to recommend it,' said Burrows) and thence to Merton, where the Porters permitted them entry without question. Afterwards, Muriel was taken to Burrows's 'book strewn' house in Merton Street. She was 18 at the time; Burrows was 80. To this day, Muriel is proud to be one of few people still living 'who actually got to meet one of the great pioneering women academics'.

Another of this diminishing number also lives in North Oxford, within a stone's throw of St Anne's. Delia Twamley, whose mother Phyllis Wray-Bliss came up to St Anne's in the momentous 1920 year, was a distant cousin of Christine Burrows and recalls her mother journeying to her home to read to her. Our conversations with Delia showed another way in which the bounds of living memory might be stretched: not an alumna herself, Delia

nevertheless had many stories to share about her mother's time at St Anne's in the earliest days of women's degrees.

Phyllis Wray-Bliss came up to St Anne's in 1919 to read Geography, although, as a niece of the great iris breeder and horticulturalist AJ Bliss, she had originally wanted to study botany. She had previously served in the Women's Army Auxiliary Corps in 1917/18 as a Hostel Forewoman, under an officer in charge of clerks in training. In the Spring of 1919, she asked to be discharged because she wanted to come up to Oxford. With the help of the Library team and Phyllis's file, we were able to identify an exemption that was given to those with war service: war service meant that the usual requirements for Latin and Greek could be done away with.

At the time of Phyllis's arrival in Oxford, only three botanists were willing to teach women and none of them was available. Still, Phyllis greatly enjoyed her time as a Home Student and always remembered St Anne's very fondly. Her 'moral' tutor was Ruth Butler, while a Mrs Elizabeth Wright, the wife of the Professor of Philology of the time, served as Phyllis's chaperone for tutorials – a quirk of the time that might surprise today's female students! Phyllis was also Captain of the St Anne's Hockey Team.

In memory of her mother, Delia has recently gifted St Anne's with a financial legacy that will help secure the futures

of new generations of St Anne's students. Just as valuable, however, are the memories she has gifted us of how it was to be a female student in the 1920s – when showing one's knees when bicycling was enough to arouse the displeasure of one's moral tutor!

Today's undergraduates no longer have to worry about bicycling in skirts, but Phyllis's legacy gift will serve to help us assuage some of their other worries, whether these be around welfare, their studies, or financial hardship. The legacy of her memories – and yours – will also help us build a history of how St Anne's came to be the forward-thinking, welcoming place it is today.

We are still on the lookout for more memories of St Anne's. If you didn't get the opportunity to contribute to this project, or if you are a man and were ineligible for the first stage of it, we'd like to remind you that we're always interested in your anecdotes and recollections for our social history work. Who knows – perhaps soon there will be a Volume 2?

**Jay Gilbert** is Communications Manager in the Development Office. If you are interested in sending in your recollections, please email [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk). If you would like to have a conversation about remembering St Anne's in your will, please contact [felice.nassar@st-annes.ox.ac.uk](mailto:felice.nassar@st-annes.ox.ac.uk) | +44 (0)1865 (2)84943

## 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)

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## Personal news for The Ship 2021

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)

**Personal news, honours, appointments, and/or publications**

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## 'Class Notes' for The Ship 2021

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)

Full name .....

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I am happy for St Anne's College to contact me by email about news, events, and ways in which I can support the College.

Please note: Your data will continue to be held securely. For full details on the way in which your data will be held and used, please see the Privacy notice.

## In memoriam

- Alison Adcock** (*Dewar* 1966)
- Rachel Blythe** (*Rodd* 1955)
- Rachel Bowden** (*Giles* 1956)
- Christine Bridgart** (*Arnell* 1943)
- Anne Brumfitt** (*Ford* 1954)
- Elizabeth Burra** (1943)
- Cathune Cape** (*Johnston* 1942)
- Doreen Casey** (1954)
- Mary Cosh** (1946)
- Margaret Culpan** (*Drury* 1943)
- Annabel Donald** (*Stockwell* 1962)
- Ruth Duncombe** (1942)
- Mary Forster** (*Passey* 1948)
- Catherine Freeman** (*Dove* 1950)
- Ruth Gavison** (1971)
- June Green** (*Eastwood* 1947)
- Geraldine Hall** (1947)
- Jane Hatfield** (1986)
- Julie Howley** (*Linley* 1979)
- Kirsty Hudson** (*Mcleod* 1966)
- Catherine Jones Finer** (*Jones* 1960)
- Patricia Karas** (1966)
- Val Kennedy** (*Vernon-Chamberlain* 1960)
- Grace Kenny** (1961)

- Priscilla Kidman** (1941)
- Cynthia King** (*Moore* 1941)
- Jacob Klingner** (1995)
- Anne Lashley** (1949)
- Ann Leslie** (*Burkinshaw* 1948)
- Winifred Marks** (1944)
- Melissa Neal** (*Gordon* 1975)
- Margaret O'Connell** (*Mcguire* 1947)
- Freny Olbrich** (*Dastoor* 1954)
- Jill Paton Walsh** (*Bliss* 1955)
- Jack Prescott** (2007)
- Mary Remnant** (1962)
- Hilda Reynolds** (*Sullivan* 1952)
- Barbara Rowe** (1942)
- Nancy Scott** (*Robbins* 1947)
- Susan Smith** (*Rattenbury* 1954)
- Zara Steiner** (*Shakow* 1948)
- Pat Swain** (1942)
- Shirley Thomas** (*Bright* 1976)
- Edna Ward** (*Squires* 1948)
- Sasha Wernberg-Moller** (1950)

Please note that some dates in the obituaries are approximate as no exact date was provided when the College was notified.



## Obituaries

IN MEMORIAM  
**RACHEL BOWDEN (GILES 1956)**  
 16 NOVEMBER 1932 – 25 FEBRUARY 2020



Rachel was born in Hepple, Northumberland on 16 November 1932. Her father, a vicar, took a parish in Sandridge, Hertfordshire, where Rachel grew up.

Rachel's mother died when she was just entering her teenage years. Boarding school in Bournemouth followed and Rachel managed to mix academic success with questionable behaviour at school – she had a lovely mischievous streak that remained throughout her life.

Rachel's father and stepmother moved to New Zealand just as she was finishing school. Nursing followed school and

Rachel spent four very happy years at St Barts Hospital, London in the early-1950s. When, a lifetime later, she was told she needed major heart surgery, she took much comfort knowing that she would be returning to Barts, a place she loved and respected. It was while she was nursing at Barts that she saw a career in teaching ahead and arrived at St Anne's in the mid-1950s to study Theology

Her years at St Anne's were a very happy time. She loved Oxford and it was here that she made some lifelong friends and met her husband, John. They were engaged within six weeks and married within a year, a marriage that would last until his death over 50 years later.

Oxford was followed by a career in teaching, first in Lincoln and then Nottingham, before a final move to Highgate, London. In London, with a young family, she became very involved in the local community and continued to teach first at Shelbourne, a secondary school in Holloway (now long closed) and then at Haberdashers' Boys' school in Hertfordshire.

Away from the classroom, Rachel was exceptionally creative: she had one of her screen prints exhibited in the 1983 Summer Exhibition at the Royal Academy and undertook numerous commissions for her calligraphy, from The Queen downwards.

John became ill soon after retirement and Rachel cared selflessly for him. John, an author and theologian, wouldn't have been the person he was without Rachel. As an old Oxford friend recently said, 'I don't mean that in a subordinate way but, rather, that they were totally complementary. Rachel was so caring, perceptive and supportive of him whilst being a profound and deeply cultured person with a full and rich life of her own. I always enjoyed coming to the house and getting an opportunity to talk to her.'

Once widowed, Rachel created a new life for herself making new friends and learning new skills.

After a lifetime of good health, Rachel's last year was difficult. She took her confinement as only she would, working hard to hide her limitations and thoroughly enjoying the company of all who took the time to visit her.

Rachel died on 25 February 2020. She is survived by her three children, six grandchildren and the last of her many beloved cats, Bob.

**Rebecca Bannatyne** (Daughter)

IN MEMORIAM  
**CATHUNE (CATHERINE) CAPE**  
**(JOHNSTON 1942)**  
 8 FEBRUARY 1924 – 25 APRIL 2020



Cathune was born in Mandalay, Burma (Myanmar) and then lived in Amritsar and Karachi before the family returned to England when she was nine. Cathune went to boarding school at St Mary's Convent, Ascot, where the nuns nurtured her love of learning.

In 1942 she was the first girl from St Mary's to secure a place at Oxford where she read Politics, Philosophy and Economics. It was a special time for Cathune, despite university life being significantly impacted by the war; including having to do night air raid duties on top of the Bodleian library!

Given it was wartime, her studies were shortened and Cathune started working in the Colonial Office in 1944. Her level of responsibility during wartime was well

beyond what would generally be available given her age and gender at that time. In January 1947, a harsh winter of cold and food shortages, she went back to Oxford for two terms to finish her wartime degree before returning to London.

Cathune married Donald, a fellow student from Oxford, in July 1948. This also marked the start of Cathune's life as a diplomat's wife, which spanned three decades and continents. Their first posting was in post war Yugoslavia, a baptism by fire! This was followed by Lisbon, Singapore, Bogota (Colombia), the Vatican City in Rome, Washington DC, Brazil, Laos and the Council of Europe in Strasbourg – the last two postings as Ambassador. Overseas posts were interspersed by three in the UK.

Cathune and Donald had five children born between 1949 and 1959 (four sons and a daughter) so life was hectic juggling the responsibilities of being a diplomat's wife and a mother, but Cathune still managed to pursue a number of hobbies and made many friends both inside and outside diplomatic life.

Diplomatic life made it difficult for Cathune to pursue her own career. However, during their last posting in Strasbourg, Cathune started lecturing on Human Rights at the Strasbourg campus of the American Syracuse University. When Donald retired in 1983, Cathune transferred to the London campus, where she spent the next 15 years teaching courses on the European Community and International Organisations.

Cathune and Donald bought our family home near Guildford in 1957 and lived there throughout their retirement, up until Cathune went into a nursing home in late 2019. They were active in the community, particularly in the establishment of the local branch of U3A. They continued to enjoy travelling, with one of their last major trips being back to Burma, where Cathune was born, for her 80th Birthday. Donald died in 2014, just before their 66th wedding anniversary. Cathune lived for another five years and therefore had the chance to enjoy two great grandchildren before she died in the early stages of the COVID pandemic. Her passion for interesting conversation with family and friends continued until the end of her life.

**Katherine Cape** (daughter)

IN MEMORIAM  
**FRANCES DANN (1962)**  
 28 FEBRUARY 2021

I am sorry to report the death on 28 February 2021 of Frances Dann, who read English at St Anne's from 1962-1965. She returned in 1968-9 for a B Phil in Victorian Studies, with a dissertation on 'The Villain in Melodrama', years before melodrama was a respectable field for academic study, and became a specialist in early-nineteen century British theatre. She was born in Derby, of farming stock though her mother was a teacher, and brought up in Duffield. At college she already showed her passion for collecting and décor, and spent much

of her time designing sets and costumes for OUDS plays, including *King Lear*, *The Importance of being Earnest* and Michael Rudman's production of *Twelfth Night* with Michael York, Annabel Leventon and David Wood.

Her career could well have been in scene design, but like many of us she went into teaching, first at Totley Thornbridge College of Education, then at its next incarnation as Sheffield City Polytechnic and finally at Sheffield Hallam University. She spent more than 30 years there, teaching first English and then Cultural Studies. She was an inspiring and knowledgeable teacher, and stayed in touch with many of her students, especially the mature ones. She was also Honorary Secretary to the Society for Theatre Research from 1990-2003.

Her talents and interests were creative and interdisciplinary: her historical imagination was fed by deep reading and visual awareness, she drew fast and incessantly. She published a few articles, gave lectures at conferences and made entertaining appearances on *Woman's Hour*, but never finished the book she always planned to write. She was a passionate collector of books, paintings and ceramics, sometimes commissioning pieces by artists local to Sheffield. Though essentially a very private person, who eschewed large parties, she enjoyed entertaining groups of friends on such occasions as a Berlioz lunch, a Jane Austen lunch or a Dickens dinner. She was a prolific correspondent, amusing her friends with long letters full of wit and

acute observation, theatre reviews, vivid descriptions of places she had visited and sometimes her own illustrations. The world is less colourful for her passing; she will be much missed.

**Eileen Cottis** (*Pryme*, 1951 – 57)

**IN MEMORIAM**  
**GILLIAN MARY DAWSON (RACKHAM 1950)**  
**7 AUGUST 2020**



Gillian Mary Dawson was born in the UK to Basil and Elsie Rackham. She died Friday, 7 August 2020 at Westminster Canterbury in Richmond, Virginia, USA, at the age of 90. She leaves three children and three children-in-law: Philip and Lisa Dawson, Robin and Sue Dawson, Pamela Dawson and Steve O'Malley. She also leaves her former husband, John Dawson, and grandchildren Christopher Dawson, Molly Dawson, Helen Dawson, Will O'Malley and Lauren O'Malley.

Gillian completed an MA in Romance Languages at Oxford University. She moved to Australia before coming to the USA in 1965. She came to Newport News in 1975 and settled in Williamsburg in 1985. She taught at BC Charles Elementary School and was an Historical Interpreter in Colonial Williamsburg for many years. She was a storyteller and a poet with the James City Poets and Virginia Poetry Online. Gillian will be greatly missed by everyone who knew her.

If you would like to remember Gillian, she would have loved a donation to one of her favourite charities: World Wildlife Fund, League of Women Voters, American Society for the Prevention of Cruelty to Animals or Planned Parenthood.

**Philip Dawson**

**IN MEMORIAM**  
**MARY FORSTER (PASSEY 1948)**  
**1929 - 2020**

Mary Came up to St Anne's from Sherborne School for Girls in 1948.

Her background was both rural and academic.

Her Father, Prof RD Passey, had been appointed to the pioneering Chair in Pathology and Cancer Research at Leeds University in 1927 and he and his wife and family – Mary and her three brothers – lived at Lumby Hall near Monk Fryston, some miles out of Leeds in the country, a property that had been gifted to the



University. It was a quietly attractive, moderate sized country house with pretty gardens and surrounding parkland. It was rather short on Mod Cons by today's standards: water and fitful electricity were pumped and generated by engines in the park.

From there, during World War II, Mary was sent first to York College and then to Sherborne School for Girls in Dorset in which she always took a great interest and to which four nieces followed her. From there she came up to St Anne's to read English in 1948.

Her cast of mind was meticulous and scholarly and she particularly enjoyed the Philological aspects of the course. From St Anne's she went to London to qualify as an academic librarian and thence returned to Leeds University as Assistant University Librarian. She and her historian husband Gordon Forster always claimed that their first encounter was in the basement book stacks of the University Library. Whenever and however it was, they married. Although sadly childless, it was an ideal, completely

harmonious partnership of shared mutual interests and support.

Gordon wrote and published many papers, founded the magazine *Northern History* and edited it for 50 years, and the input and support of the couple revitalised the Thoresby Society and its library. Their holidays were, always and only, taken in Scotland. Based in comfortable hotels, they explored their varied, annually selected areas with meticulous pleasure. Mary memorably remarked of a repeat visit to a site, 'It will bear Seeing Again.' Theirs was emphatically not a 'Been there, done that' approach, which would have been absolutely foreign to their scholarly natures.

Mary and Gordon had a full, well-organised, extremely happy, harmonious and productive life; their company was a civilised pleasure. They were hospitable and welcomed their circle of academic friends and family to their pleasant house and garden in Adel. Mary was a good gardener and an interested and observant well-informed naturalist. Her appearance was very neat, conservative (she never wore trousers) and refined, with a clear, delicate complexion and a neat hairstyle.

Her attitude to life was orderly, meticulous and restrained, carefully considered and balanced; her principles absolutely steady, her mind refined, her affections loyal and deep. She was a rare and valuable person.

When she became disabled, her last years were spent in a Care Home and Gordon

(continuing in their house in Adel), visited faithfully and regularly every afternoon.

Of this Mary wrote: 'Whatever the weather outside, when Gordon comes into my room, the sun comes out.'

**Muriel Passey**

**IN MEMORIAM**  
**YVONNE PATRICIA GAUNT FOX (GAUNT 1934)**  
**1916 – 2021**

Born in Edinburgh in 1916, Yvonne was the younger daughter of Admiral Sir Ernest and Lady Gaunt. She was educated at the Couvent des Ursulines de Nice in Bordighera, Italy, and the Fidelis Convent in Folkestone. She read French at St Anne's from 1934-37. It was at Oxford that she met her future husband, Seth Allen (Dick) Fox. After graduating she held a number of private tutor positions in London, including one that took her sailing around the Atlantic Ocean. In 1939 she was given permission to sail out to the Gold Coast (Ghana) to marry Dick, taking her wedding ring and dress with her. He was a District Commissioner and apart from the war years, when Dick served in the RAF, they lived and worked for the Colonial Service in Togo, Zambia and Northern Nigeria, Yvonne finding teaching positions in each location and educating her five children, three of whom are African-born and two-Welsh born. Yvonne returned to Oxford to complete a Dip Ed in 1952 and continued teaching abroad and at home until she retired.



She always enjoyed writing and wrote her memories of Africa in *Bawku & The Years Between*, which was privately published in 2006, as a celebration of her eightieth birthday. In 2011 her book *Shadows: A Memoir of the 20th Century* was also published. Besides these memoirs, she had articles published in various magazines and was a frequent contributor to *The Tablet* and *Catholic Times*. She was perhaps best known for her numerous articles and letters in support of women in the Church and her Ecumenical beliefs.

Yvonne and Dick loved to travel, making a number of visits over the years to daughters living in Canada and the USA. After Dick's death in 2004, Yvonne continued her travels abroad and to visit family and friends around England, including attending some reunions at St Anne's in her later years. Her last trip was to Lourdes in May 2019.

Moving to Stratford-sub-Castle, near Salisbury, Wiltshire in 1981, she and Dick were an integral part of the village community until Dick's death. Yvonne remained very active in village and church life, keeping up her writing skills as a contributor to the village magazine, the Garden Club and the Village Guild.

Her life was lived to the full. She loved entertaining, having people around her and good conversation. Her deep faith, thoughtfulness and lively open-mindedness, her self-deprecating sense of humour stayed with her to the end of her 104.5 years. She was a very special lady

and never dull. She will be greatly missed by her five children, their spouses, nine grandchildren and 23 great-grandchildren, as well as her many friends and neighbours.

In the words of the prayer used by Fr Bede Jarrett OP: 'We seem to give them back to God who gavest them to us. Yet as thou didst not lose them in giving, so do we not lose them by their return.'

**Fran Fox Powell**

IN MEMORIAM  
JANE HATFIELD (1986)



In the autumn of 1986 Jane came up to Oxford with reservations. She had had second thoughts about joining such an elitist institution and had considered other options. Typical of Jane, she was quick to acknowledge that the institution probably had reservations about her too. She

expressed all of these feelings with her rare combination of confidence and self-criticism, all wrapped in an envelope of dry wit.

Jane was always political. She studied PPE but was clearly more interested in the practical application of ideas. This was the era of Thatcher and there was plenty to protest about, not least the appalling 'Clause 28', which banned basic education about LGBTQ life. She protested Thatcher's decimation of the social fabric of the UK with tremendous spirit, while making acts of protest great fun. She travelled widely and had an almost unstoppable enthusiasm for new experiences.

After St Anne's, Jane went on to work in the voluntary sector, in HIV/AIDS, and more widely in sexual and reproductive rights. She was passionately committed to social justice and used her own experience as a bisexual woman to challenge discrimination, even to her own disadvantage. She continued to study, completing a Masters in Voluntary Sector Organisation at LSE and an MBA at Cranfield. In her final role she became the first chief executive of the Faculty of Sexual and Reproductive Health in 2013, modernising and transforming the organisation. Her contribution was recognised by an Honorary Fellowship of the Faculty, and was lauded by leaders in the voluntary sector.

([www.thirdsector.co.uk/obituary-jane-hatfield-chief-executive-faculty-sexual-reproductive-health/article/1717610](http://www.thirdsector.co.uk/obituary-jane-hatfield-chief-executive-faculty-sexual-reproductive-health/article/1717610)).

Jane met her life partner, Gali in the early-1990s. They had two beautiful children together and built a home that was always stylish and full of good company, good food and laughter. They were married in July 2019 and many old friends from St Anne's gathered to celebrate.

After her diagnosis of advanced ovarian cancer in 2019, amidst intensive treatment and during a global pandemic, Jane continued to work for as long as possible, while at the same time being fiercely straightforward about her diminishing chances of survival. She wrote about her experiences as a patient, signed herself up for the latest clinical trial and raised money for the charity that supported her (Ovacome). She faced the process of dying as she lived: with intense honesty, compassion for those around her and occasional gallows humour.

Jane loved people and had a wide circle of friends. She was a great listener and continued to ask penetrating questions of all who met her right up until the end of her life. In her final few months she was lovingly cared for by her wife Gali and her sister Katie. With the expert support of St Christopher Hospice, she was able to die peacefully at home with those she loved. Her many friends and colleagues miss her dearly.

**Caroline Cupitt and Philip Shaw**

IN MEMORIAM  
DENIS HILTON (DPHIL EXPERIMENTAL PSYCHOLOGY 1979)  
26 OCTOBER 1955 – 11 FEBRUARY 2021



Professor Denis Hilton was a leading social psychologist who had the distinction of being one of the first male graduates to matriculate at St Anne's when the college went co-ed in 1979.

Denis was born in Stoke-on-Trent on 26 October 1955 and spent part of his childhood in Rhodesia (present-day Zimbabwe) where his father worked for the diplomatic service. On their return to the UK, the family settled in Hale, Cheshire, the place Denis called home for the rest of his life. He gained a scholarship to Manchester Grammar School and there developed a taste for academic work in many subjects – he was just as strong in languages ancient and modern as in maths. Denis was also a proficient cricketer and tennis player.

All this in spite of disability: from birth, Denis was nearly profoundly deaf in one ear and had just 50 per cent hearing in the other. But he was doggedly determined never to allow this condition to impede his professional or social life by one iota.

Denis took a BA in developmental psychology at the University of Sussex and, by way of graduate studies at the University of Surrey, arrived in Oxford for his DPhil at the Department of Experimental Psychology. His supervisors were Mansur Lalljee and the Dutch social psychologist Jos Jaspars, both of whom Denis admired greatly. Denis successfully presented his thesis *Knowledge-based strategies in causal attribution* in 1983. College life enabled Denis to demonstrate his gifts of empathy and friendship. In the days before ubiquitous social services, and learning that a neighbour in St Bernard's Road was housebound with a bed-ridden mother, Denis arranged a rota of St Anne's-based helpers to assist on a twice-daily basis.

Polyglot and intellectually questing, Denis went on to establish his credentials as an academic psychologist and cognitive scientist in a number of appointments at universities in the UK, USA, France and Germany. Since 1998, Denis had been professor of social psychology at the University of Toulouse II – Jean Jaures. His research interests were broad, encompassing social cognition, reasoning, judgment and decision-making as well as experimental economics. An extraordinarily prolific researcher, with over 120 papers

and publications to his name, Denis made major contributions in the areas of social cognition, decision-making and behavioural finance. The Hilton-Slugoski model of causal attribution is considered a pillar of causal reasoning. His analytical skills put Denis at the centre of the philosophical debate on causality and pragmatics. His interest in economics also gained Denis a practical foothold in the psychology of finance and he became a prescient lecturer to bankers on the mechanisms and perils of overconfidence.

Denis Hilton was diagnosed with oesophageal cancer in late-2019. He bore his final illness with customary fortitude and good humour, working remotely from Hale throughout the pandemic. Denis died on 11 February 2021, leaving behind his adored wife Ania, dear daughter Victoria and an international community of admiring friends, colleagues and students.

**Steven F Joseph** (Christ Church 1974-1978)

**IN MEMORIAM**

**JULIE HOWLEY (LINLEY 1979)**  
25 FEBRUARY 1960 – 22 AUGUST 2020

Julie Linley and I were in the same Anglo Saxon tutorial. Crouching over her notes, she seemed to be trying to make herself invisible. Another day I saw her queuing in hall with friends and wittily tugging her bow-tie, rising on the balls of her feet with a small downwards smile, far short of showing-off, which would have been alien to her. She laughed readily, even at her



own expense. All her life people quickly liked and trusted her; and they were right. She was a loyal friend, often re-examining encounters until she was sure all was well. She could never disguise her true feelings but would go a long way to avoid confrontation.

Julie came to St Anne's via a scholarship from Bradford Girls' Grammar School, where a teacher first put *Middlemarch* in her hands. She loved being at Oxford: the breakfast in hall, biking to the Faculty (she discovered between lectures where they sold coffee in there), the reading – most of it – and weaving her essays; and dancing in the discos at weekends, and in her room in Rayne. She had discipline, annotating texts in the private cipher that sometimes revealed the meaning if you applied a Northern accent. Once she sneaked into one of John Carey's post-graduate seminars but then realised he was about to take a

register. Tutors acclaimed her confident judgements and her empathetic insights, especially Vincent Gillespie, then a new Fellow, and Patricia Ingham, who promoted Julie to Scholar in her third year. Not that Julie's condemnation of Spenser gladdened Katherine Duncan-Jones at Somerville.

In London, English Literature degrees seemed a low-rated commodity and we needed fresh starts. Julie became a chartered accountant, specialising in tax. Simon and Julie were married on 26 January 1991. Ned was born in 1991 and Connie in 1996. They were our focus. Julie worked part-time as a book-keeper, invariably in an expanding role, and did voluntary work. She also wrote and discarded a full-length novel. Colleagues barely connected her with Oxford, even when they realised how well she could write.

Throughout our time together, till a few days before the end, I read aloud to her. Her favourite was *The Golden Bowl*, but not everything needed the highest concentration. She also had her own heavy shelf on the go, five pages a day: Shakespeare; Proust; 'Henry', naturally; *Gilead* by Marilynne Robinson; and something factual. She read much lesser stuff, too – she was only unrelenting with the pretentious. I have scrapbooks full of her verdicts on books, films, plays, exhibitions and operas. It is a painful joy to be reminded that, like me, she was bored by John Cowper Powys's *A Glastonbury Romance* until the centrepiece thrilled her and then she loved it. She also read to

learn, making careful notes: some to help her remember, some seem like guidance to herself.

Julie was just 60 when she was diagnosed with an aggressive stage 4 cancer. Ned and Connie were with us when she died at home. She always needed it settled, and resettled, in her mind that she was living her life the right way. She was brave and beautiful, and, loving and loved so much, we couldn't have had a better example. The last thing she asked was how I was.

**Simon Howley** (1979), Husband

**IN MEMORIAM**

**JOAN MARIE AUBREY JONES (GODFREY-ISAACS 1938)**  
10 MARCH 1919 – 13 MAY 2020



Joan Aubrey Jones died in May 2020 aged 101. She was the oldest and a treasured member of the South of England branch of the SAS, attending every Gaudy, theatre trip, book group or meeting that she could. Maureen Gruffydd Jones (former chair of the branch), a close friend who attended Joan's one hundredth birthday party in 2019, wrote this obituary with affection and admiration.

Joan matriculated in 1938. In 2014, our branch organised a 'Library Lunch' to raise funds for the new library. Judith Vidal Hall interviewed some of our members asking, 'What difference did St Anne's make?' To which Joan replied, 'St Anne's transformed my life. How did a conventional middle-class girl end up as the wife of a Cabinet Minister and an internationally recognized expert in office design? The answer is by reading Geography at St Anne's.'

Joan loved her time at Oxford; she played the violin in the University Orchestra and got to know Edward Heath, who played the piano in the orchestra's concerts. She made lifelong friendships with fellow students from St Anne's. But when war broke out, she felt she should leave Oxford and sign up for one of the Women's services. It was her father who persuaded her to stay at Oxford: 'You'll be far more use to the country if you learn something.'

This proved very true. After graduating in 1941, Joan joined the Civil Service and served in the Ministry of Agriculture and Fisheries for the remainder of the war. She soon met Aubrey Jones, serving in Military

Intelligence in the War Office. They married in 1948 and had two sons. He became a Conservative MP for Birmingham Hall Green in 1950. He was Minister of Fuel and Power in 1955 and Minister of Supply in 1957.

In 1965 he was appointed Chairman of the newly established Prices and Incomes Board, and had to resign as an MP. Joan had always been deeply interested in politics and declared, 'At last I feel I can step out of the shadows... Now that my husband has left the House of Commons, I feel that I am free to try and enter on a more active political career of my own.' She considered standing as Conservative candidate for Hall Green, but was persuaded that the local party association was unlikely to endorse a woman, and instead set up her own company, 'Organised Office Designs'. As a result of studying geography at St Anne's, she was deeply interested in the effects of the built environment on people, particularly at work, and was an enthusiastic advocate of open plan offices, but only if they were 'landscaped' to provide a good working environment. Her company designed offices for several large companies and many prestigious clients, including the National Trust and the National Bank of Jordan, where she was awarded the title of 'Dame of the Hashemite Kingdom of Jordan'. She was elected a member of the British Institute of Management in 1977.

She was accomplished in many sports: at Oxford she won a blue for cricket. In her



interview for the Civil Service in 1941 she was asked, 'What have you been doing since leaving Oxford?' She replied, 'Riding horses in the Welsh hills.' She was a proficient skier; when a heavy snowstorm hit the annual Anglo-Swiss Parliamentarians' race at Davos, her husband decided against venturing out on his skis, but Joan was not deterred. The press reported: 'Number 25 went past the finish in great style. When the racer pushed up the goggles it turned out to be Mr Jones' wife.' She came third out of 15 competitors. 'I was disqualified, but the British team won,' declared Joan happily. She was a keen sailor and enjoyed not only competitive sailing and family holidays, but also teaching essential skills to teenagers and simply 'messaging about in boats'.

Joan and Aubrey enjoyed retirement in Felpham, near Chichester. Aubrey died in 2003 aged 91. Joan was brought up in a Jewish household but, from her time at Oxford, she found greater affinity with the Church of England; she played the piano at St Mary's Church Felpham and there she prepared for her Baptism and Confirmation at the ripe age of 93. At her funeral, where numbers were sadly strictly limited, her son said, 'She certainly lived life to the full and will be much missed.' Her many friends in the South of England branch can only echo that with fondness.

**Maureen Gruffydd Jones** (*Woodhall*, 1959

**IN MEMORIAM**  
**OLAVE CYNTHIA HARVEY KING**  
**(MOORE 1941)**  
**1 FEBRUARY 1922 – 4 SEPTEMBER 2020**



Cynthia, as she was known by her many St Anne's friends, was named after her great aunt, Olave Baden Powell, wife of the founder of the Scout and Guide movement. She rarely used her first name, although she was proud of her links with the Baden-Powell family, through her mother. Her father, a barrister, hoped that his four daughters would all go to Oxford, where Cynthia's Great Grandfather, the Reverend Professor Baden Powell, had been a mathematician, Professor of Geography and a prominent nineteenth century theologian. Two of Cynthia's sisters did follow her to Oxford, although she was the only one to study at St Anne's.

In 2014, as part of a South of England SAS branch event, she said: 'St Anne's made

me what I am. It opened lots of doors and I was keen to go rushing into as many of them as I could. It changed everything and I loved it.' She was an undergraduate during World War II, an eventful time, and she combined study of Modern Languages (majoring in German) with what she described as her 'war work'. 'This ranged from making cases for the shells [to be] fired from Spitfires, in the work shop Miss Plumer set up in Hartland House, to doing the humblest jobs in the Radcliffe Hospital where I had the right to wear the Red Cross uniform because I'd done the training.' She also regularly cycled up Headington Hill early in the morning to give breakfast to children whose mothers were working in munitions factories, and she served as a night-time fire warden in the Bodleian Library. All this was combined with her academic studies. How did she cope? She answered simply: 'We did our essays at night. What's different?'

After the war, Cynthia worked for a Christian youth organisation in Germany for two years and then taught German at Bedales School before becoming an Inspector of Schools in Croydon, where she met her future husband, Rupert Wearing King, who was Chief Education Officer.

They married in 1962 and had one son. She continued her very varied career in education, including lecturing at a teacher training college, working as an Inspector of Schools in Cambridge and finally teaching in Hauxton Primary School, near Cambridge, until her retirement in

1979. She spent most of her retirement in West Sussex, first in West Wittering, finally in Chichester, to which she moved in 1990. She worshipped regularly in Chichester Cathedral, where she was a flower arranger for many years. Her Great Grandfather had been a liberal Oxford theologian, unusual for expressing sympathy for Darwin's theory of evolution, and Cynthia maintained friendships with theologians with opposing views. She always relished an intellectual argument! With her flair for modern languages, she loved to travel and was intrepid: in her later years, Cynthia and her son enjoyed memorable holidays in Australia, Canada, Europe, Malaysia, New Zealand, where one of her sisters lived, South Africa and USA.

She loved going to concerts in Chichester and opera at Glyndebourne. She was a very active member of the South of England branch of St Anne's Society, particularly enjoying the book group and the annual trips to Chichester Festival Theatre. In June 2018, Cynthia joined other branch members at CFT to see *The Chalk Garden* by Enid Bagnold. She was her usual cheerful self and loved the play; her neighbour in the theatre remembers 'Cynthia was her wonderful jolly, charming and appreciative self that day.' Sadly, on her return home from the theatre, Cynthia had a bad fall, which led to serious medical complications.

Her son gave comfort to her friends when he said, 'If this had to happen, the fact is [it was] immediately after one of the

most enjoyable days she had experienced for years.' This was, indeed, a comfort to her St Anne's friends, who remember a fascinating, intelligent, vibrant woman with a great sense of fun. Another comfort is that although she died in a care home during the Covid crisis, her son was able to visit her, though socially distanced, before she died.

**Maureen Gruffydd Jones** (*Woodhall* 1959

**IN MEMORIAM**  
**WINNIFRED ROSE MARKS (1944)**  
**1 APRIL 1926 – 22 DECEMBER 2019**



Winnifred (Winnie) Rose Marks was born on 1 April 1926 in Southall, West London, the eldest of three children. Having passed her school certificate with matriculation at St Mary's College, Isleworth, Winnie went

on to study at St Anne's in 1944. Here she spent many happy years and gained a second class honours degree in French.

In 1947, Winnie joined the John Lewis Partnership as a graduate trainee, then in 1948 moved to Bon Marche as an Assistant Registrar. Winnie then took unpaid leave in 1950 to attend the London School of Economics, where she studied Economics.

In 1953, Winnie joined the Institute of Personnel Management before joining Cadbury Brothers in 1956 and moving to Birmingham. Here she stayed until her early retirement, rising to the position of Personnel Director and keeping the Cadbury Board waiting on numerous occasions whilst she finished her row of knitting! After her retirement she continued as a non-executive director, attending board meetings by bicycle in her gardening clothes!

Winnie was also a member of the Industrial Tribunals from 1972, donating her time for free to help people unable to afford their own representation. She also wrote five books, mainly on the subject of Personnel Management, and a short biography of George Cadbury Jnr, published by his son.

After her retirement Winnie travelled extensively, compiled crossword puzzles and enjoyed listening to classical music.

Winnie passed away on 22 December 2019. Part of her legacy was a generous donation to St Anne's College to fund scholarships for people who otherwise would not have the opportunities she had.

Winnie led a remarkable life and though she never married or had children, was much loved by her family and close friends, who miss her greatly.

**Sally Keates**

**IN MEMORIAM**  
**VALERIE DOREEN PEADEN (MORRIS 1945)**  
**21 MARCH 1926 – EPIPHANY 2021**



Valerie Doreen Peaden was born on 21 March 1926. Leaving Grammar school in 1943 she became a library assistant at Selly Oak library and took the Oxford entrance exam. Accepted to read English at St Anne's, with no state bursary, she applied for grants to pay for her studies. At Oxford, she overlapped with Margaret Thatcher and was taught by CS Lewis and JRR Tolkien. She used to relate the story of Tolkien arriving late for a lecture and starting by saying,

'Sorry I'm late; my house was on fire.' She was greatly influenced by the Anglican Church's mission to the University and became an Anglican, having been brought up a Methodist.

After graduating, she undertook a Certificate in Education and took up a career in teaching. She taught in Pates Grammar School, Cheltenham then Bourneville Girls' Technical School. In 1957, the headmistress asked her to take over the newly-formed Religious Education department. It was at this time that she met Roger Peaden, a probationer Methodist Minister, and started courting him. Less than two months later he proposed to her.

In August 1957, Roger took up a post as a missionary in Southern Rhodesia, now Zimbabwe. Valerie corresponded with him for a year. In 1958, bringing a wedding dress, ring and cake, she sailed out to Southern Africa to marry him. Having three children in quick succession they were posted to Gwehava mission, a remote outpost in the bush. There was no electricity or running water and it was almost 100 miles from the nearest town for shopping supplies. During this time Roger was often away for days on trek opening new schools and churches, leaving Valerie alone. She taught her children by correspondence course.

As the wife of a missionary, many things were expected of her: she was Circuit President of the Ruwadzano (women's group) and ran a clinic for children in the boarding school. In 1964, she became a

local preacher and was proud of the fact that she was then the fifth generation to take up ministry.

In 1971, at Epworth Mission on the outskirts of Harare she again took up teaching at Roosevelt Girls' High School. She learned to ride a scooter. After the family returned to England Valerie resumed her teaching career at Wolverhampton Girls' High School for 11 years, becoming Head of English. She continued her work with the church and community, becoming Birmingham District Network President and later North Wales District Network President.

After Valerie retired with Roger to Anglesey, she continued her many interests in the community, also enjoying family and grandchildren. In the last 5 years she lived with dementia, alternately living with two of her children. She never lost her humour or her deep relationship with God. She profoundly influenced all who knew her. She died on Epiphany 2021 after a brief illness following a fall.

**Jenny Ellis**

**IN MEMORIAM**  
**GILIA SLOCOCK (WHITEHEAD 1955)**  
**29 MARCH 1936 – 11 NOVEMBER 2020**

Gilia Slocock, who died on 11 November 2020 aged 84, was an enthusiastic St Anne's alumna who often referred back to her years in the college as her golden ones. She recalled endless sunshine, tea parties, punting parties, late nights of study and



the somewhat daunting responsibilities as President of the JCR. Life at St Anne's in the 1950s was a different era, where the Springfield St Mary accommodation was run by nuns and men were only allowed to visit for tea between 4pm and 6pm. Gilia persuaded the nuns to extend that to Sunday lunch and was thanked by many of her contemporaries for negotiating the concession.

She made many life-long friendships at Oxford and spoke to some of her remaining St Anne's friends in the weeks before she died. She kept up with developments within the college although, perhaps typically of her generation, did not fully embrace all the changes. Nevertheless, she was still determined to stay in contact and fly the flag for the college whenever she could. This was made much easier after her move back to live in central Oxford in 1985 where she enjoyed the proximity of the college

library and the use of the very keenly priced photocopier! She was thrilled to see friends of her grandchildren come to the college as undergraduates in later years.

Gilia arrived at St Anne's in 1954 with a place to study Botany, her childhood having been spent in the Oxfordshire countryside being taught the names of flowers by many of her relatives. She went into teaching after graduation, first at Littlemore, outside Oxford, and then in Surrey where she moved once married. Her love of Botany remained for the rest of her life but became the base of a pyramid of learning that led her to a second degree at London University in Geology whilst in her forties and many years spent outdoors in nature. Once a Geology graduate, she swapped teaching her junior sciences classes for A level Geology. Her love of teaching and the giving of knowledge were referred to many times in the letters that the family received following her death.

Geology was the reason for Gilia's extensive travels in later life. She rented out rooms in her house in Oxford to fund trips, initially to the Scottish Highlands but later to further flung places: the Western USA, Kamchatka and Alaska being particularly memorable. Her faithful geological hammer, hand lens and specimen-boxes were never far from her side. Aged 61 she set off around the world with a rucksack and wondered at the landscapes of Fiji, walked the Milford track in New Zealand, scrambled up volcanoes in Hawaii and walked solo from the top of the Grand Canyon to the bottom and back up

in a day, much to the consternation of the Park Ranger. The contents of her rucksack had been replaced with nothing but rock samples when she returned home nine months later.

Travel was also the bonus of Gilia's quest, in the 1990s, to find and document all of the images (stained glass and paintings) of St Anne within the UK. This lengthy task, which Gilia tackled with her usual zeal, led to the publication of St Anne in History and Art, a concise but well received booklet about 'Jesus' granny'.

In 2006, Gilia moved to London to be closer to her family and her 14 years in London gave her a new lease of life. She rode her bicycle vigorously around London and went to almost every exhibition going. She may have slowed down physically in her last few years but her passion for the natural world never diminished. Her rock collection has been dispersed far and wide.

Gilia died peacefully at home. She leaves twin son and daughter Ben and Eleanor and a younger son, Tom, and six grandchildren.

**Eleanor Bailey, daughter**

**IN MEMORIAM**  
**JUDITH LOUISE SMITH (TRESSEDER 1958)**  
**1939 – 4 JANUARY 2021**

Born in Gosport to Marie a nurse and Richard Treseder an RN Lieutenant Commander, Judy's life changed dramatically when, in her fifth year, measles and meningitis resulted in her losing her





sight. The trauma and bewilderment of this life-changing event can only be imagined: her world changed around her and at only six-years-old she was sent away to school, dimly remembering it as a bleak place with no toys. Her younger brother Hugh, however, became a safe reference point in an unpredictable world.

Later, life changed for the better at Chorleywood College, which provided an academic education for visually impaired girls. It became almost a second home, a place where she felt normal in a way that in the wider world she frequently did not, despite an eminently supportive family. Chorleywood served her well not only academically but also culturally and by encouraging independence.

From here she came up to St Anne's, where she flourished academically, reading Modern History and choosing Dante as her Special Subject, despite this requiring the additional task of learning Italian. Having to use buses around Oxford rather than cycling and relying on Readers instead of the Libraries, might have had an isolating

effect but this was far from the case and she made many friends both in college and beyond. She enjoyed concerts, plays and swimming in the Cherwell on punting expeditions, even going cycling on a tandem. Ready for anything she was one of a group of us, one Easter, Youth Hostelling in the Lakes. A craggy descent from Stickle Tarn remains memorable!

After St Anne's, Judy embarked on a career in Psychiatric Social Work. Following a Diploma at Barnet House and a further course at the LSE she spent some 17 years at the Maudsley and Bethlem Royal Hospital where she was a much respected colleague, finally becoming Principal Social Worker in the Children's Department, where she combined administrative, clinical and teaching work. As Chair of the Association for Child and Adolescent Mental Health, only the second Social Worker to hold the post, she was involved in research and publication. Judy made a significant contribution to the development of social work, multidisciplinary training and research within the child and family mental health services.

After the Maudsley, Judy became Co-ordinator of Hospital Social Work in Lambeth and later managed a consultancy to Local Authorities for the RNIB. Her life in London was greatly facilitated by the acquisition of a guide dog, something that had not been encouraged at Chorleywood. Bracken was the first of a succession of Labradors.

In 1979, she met and married Alan Smith

and they set up home together in Nunhead, moving eventually to Alan's home-town, Olney.

Sadly, Judy had to retire early as a result of the worsening of a spinal condition, scoliosis, acquired at the same time as her blindness but only latterly becoming troublesome. She allowed it to restrict her life as little as possible, continuing to travel widely with Alan regularly visiting the theatres, opera house and concert halls she so loved. She also continued with voluntary work. She was a Trustee and one-time Chair of Action for Blind People, a Governor of Chorleywood as well as of a Special Needs school in Peckham. Latterly, she was a member and one-time Chair of Milton Keynes Reader Services. Gradually, however, she became increasingly incapacitated and was no longer able to work the last of her guide dogs, Goldie.

In some ways this physical handicap was a greater hardship than her blindness.

She had always refused to allow the latter to define her. More than the blindness itself the greater challenge had been the reactions and perceptions of others, with their sometimes clumsy, if well-intentioned, ways of trying to be helpful. She faced unconscious prejudice even, or perhaps especially, in the sophisticated field of psychiatry: at interviews it could be left to her to raise the topic of her lack of sight, only to find when she did so that her interviewers had a number of serious misgivings as to her ability to cope, irrespective of her experience.

All this, Judy learned to manage admirably, but now, her increasing loss of mobility preventing her from doing the things she most enjoyed and this was particularly hard to bear. She faced it with characteristic courage and cheerfulness. The effects of scoliosis shortened her life but the immediate cause of death was hospital-acquired Covid.

Some lines of Emily Dickinson seem to me to encapsulate both Judy's love of the natural world and her ability to perceive it:

*I never saw a moor, I never saw the sea,*

*Yet know I how the heather blows and what a wave must be.*

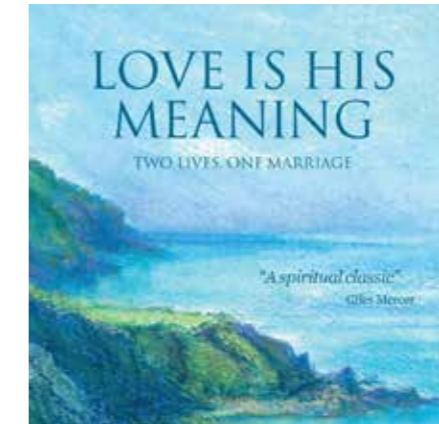
She revelled in sun, wind and weather and loved walking in the countryside with friends with whom she was the better able to share it from their descriptions.

Judy's achievements were considerable: she had wide interests, a great capacity for enjoyment and she lived life to the full. She was a quiet yet persuasive and determined person, un-dogmatic, perceptive, with a considerable capacity for empathy and a marked sense of humour.

She leaves behind her husband, Alan, her brother Hugh, nieces Lucy and Sarah and very many friends.

**Heather Wheeler (1958)**

**IN MEMORIAM**  
**JUDY SYMONS (DAVIDSON 1964)**  
**21 MAY 2019**



Judy Davidson came up to St Anne's in October 1964. She came from a family which, on both her father's and mother's side had served in the Church of England and the Indian Army. Her brother, ten years her senior, said at the time of Judy's death that she was 'such a good person: the only member of the family who invariably got along with all the others and from an early age. Everyone loved her,' and she loved them all.

Judy became a respected member of a popular group of young Christian women in the College (it was still 'societas mulierum' in fact if not in name, we must remember) who worshipped at St Aldate's Church, in the liberal evangelical Oxford Pastorate. 'Fair' both in the sense of beautiful and just, she gave of herself to

the utmost to help others, sometimes taking on a heavier burden than perhaps seemed right to others. A gifted pianist and lyrical soprano, she sang in the Oxford Bach Choir.

After graduation in 1967 and a year in Geneva, Judy trained as a teacher at the Institute of Education in London. From 1969 she worked for two years at Lady Margaret School, Parson's Green. Re-meeting her future husband, John, a civil servant, in London in 1970 (they had known each other slightly at Oxford: he was Judy's contemporary at Exeter College) she married in August the following year. She then taught French for one year at Ely High School and for eight years at Mary Datchelor School, Camberwell.

In 1980, with the closure of Mary Datchelor, which decided not to become a comprehensive, Judy trained to teach young deaf children as well as her feeling for deaf people led to this step. Judy and John had no children because he was at risk from Huntington's disease, from which his father died after many years of debilitating illness. From 1981 to 2005 she taught at Beverley School for the Deaf in Greenwich, later incorporated as a deaf unit in James Wolfe Primary School. In 2005 she retired, again much respected and loved by her colleagues.

Judy and John moved to East Sussex where she created a beautiful house and garden. She sang in a local choir and served as a church warden for four happy years,

from 2011 to 2015 when she developed myeloma, from which she died peacefully at home. There were 170 people at her funeral, many of whom travelled great distances to be there.

In her last year, Judy helped John complete two books. The title of the first refers to John's parents but it might as well be taken to refer to Judy and John; both felt greatly blessed by their long marriage. Judy designed a cover for the book, which the publisher decided to use. She lived to see it published.

Judy was a rare person. Practical and full of common sense and good judgement, with a warm manner and a joyous humour, and also of great spiritual depth, loyalty and faithful prayer, she was justly described in the notice of her death in *The Times* as 'an exceptional witness to Christ'. She was also a great credit to the 'societas mulierum'. The meaning of her life was love.

Judy died on 21 May 2019.

**John Davidson** (Husband)

#### IN MEMORIAM

**JILL PATON WALSH, LADY HEMINGFORD**  
(BLISS 1956)

29 APRIL 1937 – 18 OCTOBER 2020

Jill Paton Walsh had a literary career in three acts, each distinguished. As a children's writer she was a leading light of a golden generation, producing a number of serious and ambitious works for young readers that are now being republished



as classics. As a novelist for adults she achieved critical and commercial success, especially with her crowning achievement, *Knowledge of Angels*; the book, self-published in 1996, was shortlisted for the Booker Prize. And, as a writer of crime fiction, she took on the characters of Dorothy L Sayers, not least Lord Peter Wimsey, in impeccable acts of literary ventriloquism.

In many ways these were achievements against the odds. Born in 1937, the daughter of a BBC engineer, Jill suffered from Erb's Palsy, which limited the movement of her right arm but did not limit her early intellectual capacity and ambition. She spent the war with a grandmother in the Cornish town of St Ives, a place of special importance in her life and work. Graduating with a degree in English

from St Anne's, she soon married Anthony Paton Walsh, whom she had met in Oxford. A brief period as a teacher ended when she became pregnant with her first child. Motherhood was a nourishment and an inspiration, housewifery perhaps less so, and, bored, she turned her hand to writing. *Hengest's Tale*, her first book, appeared in 1966, the beginning of a long career that saw her publish almost annually.

Jill's books for children were part of a literary movement, led by Philippa Pearce, Nina Bawden, Leon Garfield and others, that sought to widen the social and intellectual parameters of children's fiction, lifting it from the realm of morality tales and wholesome adventure stories into a world of intellectual quest and elegant prose. Jill took her young readers seriously. The scrupulous research, historical range and sophisticated vocabulary that she lavished on her children's fiction now bespeak a bygone era.

*The Dolphin Crossing* (1967) and *Fireweed* (1969) covered World War II with an immediacy born of first-hand experience. *The Emperor's Winding Sheet* (1974), winner of the Whitbread Prize for children's books was set in Constantinople and written with an accuracy and vividness that speaks of many hours spent first in Istanbul and then in the London Library. *A Parcel of Patterns* (1983), an uncanny prophecy of the Covid-19 pandemic, depicted the self-isolation of a mediaeval town suffering from Bubonic plague. It is a mark of the quality of Jill's writing that a linked series

of books set in St Ives – *Goldengrove* (1972) and *Unleaving* (1976) – was later reissued in one volume for adult readers. The latter won the Boston Globe-Horn Book Award for fiction; *Gaffer Samson's Luck* (1984) was awarded the Smarties Prize; and the time-travelling *A Chance Child* (1978) was recognised in 1998 by the Children's Literature Association's Phoenix Award.

It seemed inevitable that Jill would one day turn her hand to adult novels. She began slowly, with an account of Ancient Greece: *Farewell, Great King* (1972). The book received a fan letter from Harold Macmillan but sold poorly, and she wrote nothing for adults until the autobiographical *Lapsing* (1986), which drew on her intense break with the Catholic Church after a devout upbringing. *A School for Lovers* (1989) retold Mozart's *Così fan tutte*, but the novel she had been born to write occurred to her while holidaying in Mallorca.

*Knowledge of Angels* appeared in 1993, but had a difficult birth. Set on an idyllic island, it intertwined two stories: a feral child is used as an experiment to prove innate knowledge of God, while an Orthodox island community torments a shipwrecked modern thinker from a distant and liberated society. The writing, a fierce condemnation of religious intolerance, combines Jill's skill for a gripping plot with her vast intellectual scope, drawing on sources from Sappho and Thomas Aquinas to Salman Rushdie and Iris Murdoch.

The 'novel of ideas' had become unfashionable, and no British publisher

could be found. Eventually, Jill and her second husband, the writer John Rowe Townsend, brought out the English edition under their own imprint, Green Bay. This was a daring move in the pre-Internet days, before social media, crowd funding and self-publishing companies such as Unbound. Before too long, and after decidedly mixed reviews (some the result of a clear sense that a children's writer should not have strayed into grown-up waters), the novel made the Booker shortlist. In the event, it did not win, but the papers had their headline: 'self-published book makes top award' and Jill now had real commercial standing. She went on to write *The Serpentine Cave* (1997), an account of a lifeboat disaster in St Ives, and *A Desert in Bohemia* (2000), perhaps her most ambitious novel, following nine Eastern European characters, dislocated by war, over four decades.

It was typical of Jill that the four 'Cambridge' detective stories, featuring part-time college nurse Imogen Quy and appearing between 1993 and 2007, wove their plots around the mathematical theories of the latest Nobel Prize winner or the provenance of a Shakespeare quarto. In 1998, she completed an unfinished Peter Wimsey novel by Dorothy L Sayers, *Thrones, Dominations*. Critics could not see the join between Sayers and Paton Walsh, and Jill maintained this was because they both spoke the same language (the Queen's English) and were both slightly in love with Peter Wimsey. She went on to write three more original Wimsey novels and was

working on a fifth at her death.

Fittingly for so capacious and varied a writer, Jill seemed to have lived many lives. As a girl she was Gillian Bliss; on her first marriage, which ended with his death, she became Jill Paton Walsh, always slightly regretting the loss of her childhood name, which would have led her books to be shelved rather higher in shops. She married John Rowe Townsend in 2004, after a long and initially secret relationship. Together they became a force to be reckoned with in the world of children's literature, purchasing a house so close to the River Cam that its waters sparkled on the walls of the living-room in duet with their extensive collection of Cornish art. Both were visiting members of the Center for the Study for Children's Literature – one of the first of its kind – at Simmons College in Boston, and Jill was an invited lecturer at the Library of Congress in Washington. She was made a CBE in 1996 and in the same year was elected a Fellow of the Royal Society of Literature.

Rowe Townsend's death, in 2014, left her adrift, and she battled severe ill health. But in February 2020 she met Nicholas Herbert, 3rd Baron Hemingford, and they were married in September 2020. She died a month later, of kidney and heart failure, in a Cambridgeshire hospital.

That a joyous marriage had been so speedily followed, and in the same church, by a sombre funeral was a sadness allayed by the knowledge that Jill had spent her final year, safe from the loneliness of



lockdown or the ravages of Covid, walking by the river with a new love. She leaves behind a body of work that testifies to the almost uncanny way in which her spirit elided intellect, warmth and passion.

She is survived by Nicholas, by her three children, Edmund, Margaret and Clare, and by her three grandchildren, to whom she was, naturally, devoted.

**Oliver Soden**

IN MEMORIAM  
SASHA ELIZABETH WERNBERG-MØLLER  
(SHIBLEY 1953)  
7 DECEMBER 1925 – 5 JUNE 2021



Sasha attended St Anne's in the early years after World War II. She became the first 'Bodley Girl' to earn an Oxford University

degree while working as a librarian at the Bodleian Library, and St Anne's and its tutors played a large part in this achievement.

Sasha began her career as a librarian in 1946, working first at the Oxford Central Library and moving to the Bodleian Library in 1948. Her association with St Anne's had its roots in the 1880s. The Bodley Librarian at that time, Edward Nicholson, expected and encouraged his library staff of 'Bodley Boys' to study while they worked. Many then took their degree at Oxford and went on to become eminent librarians. In 1949, Sasha told the then Secretary to the Bodleian, Ian Philip, of her wish to study for an external degree. Shortly after, Philip asked Sasha if she would like to study for an Oxford pass degree as a member of St Anne's College.

As Sasha wrote later, while working and studying simultaneously was a challenge, St Anne's staff and tutors were understanding and encouraging. In a letter to the City of Oxford Education Committee in support of an application for funding, the College Principal wrote, 'We think very well of her. The English Tutor reports that she is able and intelligent, and tackles her work very well. Her essays show care and thought, and are well expressed. I think she should have no great difficulty in obtaining a pass degree.' Following a discussion between Sasha's tutor, Miss Leys, and the Bodley Librarian, Sasha was also able to have more time for study through time off work at strategic moments.

'In subfusc and commoner's gown', Sasha would rush out for tutorials (always in the early evening after work) and exams. She found her bicycle invaluable: St Anne's teaching facilities were limited and students frequently went to their tutor's houses scattered around North Oxford. With application and enthusiasm, Sasha took papers in English Literature and French, earned her Oxford University BA pass degree in 1953 and thus became the first Bodley Girl. She was also awarded the MA in 1972.

Sasha's life continued with further variety and fulfilment. She married Preben Wernberg-Møller in 1955, undertook a two-month road trip in the Middle East by Land Rover in 1964 with her husband and their small children, and was an active member of local school governing bodies and of the Oxford Preservation Trust. Sasha also returned to St Anne's in the early-1970s as a part-time member of the library staff, before becoming the Librarian for St Edmund Hall for 18 years until her retirement. As her five children, family and friends will attest, Sasha will be missed enormously but remembered always for her kindness, wisdom, and contributions in many domains.

**Lars Wernberg-Møller** (son)

## Donations to College, 2019 – 2020

A total of £1.32m was gifted by St Anne's alumnae and friends between 1 August 2019 and 31 July 2020 to the following areas:

Bursaries	£60,389.36
Capital (buildings)	£231,699.54
Outreach and access	£116,640.06
Scholarships and prizes	£57,444.41
Student support	£549,285.66
Teaching and research	£295,950.43
Welfare	£11,707.92

The Principal and Fellows acknowledge with deep gratitude all alumnae and friends for their gifts. From August 2019 to December 2020, over 1,300 donors gave to St Anne's, some of whom have chosen not to be listed. We now need your permission to include you in this list. If you are not listed and would like to be, please get in touch with us at [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) to confirm your preferences.

**Pre-1949**

- Bailey, Margaret: 1948
- Baird (Dutton), Audrey: 1945
- Blake, Mary: 1941
- Burt (Waite), Audrey: 1942
- Chapman, Gwendolen: 1944
- Honor (Duncan), Deborah: 1948
- Hyde-Thomson (D'Erlanger), Zoë: 1949
- Jackson (Hurley), Barbara: 1945
- Jones, Madeline: 1949
- Lewis, Keri: 1947
- Martin (Sandle), Patricia: 1948
- Milton (Ward), Irene: 1948
- O'Flynn (Brewster), Hazel: 1946
- Osborne, Marian: 1949
- Painter (Dobbs), Beatrice: 1949

- Phillips (Reilly), Pat: 1949
- Price, Maureen: 1948
- Rogers (Edmonds), Gillian: 1947
- Sword (Boyle), Beatrice: 1949
- Thompson, Jean: 1942
- Tuckwell (Bacon), Margaret: 1949
- Whitby (Field), Joy: 1949
- Wolstencroft (Browne), Valerie: 1949

**1950-1954**

- Allen (Franklin), Jennifer: 1951
- Amherst (Davies), Ann: 1951
- Beer (Thomas), Gillian: 1954
- Bergson (Levinson), Deirdre: 1951
- Brooking-Bryant (Walton), Audrey: 1953
- Bull (Fife), Anne: 1952
- Clover, Shirley: 1953
- Crockford (Brocklesby), Freda: 1952
- Dunkley (Eastman), Shirley: 1953
- Ettinger (Instone-Gallop), Susan: 1953
- Evans (Trevithick), Elaine: 1953
- Everest-Phillips (Everest), Anne: 1950
- Eysenbach, Mary: 1954
- Farris, Dianne: 1951
- Gazdzik, Barbara: 1951
- Harman (Bridgeman), Erica: 1952
- Hartman (Carter), Pauline: 1951
- Heath, Mary: 1950

- Hills (Earl), Audrey: 1954
- Hodgson (Giles), Dawn: 1952
- Jessiman (Smith), Maureen: 1953
- King (Wheeler), Rosemary: 1951
- Larkins (Rees), Fay: 1953
- Lewis (Morton), Gillian: 1954
- Loebel (Selipsky), Felice: 1954
- Makin (Winchurch), Margaret: 1952
- Marlow (Evans), Iris: 1953
- McCracken (Chavasse), Gabrielle: 1954
- Moughton (Parr), Elizabeth: 1951
- Orsten, Elisabeth: 1953
- Penny (Gross), Jennifer: 1953
- Reynolds (Morton), Gillian: 1954
- Robson (Moses), Anne: 1950
- Sainsbury (Burrows), Gillian: 1950
- Sherlock (Garland), Anne: 1953
- Sherwood (Briggs), Shirley: 1952
- Stringer, Judith: 1953
- Taylor, Rosemary: 1951
- Taylor (Rumelin), Gabriele: 1952
- Thomas (Fraser-Stephen), Sara: 1954
- Tunstall (Mitchell), Olive: 1951
- Webber (Kiewe), Ruth: 1953
- Wharton (McCloskey), Barbara: 1954
- Wood (Gunning), Maureen: 1952

**1955-1959**

Andrew (Cunningham), Sheila: 1956  
 Athron (Ogborn), Ruth: 1957  
 Bacon (Mason), Ann: 1957  
 Bell (Watt), Christine: 1957  
 Betts (Morgan), Valerie: 1956  
 Boyde, Susan: 1957  
 Charlton (Nichols), Anne: 1955  
 Clarke (Gamblen), Alice: 1957  
 Collins, Norma: 1958  
 Davies (Mornement), Margaret: 1956  
 Davison (Le Brun), Pauline: 1956  
 Dixon (Gawadi), Aida: 1957  
 Dodd (Peel), Alison: 1955  
 Draper (Fox), Heather: 1957  
 Farmer, Penelope: 1957  
 Findlay (Boast), Judith: 1959  
 Finnemore, Judith: 1959  
 Fleming (Newman), Joan: 1957  
 Fuecks (Ford-Smith), Rachel: 1957  
 Golding (Bond), Jean: 1958  
 Graham (Portal), Mary: 1957  
 Grey (Hughes), Mary: 1959  
 Gruffydd Jones (Woodhall), Maureen: 1959  
 Hambleton (Salthouse), Mary: 1958  
 Hand (Bavin), Anne: 1957  
 Hardy (Speller), Janet: 1958  
 Hartman, Joan: 1958  
 Hayman (Croly), Janet: 1958  
 Hensman (Hawley), Barbara: 1956  
 Hogg (Cathie), Anne: 1957  
 Home, Anna: 1956  
 Kenwick, Patricia: 1958  
 Knowles (Davis), Jane: 1957  
 Lecomte du Nouy (Welsh), Patricia: 1956  
 Lewis (Hughes), Pauline: 1956  
 Maclennan (Cutter), Helen: 1957  
 Mantle (Gulliford), Wendy: 1957  
 Matthias (Leuchars), Elizabeth: 1958  
 McMaster (Fazan), Juliet: 1956  
 Mercer, Patricia: 1959  
 Moore (Slocombe), Anne: 1955  
 Moreton (Stone), Jane: 1957  
 Ockenden (Askwith), Ann: 1955  
 Paton (Hodgkinson), Anne: 1955  
 Paton Walsh (Bliss), Jill: 1955  
 Powell, Helen: 1956  
 Revill (Radford), Ann: 1955  
 Reynolds, Sian: 1958  
 Roberts (Armitage), Judith: 1957  
 Robertson, Valerie: 1955

Robinson (Neal), Patricia: 1958  
 Rutter, Mary: 1956  
 Scott (Groves), Miriam: 1958  
 Smith (Philpott), Christine: 1955  
 Stoddart (Devereux), Frances: 1955  
 Sumner (Palmer), Gill: 1958  
 Varley (Stephenson), Gwendolen: 1956  
 Verrall (Silvester), Peggy: 1959  
 Wilson, Elizabeth: 1955  
 Wood (Chatt), Sara: 1958  
 Young (Clifford), Barbara: 1957

**1960-1964**

Archer (Weeden), Mary: 1962  
 Atkinson (Pearson), Helen: 1963  
 Baines (Smith), Jennifer: 1963  
 Baker (Grattan-Doyle), Sarah: 1961  
 Barling (Brown), Lynette: 1963  
 Barron (Taylor), Enid: 1964  
 Blatchford (Rhodes), Barbara: 1960  
 Brunt (Coates), Ivy: 1961  
 Burton (Heveningham-Pughe), Frances: 1960  
 Butcher (Macarthur), Mary: 1963  
 Butler (Dawnay), Gillian: 1962  
 Cairncross, Frances: 1962  
 Clark (Balfour), Judy: 1964  
 Cook (Gisborne), Janet: 1962  
 Cutler (Mccoll), Veronica: 1960  
 Darnton (Baker), Jane: 1962  
 Davey (Macdonald), Elizabeth: 1960  
 Davidson (Mussell), Jenny: 1962  
 Ellis (Barber), Susanne: 1964  
 Evans (Moss), Isabel: 1964  
 Fenton (Campling), Heather: 1961  
 Forbes, Eda: 1961  
 Graves, Lucia: 1962  
 Grundy (Rich), Jill: 1962  
 Harris (Telfer), Judy: 1964  
 Howard (Warren), Liz: 1962  
 Howe (Shumway), Sandra: 1960  
 Hunt (Siddell), Ann: 1963  
 Job (Williamson), Ruth: 1961  
 Julian (Whitworth), Celia: 1964  
 Killick (Mason), Rachel: 1961  
 Kuenssberg (Robertson), Sally: 1961  
 Lang (Wicks), Jacqueline: 1961  
 Larkinson (Newton), Rachel: 1964  
 Littlewood, Barbara: 1960  
 Mace, Anne: 1962  
 Moore, Susan: 1964  
 Moss (Flowerdew), Barbara: 1963

Murdin (Milburn), Lesley: 1960  
 Neville (Clark), Susan: 1960  
 Newlands (Raworth), Elizabeth: 1960  
 Newman (Worsdall), Julia: 1961  
 Packer (Sellick), Sally: 1964  
 Palmer (Allum), Marilyn: 1962  
 Paton (Parfitt), Sara: 1960  
 Peagram (Jackson), Christine: 1962  
 Porrer (Dunkerley), Sheila: 1963  
 Radcliffe, Rosemary: 1963  
 Reid (Massey), Su: 1961  
 Rhys (Plumbe), Leah: 1961  
 Robbins (Cast), Stephanie: 1964  
 Robinson (Hinchliffe), Susan: 1964  
 Rogers (Shaw), Felicity: 1961  
 Saunders (Roper Power), Claire: 1960  
 Schmidt (Jackson), Judith: 1962  
 Seymour-Richards (Seymour), Carol: 1963  
 Sheather (Hall), Judith: 1962  
 Shenton, Joan: 1961  
 Shipp (Nightingale), Phillida: 1961  
 Skottowe (Thomas), Elizabeth: 1961  
 South (Hallett), Vivien: 1964  
 Butler (Dawnay), Leila: 1964  
 Symons (Davidson), Judith: 1964  
 Tate (Hardy), Valerie: 1960  
 Tindall-Shepherd (Dunn), Wendy: 1963  
 Tricker (Poole), Marilyn: 1964  
 Tuck (Pye), Dinah: 1964  
 Turner (Chang), Mei Lin: 1963  
 Van Heyningen, Joanna: 1964  
 Walton (Turner), Gillian: 1964  
 White (Pippin), Ailsa: 1962  
 Williams (Ferguson), Fiona: 1962  
 Williamson (Hodson), Valerie: 1960  
 Young (Cowin), Pat: 1961

**1965-1969**

Alexander (Holland), Marguerite: 1965  
 Axe (Roberts), Patricia: 1965  
 Axford, Shelagh: 1968  
 Belden, Hilary: 1966  
 Boehm (Lees-Spalding), Jenny: 1965  
 Breeze (Horsey), Fiona: 1965  
 Brett-Holt (Roscol), Alex: 1969  
 Brown (Lichfield Butler), Jane: 1965  
 Brown, Elaine: 1968  
 Brown (Triance), Jane: 1969  
 Bynoe (Robinson), Geraldine: 1969  
 Cadwallader (Eckworth), Debby: 1968  
 Carter (Gracie), Isobel: 1967

Clements, Patricia: 1966  
 Constable, Jeanne: 1969  
 Conway (Nicholson), Sheila: 1969  
 Cook (Clark), Cornelia: 1966  
 Coote, Hilary: 1967  
 Court (Lacey), Liz: 1968  
 Cowell (Smith), Janice: 1966  
 Crowley (Starun), Anna: 1969  
 Cullingford (Butler), Liz: 1966  
 Derkow-Disselbeck (Derkow), Barbara: 1965  
 Doran (Savitt), Sue: 1966  
 Dowling, Jude: 1968  
 Drew, Philippa: 1965  
 Ely (Masters), Hilary: 1969  
 Fairweather (Everard), Pat: 1965  
 Feldman (Wallace), Teresa: 1968  
 Fisher (Hibbard), Sophia: 1966  
 Forbes, Anne: 1968  
 Foster, Shirley: 1969  
 Gallant (Cox), Rosamond: 1965  
 Grocock, Anne: 1965  
 Haile (Tovey), Helen: 1965  
 Hall (Wills), Caroline: 1966  
 Halls (Pett), Judy: 1967  
 Hanes (Foster), Kathy: 1965  
 Harvey, Judith: 1965  
 Helm (Wales), Sue: 1965  
 Holland (Tracy), Philippa: 1968  
 Jefferson (Glees), Ann: 1967  
 Jones (Farror), Shelagh: 1966  
 Kaier, Anne: 1967  
 Kavanagh (Harries), Shirley: 1968  
 Keegan, Rachel: 1967  
 Kenna (Hamilton), Stephanie: 1968  
 Kitson, Clare: 1965  
 Klouda (Iyengar), Lekha: 1968  
 Lambley (Booth), Janet: 1966  
 Leates (Wileman), Louise: 1968  
 Lee, Judy: 1966  
 Lees (Nelsey), Pamela: 1968  
 Lumley, Margaret: 1965  
 Marett, Karen: 1967  
 Massey (Glaser), Lili: 1967  
 Morgan (Draper), Sylvia: 1969  
 Morrison (Hammond), Penny: 1966  
 Moulson (Mitchell), Ann: 1968  
 Naha, Viviane: 1968  
 Ogilvie (Milne), Moira: 1965  
 O'Sullivan, Helen: 1969  
 Owen (Lytton), Stephanie: 1969  
 Parsonage (Cox), Linda: 1969

Patterson (Wilson), Hazel: 1966  
 Pendry (Gard), Pat: 1966  
 Perry (Hudson), Penny: 1965  
 Price (Fox), Meg: 1967  
 Purves, Libby: 1968  
 Quillfeldt (Raw), Carolyn: 1967  
 Reeve, Antonia: 1969  
 Richards (Stubblings), Lucy: 1969  
 Robinson (Sutton), Jill: 1967  
 Sheppard (Raphael), Anne: 1969  
 Doran (Savitt), Sue: 1966  
 Smith (Taylor), Shirley: 1969  
 Sondheimer (Hughes), Philippa: 1969  
 Spicer, Harriet: 1969  
 Steele (Chadwick), Nell: 1967  
 Taylor, June: 1965  
 Taylor (Moses), Karin: 1968  
 Tjoa (Chinn), Carole: 1965  
 von Nolcken, Christina: 1968  
 Waddington (Rosser), Lindsey: 1968  
 Whiteley (Daymond), Sarah: 1966  
 Wilson (Szczepanik), Barbara: 1965  
 Wilson (Hay), Lindsay: 1969  
 Wolfarth (Scott), Lesley: 1969  
 Wylie, Fiona: 1967  
 Yates (Crawshaw), Sue: 1967

**1970-1974**

Archer (George), Andrea: 1972  
 Ashley, Jackie: 1974  
 Baird Andreae (Gilbert), Rosemary: 1970  
 Barrett, Jane: 1973  
 Barringer, Terry: 1974  
 Bexon, Tina: 1973  
 Biggs (Perrin), Lynn: 1972  
 Bolton-Maggs (Blundell Jones), Paula: 1971  
 Buchan (Enright), Dominique: 1970  
 Burge (Adams), Sue: 1972  
 Christie (Fearneyhough), Susan: 1970  
 Clayman, Michelle: 1972  
 Cockey (Ward), Katherine: 1970  
 Coe (Spink), Kathryn: 1972  
 Davies (Baxendale), Jane: 1970  
 Dorner, Irene: 1973  
 Dowdall, Deb: 1974  
 Ferguson (Marston), Catherine: 1970  
 Fillingham (Dewhurst), Janet: 1974  
 Forwood (Pearce), Sally: 1974  
 Fox, Jane: 1971  
 Gee (Jones), Susan: 1971  
 Gibson, Anna: 1972  
 Gillingwater (Davies), Helen: 1974  
 Golodetz, Patricia: 1970  
 Grout (Berkeley), Anne: 1971  
 Hasler (Abbott), Judith: 1974  
 Hatfield (Bratton), Penny: 1971  
 Hill (Davies), Valerie: 1971  
 Hughes (Marshall), Susan: 1970  
 Hughes-Stanton, Penelope: 1973  
 Hutchison (Keegan), Ruth: 1972  
 Jack, Susan: 1970  
 King, Rosanna: 1970  
 King, Judith: 1973  
 Lambert, Anne: 1974  
 Lawless (Freeston), Sally: 1971  
 Le Page (Inge), Sue: 1973  
 Leighton, Monica: 1970  
 Lewis (Glazebrook), Jane: 1973  
 Littler Manners (Littler), Judy: 1972  
 Lloyd-Morgan, Ceridwen: 1970  
 Madden (Strawson), Nicky: 1974  
 Marsack, Robyn: 1973  
 Martin (Pearce), Mary: 1971  
 Maude, Gilly: 1972  
 McIntyre, Elizabeth: 1972  
 Monroe (Jones), Barbara: 1970  
 Montefiore (Griffiths), Anne: 1972  
 Moran, Susan: 1974  
 Morris (Cope), Susan: 1973  
 Nasmyth (Mieszki), Lalik: 1971  
 Nisbet, Isabel: 1972  
 Norton (Gordon), Claire: 1973  
 Onslow (Owen), Jane: 1972  
 Ormerod (Tudor Hart), Penny: 1972  
 Osborne (Neal), Joelle: 1971  
 Ovey, Elizabeth: 1974  
 Padfield (Helme), Nicky: 1973  
 Parker (Russell), Gillian: 1974  
 Pennington (Durham), Jane: 1974  
 Rae-Smith (Perkins), Melanie: 1974  
 Richards (Wardle), Alison: 1973  
 Rowlands, Helen: 1971  
 Rowswell, Ann: 1974  
 Shepherd (Cullingford), Chris: 1970  
 Simon (Holmes), Jane: 1973  
 St John Williams, Mary: 1972  
 Taplin (Canning), Angela: 1974  
 Thickbroom (Platt), Caroline: 1974  
 Thomas (Parry), Kathleen: 1971  
 Thomas (Covington), Anne: 1974  
 Thorpe, Patty: 1973  
 Tovey (Williams), Maureen: 1973



Turner (Davison), Kathryn: 1972  
 Tyler, Julia: 1974  
 Unsworth, Isabel: 1974  
 Vodden, Debbie: 1974  
 Wheeler (Jones), Isabella: 1974  
 Wilcke (Weyer-Brown), Natasha: 1972  
 Wilkinson (Spatchurst), Susan: 1970  
 Williams (Revell), Shirley: 1973  
 Young (Beavis), Kathy: 1970

**1975-1979**

Aaron, Jane: 1978  
 Aitken (Paterson), Jane: 1978  
 Ashford (Leadbeater), Jean: 1976  
 Astles, Rosemary: 1975  
 Barnard (Langford), Caroline: 1979  
 Barnes (Gould), Amanda: 1979  
 Barzycki (Polti), Sarah: 1976  
 Baxandall (Dwyer), Cathy: 1977  
 Beer, Ann: 1975  
 Benson (Graham), Julie: 1976  
 Bernstein (Bernie), Judith: 1975  
 Bevis, Jane: 1977  
 Bibby, Jonathan: 1979  
 Blandford, Sally: 1978  
 Bowman (Ward), Christine: 1976  
 Bridges (Berry), Linda: 1975  
 Capstick (Hendrie), Charlotte: 1977  
 Carney, Bernadette: 1978  
 Carson, Denise: 1978  
 Cassidy (Rhind), Kate: 1975  
 Charman (Rees), Stella: 1975  
 Christie (Elliott), Claire: 1979  
 Clout, Imogen: 1975  
 Cochrane (Sutcliffe), Jennifer: 1979  
 Collard (Dunk), Jane: 1977  
 Colling, Mike: 1979  
 Cooper, Hilary: 1978  
 Crane, Mary: 1979  
 Crisp, Roger: 1979  
 Cross (Close), Pippa: 1977  
 Dey, Jennifer: 1975  
 Drummond, Yvonne: 1978  
 Dryhurst, Clare: 1979  
 Ellis (Eton), Rachel: 1975  
 English, Kirsten: 1979  
 Fisher, Elizabeth: 1978  
 Fraser (Hawkes), Penny: 1975  
 Fresko (Marcus), Adrienne: 1975  
 Gent, Lizzie: 1976  
 Goodbody (Ward), Magdalen: 1977

Gornall, Gill: 1976  
 Groom (Withington), Carola: 1977  
 Hadwin, Julie: 1976  
 Hall, Jan: 1975  
 Hampton, Kate: 1977  
 Hardy (Hurst), Alison: 1979  
 Haywood, Russell: 1979  
 Hazlewood (Hazelwood), Judith: 1978  
 Hill (Topping), Janis: 1979  
 Hobbs (Galani), Efrosyni: 1977  
 Hurry (Williams), Olwen: 1977  
 Ingram, Jackie: 1976  
 Isard (McCloghry), Nicky: 1978  
 Jacobus, Laura: 1976  
 Jagger (Capel), Judith: 1978  
 James (Lucas), Cherry: 1977  
 Jourdainne (Cooper), Dorcas: 1976  
 Kenrick, Ann: 1977  
 Landor, Gina: 1975  
 Lanitis, Nicole: 1978  
 Large (Moore), Pip: 1979  
 Larke (Wall), Janet: 1975  
 Little, Tamasin: 1978  
 Lloyd (Wallace), Sarah: 1975  
 Lloyd (Chanter), Catherine: 1977  
 Lygo, Martin: 1979  
 Manweiler (O'Keefe), Isabel: 1976  
 Mashman, Valerie: 1976  
 McCrory (Jeffries), Norma: 1976  
 McGuinness, Catherine: 1978  
 McKinnon, Christine: 1976  
 Micklem, Ros: 1975  
 Neale (Lunghi), Xanthe: 1978  
 Nelson, Cathy: 1978  
 Nicholls, Marilyn: 1976  
 O'Brien, Sue: 1977  
 Ough (Payne), Alison: 1979  
 Overend (Old), Sarah: 1978  
 Owen, Catherine: 1975  
 Patton (Higgs), Janice: 1977  
 Pearson (Harger), Judith: 1976  
 Peters (Bigg), Suzanne: 1979  
 Phillips (Palmer), Wendy: 1977  
 Phillips, Susie: 1978  
 Pickford (Atkin), Gillian: 1979  
 Pomfret (Pearson), Carole: 1979  
 Pritchard, Heather: 1975  
 Rawle, Frances: 1976  
 Reed, Jane: 1977  
 Richards (Machin), Gillian: 1976  
 Riley (Vince), Pippa: 1977

Robinson, Justin: 1979  
 Robinson, Crispin: 1979  
 Russell (Gear), Moya: 1979  
 Slater (Knight), Beverley: 1976  
 Smith, Lizzie: 1977  
 Stead (McFarlane), Jane: 1977  
 Tayeb, Monir: 1976  
 Tiliouine (Murphy), Helen: 1978  
 Vernon (McCardle), Sarah: 1979  
 Vuong, Hong-Ha: 1978  
 Walker, Alison: 1975  
 Weller (Williams), Isobel: 1977  
 Wheare, Julia: 1977  
 Wightwick (Lombard), Helen: 1979  
 Winter, Liz: 1975  
 Wright, Ellen: 1977

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Anastasiou, Angelos: 1982  
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 Benson, Chris: 1983  
 Boden (Samuel), Carah: 1982  
 Bramley, Paul: 1980  
 Brodie, Pete: 1981  
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 Burns, Julian: 1981  
 Collinson, Shawn: 1980  
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Adebiyi, John: 1986  
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Bray, Heather: 1985  
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 Donald, St John: 1986  
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 Roberts, James: 1987  
 Robertshaw, Mark: 1986

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 Sanderson, Andy: 1986  
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 Scott, Liz: 1986  
 Shales, Dominic: 1988  
 Street, Michael: 1986  
 Sullivan, Isabel: 1988  
 Swann, Simon: 1989  
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 Taylor, Philip: 1985  
 Trew, Patrick: 1988  
 Tunnicliffe (Hirst), Rachel: 1986  
 Vinnels, Julian: 1987  
 Welch, Martin: 1985  
 Williams (Parry), Kate: 1986  
 Williams, Paul: 1987

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Alexander, Danny: 1990  
 Appleby (Anderson), Amber: 1990  
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 Breward, Christopher: 1991  
 Brown, Camilla: 1992  
 Buckrell (Mason), Jo: 1990  
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 Endean, James: 1992  
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 Giaever-Enger, Thomas: 1994  
 Giddings, Benjamin: 1992  
 Giles, Chris: 1990  
 Girardet (Schafer), Ruth: 1990  
 Hammond, Ben: 1992  
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 Lipscomb, Nick: 1991

Loughlin-Chow (Loughlin), Clare: 1991  
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 McDowall, Alex: 1992  
 Mody, Sanjay: 1993  
 Nentwich, Hilke: 1991  
 Nevin, William: 1994  
 O'Mahony, Andrew: 1992  
 Palmer (De Lotbiniere), Kate: 1992  
 Perthen, Joanna: 1994  
 Peter, Kai: 1994  
 Pritchard (Breaks), Amanda: 1994  
 Rainey, Peter: 1991  
 Sami (Archer), Michelle: 1993  
 Scroop, Daniel: 1992  
 Shapiro, Leonid: 1991  
 Siame, Sebako: 1991  
 Slater, Shane: 1990  
 Smith (Parker), Helen: 1993  
 Stark, Steve: 1994  
 Sutton, Rebecca: 1993  
 Timpson (Still), Julia: 1993  
 Vassiliou, Evelthon: 1991  
 Viala (Lewis), Katharine: 1990  
 Watson, James: 1992  
 West Q.C., Colin: 1994  
 White (Muddyman), Clare: 1990  
 Wiesener, Sebastian: 1994  
 Wright, Nicholas: 1994  
 Wyatt-Tilby (Tilby), James: 1992

**1995-1999**

Allen-Pennebaker (Pennebaker), Betsy: 1995  
 Barber, Wesley: 1997  
 Bee, Philip: 1995  
 Beer, James: 1999  
 Bellingham (Johnson), Naomi: 1998  
 Bourne, Jon: 1996  
 Bryson, Andrew: 1996  
 Campbell-Colquhoun, Toby: 1996  
 Chamberlain (Sone), Rosemary: 1998  
 Copestake, Phillip: 1999  
 Cottingham, Faye: 1995  
 Crichton (Hunter), Ele: 1996  
 David, Huw: 1999  
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 Donaldson, Sarah: 1995  
 Drake, Carmel: 1999  
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Gray, Anna: 1997  
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 Hurst, Kathy: 1996  
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 Kent, Simon: 1996  
 Kiire, Christine: 1997  
 Lee, Moon: 1998  
 Malde, Sneha: 1999  
 Man, Bernard: 1995  
 Mandelli, Giorgio: 1995  
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 Pratt, Neil: 1995  
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 Tordoff, Benjamin: 1998  
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 Wiles, Michael: 1996  
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 Williams, Mark: 1997  
 Williams, Charlotte: 1997  
 Woodman, John: 1999

**2000-2004**

Allen, Jenni: 2003  
 Baderin (MacGregor), Alice: 2001  
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 Chivers, Tom: 2001  
 Chong, Yu-Foong: 2001

Devenport, Richard: 2002  
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 Grosvenor, Laurel: 2004  
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 Jacobs (Watson), Ruth: 2004  
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 Lee, Edward: 2001  
 Marlow, Julia: 2001  
 Marshall, Daniel: 2004  
 Martindale (Berry), Rebekah: 2004  
 Nanji, Sabrina: 2004  
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 Perera, Simon: 2002  
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 Rabheru (Pathak), Sarika: 2003  
 Shao, Robin: 2004  
 Shipman, Shirley: 2001  
 Stawpert (Hulme), Amelia: 2000  
 Tahir, Wasim: 2003  
 Tobin Cohen (Tobin), Hannah: 2004  
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 Witter, Mark: 2000  
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**2005-2009**

Alexopoulou, Zoi: 2006  
 Atkins, Suzanne: 2008  
 Barber, James: 2008  
 Batcheler, Richard: 2007  
 Black, Robert: 2005  
 Bonham, Sarah: 2006  
 Brown, Alexander: 2007  
 Cavell, Alex: 2008  
 Chin, Henry: 2009  
 Chowla, Shiv: 2007  
 Crawshaw, Alison: 2007  
 Cukier, Martyn: 2009  
 Davis (Tabberer), Jenny: 2005  
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 Dobson Sippy (Chadwick-Dobson), Maegan: 2005  
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 Farmer, Sinead: 2005

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 Mayer, Christina: 2007  
 Monaghan, Craig: 2006  
 Moon, Jaewon: 2009  
 Morley, Jessica: 2009  
 Nandlall, Sacha: 2007  
 Nehr, Kirsten: 2009  
 O'Brien, Nanette: 2008  
 O'Toole, Thomas: 2005  
 Patel, Sheena: 2005  
 Patel, Portia: 2007  
 Paterson, Charlie: 2006  
 Paule, Steve: 2008  
 Pitel, Laura: 2005  
 Powell (Lim), Chloe: 2007  
 Powell, Matthew: 2007  
 Price (Meredith), Lucy: 2005  
 Price (Dincheva), Maria: 2005  
 Rahim, Fardous: 2006  
 Ramsden, Isobel: 2005  
 Scott, Angharad: 2009  
 Scully, Brandi: 2005  
 Shalom, Nathaniel: 2008  
 Shelley, Felicity: 2006  
 Smith, Micah: 2007  
 Stepan, Natalia: 2009  
 Stone, Joshua: 2007  
 Tao, Bernard: 2008  
 Taylor, Eleanor: 2008  
 Thomas, Carla: 2008  
 Tucker, Sam: 2007  
 Walsh, Anthony: 2006  
 White, Adam: 2006  
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Wordsworth Yates, Alan: 2008

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Belton, Eleanor: 2013  
 Berry, Stuart: 2010  
 Brehm, Samantha: 2017  
 Chapman, Angelina: 2010  
 Cheng, Sophie: 2013  
 Coleman, Georgina: 2011  
 Corbin, Alice: 2015  
 D'Andrea, Felipe: 2014  
 Dempsey, Joy: 2014  
 Dhariwal, Neha: 2013  
 Dutton, William: 2010  
 Eldridge, Tegan: 2015  
 Fan, Xin: 2011  
 Featherby, Jack: 2010  
 Flick, Derek: 2018  
 Ford, Alex: 2011  
 Fuller, Toby: 2012  
 Green, Alistair: 2012  
 Haiselden, Jon: 2014  
 Haria, Rushabh: 2013  
 Haubenstock, Luke: 2018  
 Hewlett, Sarah: 2010  
 Hill, Dan: 2010  
 Howard, Luke: 2014  
 Hughes, Daisy: 2016  
 Jones, Scott: 2010  
 Jorgensen, MacKenzie: 2018  
 Kaim, Mati: 2013  
 Khaliq, Alishba: 2010  
 Kirk, Joel: 2014  
 Landuyt, Caitlin: 2013  
 Leadbeater, Gabrielle: 2018  
 Levi-Gardes, Nick: 2018  
 Mansell, James: 2012  
 McWilliams, Simon: 2017  
 Morris, Claire: 2015  
 Moss, Simon: 2013  
 Nixon (Chronopoulos), Sophie: 2012  
 Oles, Norah: 2013  
 Papisilekas, Themistoklis: 2013  
 Papazian, Sabrina: 2010  
 Paramour, Alexandra: 2011  
 Phifer, Thomas: 2015  
 Reed, Martha: 2013  
 Rees, William: 2013  
 Ross, Connor: 2013  
 Selby, Andrew: 2012  
 Simpson, Emma: 2012

Sizikova, Elena: 2010  
 Sparkes, Sophie: 2014  
 Stone, Joseph: 2012  
 Sun, Aaron: 2014  
 Sykes, Hugo: 2010  
 Tian, Mingyong: 2011  
 Uttley, Mark: 2010  
 Weinberg, Sam: 2010  
 Wilshaw, Cai: 2012  
 Wolf, Elisabeth: 2010  
 Woodhouse, Sally: 2012

**Friends**

Austin, Michel  
 Davy, Kate  
 Drummond, Edwin  
 Ellis, Clifford  
 Foard, Christine  
 Ford, John  
 Fowler, Anna  
 Gardam, Tim  
 Gowdy, Natasha  
 Keymer, Tom  
 Killick, Lisa  
 Krul, Wilco  
 Leong, Sin-Hong  
 McCall, Marsh  
 McCall, Susan  
 Nelson, Graham  
 Nodding, Robert  
 Olsen-Shaw, Hannah  
 Parkin-Morse, Julie  
 Patel, Raj  
 Pomfret, Andy  
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 Twamley, Delia

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Forster, Helen: 1946  
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Maddock, Lesley: 1941  
Pettit (Litt), Patricia: 1947  
Port, Helena: 1938  
Pountney, Rosemary: 1969  
Price, Maureen: 1948  
Whiting, Ruth: 1958

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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.

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Austin, Michel  
Baker (Gibbon), Ruth: 1955  
Bannister (Taylor), Jean: 1958  
Beeby, Valerie: 1952  
Belden, Hilary: 1966  
Bennett (Thompson), Phyllis: 1974  
Bennett, Eric  
Biggs (Perrin), Lynn: 1972  
Blake (Condon), Richard: 1980  
Boggis, Margaret: 1940  
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Breward, Christopher: 1991  
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Burt (Waite), Audrey: 1942  
Bush (Hainton), Julia: 1967  
Bynoe (Robinson), Geraldine: 1969  
Carter (Palmer), Elise: 1942  
Chadd, Linda: 1967  
Chesterfield, Jane: 1977  
Colling, Mike: 1979  
Coo (Spink), Kathryn: 1972

Cox (Ware), Frances: 1968  
Cragoe (Elmer), Elizabeth: 1950  
Crane (Begley), Meg: 1965  
Crawford, Michèle  
Darnton (Baker), Jane: 1962  
Davies (Baxendale), Jane: 1970  
Deech (Fraenkel), Ruth: 1962  
Donald, Margaret: 1950  
Dowdall, Deb: 1974  
Driver (Perfect), Margaret: 1951  
Dyne (Heath), Sonia: 1953  
Ellis (Barber), Susanne: 1964  
Evans (Trevithick), Elaine: 1953  
Evans (Kruse), Lesley: 1962  
Everest-Phillips (Everest), Anne: 1950  
Finnemore, Judith: 1959  
Fisher (Hibbard), Sophia: 1966  
Fleming (Newman), Joan: 1957  
Foreman (Kremer), Susan: 1957  
Foster, Tony: 1980  
Fox, Clemency: 1956  
Frank (Hoar), Tessa: 1951  
Gardam, Tim  
Gent, Lizzie: 1976  
Gerry, Philippa: 1950  
Grange (Cross), Natasha: 1982  
Greenway (Denerley), Ann: 1959  
Grocock, Anne: 1965  
Halcrow, Elizabeth: 1943  
Hale, Barbara: 1948  
Hall, Kathleen: 1941  
Hallaway, Mary: 1950  
Hamilton (Pacey-Day), Susan: 1965  
Hampton, Kate: 1977  
Harrison (Greggain), Vicky: 1961  
Hensman (Hawley), Barbara: 1956  
High (Martin), Lucy: 2004  
Hilton, Catherine: 1965  
Home, Anna: 1956  
Honor (Duncan), Deborah: 1948  
Hudson, Julie: 1975  
Hunt (Siddell), Ann: 1963  
Huzzey, Clem: 1963  
Huzzey, Christine  
Hyde, Caroline: 1988  
Ingram, Jackie: 1976  
Jack, Susan: 1970  
James (Lucas), Cherry: 1977  
Jarman, Richard: 1989  
Jay (Aldis), Elisabeth: 1966  
Jessiman (Smith), Maureen: 1953

Johnstone, Harry: 1957  
Jones (Smith), Elizabeth: 1962  
Julian (Whitworth), Celia: 1964  
Keegan, Rachel: 1967  
Kenna (Hamilton), Stephanie: 1968  
Khan, Yasmin: 1991  
Kielich, Christina: 1970  
King, Fiona: 1980  
Kingdon, Janet: 1976  
Kirk-Wilson (Matthews), Ruth: 1963  
Lacey (Akyroyd), Juliet: 1962  
Larkins (Rees), Fay: 1953  
Lawless (Freeston), Sally: 1971  
Leckie (O'Donnell), Liz: 1981  
Lewis, Keri: 1947  
Lloyd, Peter: 1983  
Lygo, Martin: 1979  
Mann, Paul: 1988  
Martin (Pearce), Mary: 1971  
Mason (Childe), Rosemary: 1958  
Massey (Glaser), Lili: 1967  
McCracken (Chavasse), Gabrielle: 1954  
McDonnell (Phillips), Marie-Louise: 1971  
Moore (Slocombe), Anne: 1955  
Mottershead (Roberts), Ann: 1977  
Moughton (Parr), Elizabeth: 1951  
Munro, Rob: 1982  
Murdin (Milburn), Lesley: 1960  
Newlands (Raworth), Elizabeth: 1960  
Newton (Little), Clare: 1970  
Nixon, Gill  
O'Flynn (Brewster), Hazel: 1946  
Orsten, Elisabeth: 1953  
O'Sullivan, Helen: 1969  
Packer (Sellick), Sally: 1964  
Palmer (Allum), Marilyn: 1962  
Pattison, John: 1952  
Paul, Helen: 1994  
Pickles (Wilson), Jane: 1953  
Pomfret (Pearson), Carole: 1979  
Preston (Haygarth), Barbara: 1957  
Regent, Petra: 1975  
Revill (Radford), Ann: 1955  
Reynolds, Sian: 1958  
Robinson, Crispin: 1979  
Rossotti (Marsh), Hazel: 1948  
Sainsbury (Davies), Audrey: 1947  
Secker Walker (Lea), Lorna: 1952  
Sheather (Hall), Judith: 1962  
Shenton, Joan: 1961  
Simon (Holmes), Jane: 1973

Skelton, Judy: 1965  
Smith, David: 1974  
Stanton (Beech), Mandy: 1981  
Stoddart (Devereux), Frances: 1955  
Tayeb, Monir: 1976  
Thirlwell (Goldman), Angela: 1966  
Thomas, Stella-Maria: 1977  
Thompson, Jean: 1942  
Tindall-Shepherd (Dunn), Wendy: 1963  
Tjoa (Chinn), Carole: 1965  
Tricker (Poole), Marilyn: 1964  
Turner (Davison), Kathryn: 1972  
Turner (Griffiths), Clare: 1986  
Twamley, Delia \*  
Wagner, Rosemary: 1964  
Wells (Lehmann), Yvonne: 1944  
Wheeler, Heather: 1958  
Whitby (Field), Joy: 1949  
Willets (Ferrerias), Maria: 1974  
Wright, Lynne: 1970  
Yates (Crawshaw), Sue: 1967  
Young (Tucker), Margaret: 1949  
Young (Clifford), Barbara: 1957  
\* 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 [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk).

### Library Donations

The Library is grateful for the many generous book and financial donations received from alumnae, Fellows and friends. With over 100,000 titles we have one of the largest College libraries in Oxford and your kind support greatly adds to the richness of our collection.

## Thank you

## COMMUNICATIONS

Keeping in contact with our alumnae and friends is vital to all that we do at College. Most importantly, we want to help you keep in contact with each other after you have left St Anne's and to 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 [www.alumniweb.ox.ac.uk/st-annes](http://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)

View our privacy notice at: [www.alumniweb.ox.ac.uk/st-annes/privacy-notice](http://www.alumniweb.ox.ac.uk/st-annes/privacy-notice)

## PERSONAL NEWS

Please send personal news for The Ship 2019-2020 by email to [development@st-annes.ox.ac.uk](mailto:development@st-annes.ox.ac.uk) or by post to:

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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.

## Dine in College

College is, depending on COVID-19 restrictions, delighted to be able to offer alumnae the option to lunch at St Anne's

on a Monday to Friday during term time (term dates). 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 1.30 pm. 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. Please note that we may be unable to accommodate alumnae for lunch in College depending on changing government advice throughout the pandemic.

## 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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